

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE  
in Urdu (6UR04) Paper 01  
Written Response & Research

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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	Youth is the time	جوانی کا زمانہ ہوتا ہے	
2	of excitement	جوش والا	
3	and wanting to change the world	اور دنیا کو بدلنے والا	
4	to make it	کہ اس کو بنائیں	
5	more beautiful place	زیادہ خوبصورت جگہ	
6	When we have	جب ہمارے پاس ہوتی ہے	
7	the energy	طاقت	
8	to achieve	حاصل کرنے کی	
9	What we want	جو ہم چاہتے ہیں	
10	To do	کرنا	
11	it is a time	یہ وہ وقت بھی ہے	
12	for learning	سیکھنے کا	
13	new things	نئی چیزیں	
14	about the world	دنیا کے متعلق	
15	around us	اپنے ارد گرد	
16	and most of all,	اور سب سے زیادہ	
17	discovering	دریافت کرنا	
18	Ourselves.	اپنے آپ کو	
19	Being young	جوان ہونے کی وجہ سے	
20	bring	آتی ہیں	
21	Great opportunities	اہم مواقع	
22	But you	لیکن آپ	

23	must	ضروری	
24	Bear in mind	اپنے ذہن میں رکھیں	
25	That while making	جب آپ استعمال کرتے ہیں	
26	The most of your time,	زیادہ تر وقت	
27	You should not	تو آپ نہ بنیں	
28	cause	وجہ	
29	Any pain	کسی درد کی	
30	to others.	دوسروں کے لیے	

## Question 2

### SECTION B: CREATIVE OR DISCURSIVE ESSAY

Question Number	Answer	Mark
<b>2(a)</b>		
	Suggested Answer	
	The image depicts a two friends are climbing a mountain. Some sort of creative story involving their situation that they would/ would not expect. Who are they? Why have they decided to climb? What will happen at the end or during the climb etc?	
		Mark
		<b>(45)</b>

Question Number	Answer	Mark
<b>2(b)</b>		
	Suggested Answer	
	This should be a continuation to the story. Aslam is waiting for his A Levels results? How is he feeling? What happened after he receives his result? Good result/ what happen next. Good result how does he feel? 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
		<b>(45)</b>

Question Number	Answer	Mark
<b>2(c)</b>		
	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 use of machines and their disadvantages on health. Other ideas: -General ideas about use of machines, shortage of time, effects on health	
		Mark
		<b>(45)</b>

Question Number	Answer	Mark
<b>2(d)</b>		
	Suggested Answer	
	Candidates must present the idea that why growing population is dangerous. How can this be control? How more food resources can be found?More education, awareness, and law making of any sort. We might expect to see: -Short introduction -For and against points for growing population.	
		Mark
		<b>(45)</b>

Question Number	Answer	Mark
<b>2(e)</b>		
	Suggested Answer	
	Candidates should present a balanced argument about problems facing by students. Why political conditions are the big problem for education? Change of policies, fee increase etc. Students need to show their understanding of the topic.	
		Mark
		<b>(45)</b>

Question Number	Answer	Mark
<b>2(f)</b>		
	Suggested Answer	
	<p>Candidates should outline the reasons why poor countries are facing health problems? What are the main problems of health in these countries? How this can be resolved. Main facilities of health in those countries. Role of rich and developing countries.</p> <p>We might expect to see:</p> <ul style="list-style-type: none"> <li>-Short introduction</li> <li>-Arguments supporting the statement in title: Problems, reasons and remedy.</li> </ul>	
		Mark
		<b>(45)</b>

Question Number	Answer	Mark
<b>2(g)</b>		
	Suggested Answer	
	<p>Candidates should present a balanced argument about whether or not fashion is a source of social and financial problem.</p> <p>We might expect to see:</p> <ul style="list-style-type: none"> <li>-Short introduction</li> <li>-Arguments supporting statement in title: It is true that fashion is a source of different problems.</li> <li>-Arguments against statement: It's not true that fashion is a source of different problems.</li> </ul>	
		Mark
		<b>(45)</b>

## 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
<b>3(a)</b>	Students are expected to provide the reasons why people have different types of functions during weddings, spending a lot of money. How this can be stopped? The problem facing by non-important rituals of weddings. Too much food, too many people, long duration etc.	<b>(45)</b>

Question Number	Answer	Mark
<b>3(b)</b>	The life style of the period students have chosen with a comparison with today life style. Possibilities include Dress Fashion Food Way of living Impact	<b>(45)</b>

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

Question Number	Answer	Mark
<b>3(d)</b>	The negative character of the book, drama or movie. Why do the students think he/ she was negative?	

	What are the impacts on the young generation good or bad? Problems created by them for others Story of the book drama or movie in brief. Discussion about other characters etc.	<b>(45)</b>
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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



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