



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE
In Urdu (6UR04) Paper 01
Research, Understanding and Written
Response

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A: Translation Mark Scheme

No	Question	Accept	Reject
1	As a student	ایک طالب علم کے طور پر	
2	My school management	میرے اسکول کی انتظامیہ	
3	always encouraged me	ہمیشہ میری حوصلہ افزائی کی	
4	from the start	شروع ہی سے	
5	To be concerned	مجھے خیال / فکر مندہونا چاہئیے	
6	about the environment	ماحول کے بارے میں	
7	by saving	بچت کرتے ہوئے	
8	energy	توانائی	
9	and reducing	اور کم کرتے ہوئے	
10	waste	کوڑا کرکٹ / کچرا	
11	As I became older	عمر بڑھنے	
12	With the passage of time	اور وقت گزرنے کے ساتھ	
13	I wanted	میں چاہتا تھا	
14	My school friends	میرے سکول کے دوست	
15	To follow in	چلیں / پیروی کریں	
16	my footsteps	میرے نقش قدم پر	
17	but their lack of support	لیکن ان کی طرف سے تعاون میں کمی	
18	Disappointed me	مجھے مایوس کیا	
19	Whenever	جب بھی	
20	I hear news	میں خبریں سنتا ہوں	

21	About floods	سیلابوں کے بارے میں	
22	droughts	خشک سالی	
23	And other natural disasters	اور دوسری قدرتی تباہ کاریاں	
24	They make me realise	وہ مجھے سوچنے پر مجبور کرتی ہیں	
25	That they are caused	کہ یہ نتیجہ ہیں	
26	By climate change	آب و ہوا کی تبدیلی کا	
27	I sometimes wonder	میں کبھی سوچتا ہوں	
28	Whether the developed world	کہ ترقی یافتہ دنیا	
29	Should do more to help	زیادہ مدد کرے	
30	prevent such catastrophes	اس قسم کی تباہ کاریوں کے بچاؤ کے لیے	

Question 2

SECTION B: CREATIVE OR DISCURSIVE ESSAY

Question Number	Answer	Mark
2(a)		
	Suggested Answer	
	The image shows a family is celebrating. Some sort of creative story about the picture. Why are they celebrating? Why have they decided to celebrate? How do they feel? Any other creative idea.	
		Mark
		(45)

Question Number	Answer	Mark
2(b)		
	Suggested Answer	
	This should be a continuation to the story. Amina has got up early in the morning and dressed up nicely because it was her interview for a job. When she arrived at the interview place, she realized that she has forgotten all her interview papers at home. What happens next? She was interviewed / not / rejected. Any other situation. Any reasonable creative story is relevant.	

	<p>We might expect to see:</p> <ul style="list-style-type: none"> -Description of shock, feelings, happiness, excitement -Reactions -Possibly other people getting involved (family/friends) -Conclusion with explanation. 	
		Mark
		(45)

Question Number	Answer	Mark
2(c)		
	Suggested Answer	
	<p>Candidates should structure the newspaper article with the appropriate style. They should include references to day to day life. The story could include reference to the research they have made, the use of technology and their disadvantages on writing.</p> <p>Other ideas:</p> <ul style="list-style-type: none"> -General ideas about use of technology, shortage of time, effects on health, education 	
		Mark
		(45)

Question Number	Answer	Mark
2(d)		
	Suggested Answer	

	<p>Candidates must present the idea that why young people should do compulsory community service to avoid negative attitude in them. How can this be controled? Who should start this and how? More education, awareness, and law making of any sort.</p> <p>We might expect to see:</p> <ul style="list-style-type: none"> -Short introduction -For and against points for growing population. 	
		Mark
		(45)

Question Number	Answer	Mark
2(e)		
	Suggested Answer	
	<p>Candidates should present a balanced argument about publicity of their favourite actor or actress. Why should people not take it serious the negative publicity about their favourite actor/actress? Students need to show their understanding of the topic.</p>	
		Mark
		(45)

Question Number	Answer	Mark
2(f)		
	Suggested Answer	

	<p>Candidates should outline the reasons why artificial items should not be included in the food? What are the main problems of health with these changes? How this can be resolved. Main disadvantages and problems of this type of situation.</p> <p>We might expect to see:</p> <ul style="list-style-type: none"> -Short introduction -Arguments supporting the statement in title: Problems, reasons and remedy. 	
		Mark
		(45)

Question Number	Answer	Mark
2(g)		
	Suggested Answer	
	<p>Candidates should present a balanced argument about whether or not it is true to learn his/her culture first before learning other cultures.</p> <p>We might expect to see:</p> <ul style="list-style-type: none"> -Short introduction -Arguments supporting statement in title: It is true that fashion is a source of different problems. -Arguments against statement: 	
		Mark
		(45)

Discursive Essay or Creative Writing Assessment Grids

Mark	AO2: Understanding and Response: Creative Writing
0	No rewardable understanding or response
1 - 3	Largely irrelevant. Minimal use of stimulus
4 - 6	Some relevant points made. Unimaginative use of stimulus
7 - 9	Satisfactory understanding of question and response to stimulus
10 - 12	Good to very good understanding of question and response to stimulus
13 - 15	Very Good to excellent understanding of question and imaginative response to stimulus

Mark	AO2: Understanding and Response: Discursive Essay
0	No rewardable understanding or response
1 - 3	Minimal understanding of question or relevant discussion
4 - 6	Limited understanding of question
7 - 9	Satisfactory understanding of question. Some implications of questions addressed
10 - 12	Good to very good understanding of question. Main implications of question addressed
13 - 15	Very Good to excellent understanding of question. Implications of question fully grasped

Mark	AO2: Organisation and development
0	No rewardable organisation and development
1 - 3	Minimal organisation and development. Answer largely disorganised
4 - 6	Limited organisation and development. Structure lacks coherence
7 - 9	Organisation and development not always logical and clear
10 - 12	Organisation and development logical and clear
13 - 15	Extremely clear and effective organisation and development of ideas

Mark	AO3: Range and application of language
0	No rewardable range and application of language
1 - 2	Inadequate range of lexis and structures. Very limited ability to manipulate
3 - 4	Restricted range of lexis and structures. Limited ability to manipulate language
5 - 6	An adequate range of lexis and structures. Successful manipulation of language/attempts to handle complex structures not always successful
7 - 8	A wide range of appropriate lexis and structures. Successful manipulation of language
9 - 10	Rich and complex language. Very successful manipulation of language

Mark	AO3: Accuracy of the target language
0	Language so inaccurate that no reward is possible
1	Accuracy only in the simplest form. A high incidence of basic error
2	Communication impaired at times by basic errors eg agreements, verb forms. Some familiar language is accurate
3	A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate
4	Few errors, mostly of a minor nature
5	High degree of accuracy with minimal and minor errors

Question 3

Section C

SECTION C: RESEARCH-BASED ESSAY

Question Number	Answer	Mark
3(a)	Students are expected to provide economic development of the area of study. How this can be developed more? The problem facing other areas of that country.	(45)

Question Number	Answer	Mark
3(b)	The political situation of the period students have chosen with effects on the country. Possibilities include Political situation Personalities Any incidents etc. Impact	(45)

Question	Answer	Mark
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Number		
3(c)	Cultural aspects of the Urdu speaking communities/countries Students can include; What were the cultural aspects? Why they were important? What was the impact? Good or bad impact on future?	(45)

Question Number	Answer	Mark
3(d)	A character of the book, drama or movie. Why do the students think he/ she is so good to be an ambassador of peace ? What are the impacts on the young generation good or bad? Work he / she has done for peace. Story of the book drama or movie in brief. Discussion about other characters etc.	(45)

There are two parts of questions 3a, 3b, 3c and 3d.

If a candidate answers one part of the question only, 18 marks will be available in total in Reading, research and understanding.

If a candidate answers one part of the question in detail but answers very briefly the second part of the question, 24 marks will be available in total in Reading, research and understanding only.

Full 30 marks will be available if both parts are answered properly and equally.

Question Number	Question	Marks
3	This is for the research-based essay.	45

Mark	AO2: Reading Research and Understanding
0	No rewardable material presented
1 - 6	Minimal understanding. Almost no evidence of reading and research
7 - 12	Limited understanding. Little evidence of reading and research
13 - 18	Adequate understanding. Some evidence of reading and research
19 - 24	Good to very good understanding. Clear evidence of in depth reading and research
25 - 30	Very good to excellent understanding . Clear evidence of extensive and in depth reading and research

Mark	AO2: Organisation and development
0	No rewardable organisation and development
1 - 2	Limited organisation and development. Structure almost wholly lacking in coherence
3 - 4	Some organisation and development. May be rambling and/or repetitive
5 - 6	Adequate organisation and development of material. Development patchy and/or unambiguous
7 - 8	Good organisation and development. Material well planned and sequenced with minor lapses
9	Very good organisation and development. Material very effectively marshalled and developed within a carefully planned framework

Mark	AO3: Quality of Language
0	No rewardable language
1	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate
2	Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range; basic sentence construction. Register often inappropriate
3 - 4	Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis. Structures often well handled
5	Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures and use of idioms
6	Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy