



Mark Scheme (Results)

October 2020

Pearson Edexcel Level 3 Advanced GCE
In Urdu (9UR01)

Paper 4: Research, Understanding and
Written Response in Urdu

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Autumn 2020

Publications Code xxxxxxxx*

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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	With the spread of education in Pakistan	پاکستان میں تعلیم کے بڑھنے کے ساتھ	
2	More educated people	زیادہ تعلیم یافتہ لوگ	
3	are moving to towns from villages.	دیہاتوں سے قصبوں/شہروں کی طرف منتقل ہو رہے ہیں	
4	this is because	یہ اس لیے ہے / اس کی وجہ یہ ہے کہ	
5	the agriculture sector	زرعی شعبہ	
6	has limited employment opportunities	زرعی شعبہ ملازمت مہیا نہیں کر سکتا	
7	Moreover	مزید یہ کہ	
8	Many people want to take	لوگ اٹھانا چاہتے ہیں۔	
9	Advantage of city life	شہری زندگی سے فائدہ	
10	People are leaving	لوگ بدل رہے ہیں/چھوڑ رہے ہیں	
11	traditional agricultural professions	روایتی زراعت کا پیشہ	
12	and moving to trade	اور تجارت کی طرف جا	
13	banking	بنکنگ	
14	teaching	پڑھائی/تدریس	
15	and other jobs which	اور دوسرے کام جو	

16	attract higher income	زیادہ آمدنی ملنا/کھینچنا	
17	This movement	اس انتقال/ حرکت/ نقل و حرکت نے	
18	has created	پیدا کیا ہے	
19	a lot of economic	بہت زیادہ معاشی	
20	and social problems in the cities	ا اور سماجی مسائل شہروں میں	
21	like shortage of accommodation	جیسے کہ رہائش کی کمی	
22	electricity	بجلی	
23	drinking water	پینے کا پانی	
24	educational	تعلیمی	
25	and medical facilities	ا اور طبی سہولیات	

SECTION B: CREATIVE OR DISCURSIVE ESSAY

Question Number	Answer	Mark
2(a)		
	Suggested Answer	
	The image depicts a family free time activity. Some sort of creative story about the picture. Who are they? Why have they decided to play cricket? What will happen afterwards or what has happened? What is the occasion?	
		Mark
		(45)

Question Number	Answer	Mark
2(b)		
	Suggested Answer	
	This should be a continuation to the story. Ahmed is very happy because he is going to USA for higher education. Accompanied to airport with his family. Went to counter for check in and as he opened his hand bag but to his surprised, he could not find his passport. what happens next. His flight was delayed / missed. His mum kept his passport in her hand bag etc Any other situation. Any reasonable creative story is relevant.	

	We might expect to see: -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	
	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 shortage of water in Pakistan, Other ideas: -General ideas about use of water, shortage of time, effects on health etc	
		Mark
		(45)

Question Number	Answer	Mark
2(d)		
	Suggested Answer	
	Candidates must present the idea that why young people should do more exercise and eat less fast food. How the use of fast food is dangerous for health without any physical exercise. How can this be controlled?	

	Where to start this and how? How to make people educated, aware, and law making of any sort. We might expect to see: -Short introduction -For and against points for growing population.	
		Mark
		(45)

Question Number	Answer	Mark
2(e)		
	Suggested Answer	
	Candidates should present a balanced argument about education and employment. Why should people not acquire education only for the purpose employment only but to know the humanity. To get to know each other. The role of schools, colleges, universities, government etc.	
		Mark
		(45)

Question Number	Answer	Mark
2(f)		
	Suggested Answer	

	Candidates should outline the reasons why modern technology like iPads, computers are distracting students and young kids? What are the main problems	
	to their social and moral health? How this can be resolved. Solution to these problems. We might expect to see: -Short introduction -Arguments supporting the statement in title: Problems, reasons and remedy.	
		Mark
		(45)

Question Number	Answer	Mark
2(g)		
	Suggested Answer	
	Candidates should present a balanced argument about urban and rural life. Features of villages, the part a village plays in the economic development of a country We might expect to see: -Short introduction -Arguments supporting statement in title: It is true that villages are the back bone of country development. -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

SECTION C: RESEARCH-BASED ESSAY

Question Number	Answer	Mark
3(a)	Students are expected to provide a festival of the area of study. How important this festival is? It could be a national, religious or regional festival. What types of preparation, rituals, people attitude? Role plays in the city, region. How people get involved and what do they learn. Time period of the festival.	(45)

Question Number	Answer	Mark
3(b)	The sports person of the period students has chosen. Possibilities include Personal likes, education, about sports business, Any incidents etc, why important? Provide financial help, employment to young people etc	(45)

Question	Answer	Mark
Number		
3(c)	Cultural aspects of the Urdu speaking communities/countries Students can include; What were the way of living? Why it's changed now. Why they were important? What was the impact? Good or bad impact on future?	(45)

Question	Answer	Mark
Number		
3(d)	A character of the book, drama or movie. Why do the students think he/ she is so good? What are the impacts on the young generation good or bad? Work he / she has done. 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