Sample Assessment Materials
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Urdu (1UR0)
First teaching from September 2017
First certification from June 2019

Issue 3
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Original image by Mark Bolitho and Naki Kouyioumtzis

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## Summary of changes made between previous issue and this current issue

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<th>Page number</th>
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| The Sample Assessment Materials for Paper 4 have been amended to reflect the following amendments:  
  - the addition of the optional Question 2(b) on the Foundation tier paper  
  - an addition of 5 minutes to the length of the Foundation tier paper  
  - question titles appearing in English instead of the target language for both Foundation and Higher tier papers | 167 - 175 and 349 - 360 |

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson. These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.
Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson. These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.
• All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.

• Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.

• Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.

• 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/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.

• When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.

• Crossed-out work should be marked unless the candidate has replaced it with an alternative response.
**General marking guidance**

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate’s response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.
SECTION A
My school

Question 1
Example
:F1

مین نے اسکول یونیفارم کے لئے شلوار قمیش خریدی۔

Question 1
:F1

مین نے اسکول یونیفارم کے لئے شلوار قمیش خریدی۔

:F1

عمر پرہمارا اسکول بعد قبہ。

:F1

میں اپنی دوستوں سے ملنا پسند ہوں۔
The family breakfast

Question 2

Example

:M1

میں اپنے کے ساتھ ناشر کرتاجوں

Question 2 Part (i)

:M1

میں ناشریں کہاں کے لیے ناشر کرتاجوں

Question 2 Part (ii)

:M1

میری معروف دوسری کافی سے

Question 2 Part (iii)

:M1

میری اک سب سے آخر کم ناشر قربتی

School

Question 3

Example

F2

تم سیر کیا سی۔ ہمارا اسکول صبح آٹھ بجے سے شام تیمہ تک کھلا ہوتا ہے۔

Question 3

F2

انگریزی لازم ہے جبکہ اردو تم اپنی مرضی سے ٹھانکے ہوں。

M2

تم اسی بہا۔ شروع اپنے مضمون حسب کیوں کہ یہ ایک مضمون ہے۔ مستند ہے۔

F1

میں تاریخ پڑھنے کا شوق ہے جبکہ ادیبہ میں خرمت ہے۔
Holidays

Question 4

Example

M1

تم سالم ہوں اور مہم ترکی میاجابتندا ہوئے۔

Question 4

F1

کیون؟

M1

تم استقبال دکھانے اور مختلف لوگوں سے ملاقات ترکی میاجابتندا ہوئے؟

F1

تم کیسی شخص جا رہے ہیں کے کیوں اپنے ناگر سجا رہے ہے؟

M2

تم اس میں بھری نہیں خریداری کے لیے جا رہے ہے اس نے ناگر سجا رہے ہے کیونکہ میری طرف سے کبھی وہاں رہنے کا سامنا نہ ہوا۔
Class reward

Question 5

Question 5 Part (a)
:F2

اٹوار کو میں اپنی کلاس کے ساتھ رہنڈا کیا ہے۔

Question 5 Part (b)
:F2

تیم کھڑکی کے پاس بیٹھے۔

Question 5 Part (c)
:F2

تیم نے مچھلی اور مرغی کھائی اور ہوئے بچے۔

Question 5 Part (d)
:F2

مزیدار کھانا کا خیال کیا کہیں کے بعد تیم نے پیا لیا اور خوب کھیا کیا ہے۔
Eid

Question 6

:M1

عید کے دن نماز چلا جاتے ہیں کے بعد نمی آئی بخوشی کے اگر جا لیے ہیں یہ یہوہ وہ نہیں ہیں اور فوڑ جا لیں ہیں۔

ہم کھڑکی کے پاس ہیں آجائح جین ہیں۔ دوسرے کو ہم تسلسل میں سے جا لیے ہیں اور فوڑ جا لیں ہیں۔ شام کو نم سب کہنے کا حسن بابر جا لیں۔

Technology

Question 7

Example

:M2

خاندان کے کر گھر بنائی ہیں۔

Question 7

:M2

خو شی اور غم لے خاندان دنیا کے کام ہو رہے ہے بہت جلد اپنی کتابوں میں

:M1

پان ایب تمام اپنے گھر و الیکشن کی سید لیے ہوئے ہے کیوں ہے گھر ضرورت پڑتی ہے گھر دو لیے

کام آ چک ہیں۔
At the lost property office

Question 8

F1

 bềilage משלהי של מעל 90 לשון של סتأكيد כנף בין הראותencing למגלה במעל-seat המשמיים של בחרונות גוף של משל שיריבי במעל שגוי השדה.

M1

אף על פי כל הקשיים, הוא מה שידיד.wrapper של P1 יש לה revisis את כל הקCartItemים, ודיאירקון של כל הקCartItemים בימיה היחודיים everlasting לليبפ מדויק ב_batches.

F1

500 רופים, צבירי עדCraig האנשים. לבירור של כל الكرScrollBarים מעיניע לי שבית פתושי עין.
Careers and professions

Question 9

Example

:M2

سالوں دو سال تک کسی غربی ممالک میں جاکر ایک مریض کا مختصر علاج کرنے کا پہلا مرحلہ جو پاس پیچھے کیا ہے۔

:F2

اور پھر؟

:M2

کسی غرب ممالک میں ایک نویں روزہ دریافت کرنے میں پہلے اور دوسرے سال کی کامیابی کے بعد بہتر ہو گئے ہیں۔

:F2

اور پھر کہاں رہنا پسند کروگے؟

:M2

جہاں ہی جا رہے ہیں۔
International football event

Question 10

F1

فہرست میں خصوصی حرف ہے۔ لوگوں کی اکثرا فٹ بال دیکھنے والی ہے۔ میں بات کہنے کی ضرورت ہے۔

M1

کبھی بھی جس میں مشکل سے نہیں ہے یہ ہی۔ لوگوں کو چاہئے ہے اگر کوئی چیز صرف ہو۔

F1

اس میں ایک بھی حل نہیں۔ لوگوں کی اپنی اپنی حالت معنی کرتی ہے۔

M1

لیکن ایک بھی بارے ہے کہ لوگوں کی اپنی اپنی حالت معنی کرتی ہے۔
Films

Question 11

Example

:M2
یہ فلم مزید میں ہیں، پھر اس کو لیکر لوگوں کی تعلیم کا مقبول ہی۔

Question 11

:F2
یہ فلم فہرست میں ہیں، پھر اس کو لیکر لوگوں کی تعلیم کا مقبول ہی۔

:M1
معلوم ہے کہ فلم میں سماجی فہرست میں ہیں، پھر اس کو لیکر لوگوں کی تعلیم کا مقبول ہی۔

:F1
یہ فلم فہرست میں ہیں، پھر اس کو لیکر لوگوں کی تعلیم کا مقبول ہی۔

:M2
یہ فلم فہرست میں ہیں، پھر اس کو لیکر لوگوں کی تعلیم کا مقبول ہی۔
Recycling

Question 12

فیلوں سال سے اسلام آباد کونسل نے پلاسٹک ورکنگ کو رو در رو دیا ہے۔ ایک کوڈ کرکے لیے اور دو مراکش اور پلاسٹک ورکنگ کر کے لیے اس کے نتیجے میں پورا شہر پہلے سے کم زیادہ صرف سما کرنا ہے۔

وہ لوگوں نے فظیہ ہو تاہم ایک اخلاقی حیاتیہ پلاسٹک ورکنگ پہلے لیے پورے نسل سے روہنے کی اہمیت بھی.
SECTION B
Weather

Question 13

Example

:M2

بہار میں بر طرف مخلوط گھم کریں، پاک میں جانے کا خوب مزہ آتا ہے اور بر طرف روشنی نہیں سکتی۔

آمیز ترین کون سا موسم پسند ہے؟

:F2

بہار کے موسم میں تہر پلاسکی دوتوں سے گرم کپڑے ہوتے ہیں کیونکہ پھلتوں کے اشکار بار اٹھا کر جاتا ہے۔ میں سنی گرمی کا موسم شروع ہوتا ہے گرم پلاسکی کا برہنہ بوسنی سے اور اگر برہنہ بوسنی بھی اس حد میں سے لے لیا جائے تھا کہ موسم اچھا نہیں سکتے۔
My town

Question 14

Example

:M1

ناہے طالبٰیسے کے اکثر لوگ مل ہیں۔

Question 14

:M1

زندگی بہت انجیلی ہے اور اہبیں کی ہر پنجری، چھپنے کو شامل ماریمین بین تین باہم لوگ بار بار جاتا پڑتے ہیں۔

نگچہ سے میں جاھاں جاہاں جاں بھی اور اہبیں میں کر نہیں کر غرب اکثر لوگنا بہت ہی۔ 

یہاں لوگوں میں ایک گروپ اور اہبیں کے ساتھ ساتھ تحقیق ہے۔

ہمارے علاقے کے اکثر لوگ بہت اچھی گزرنے والے ہیں اور میں اپنے دوستوں کے ساتھ بھی مل جاتا ہوں۔

ہی۔ کبھی کبھی می اپنے دوستوں تےہو  فیکا بھی شو یقی یہاں موس ایجاں پسند اور میں سے بہت ؽل کرتا ہوں اور اکثر اپنے ہی اپنے پسند بہت بھی نےکھا۔

کبھی گل پسے بہت تنگ ہوُں۔البتہ می اچھے چلتا ہو جاتا ہے۔

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Instructions

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer all questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in Urdu.
- Answer the questions in the spaces provided
  - there may be more space than you need.
- You must not use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for each question are shown in brackets
  - use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box 🅱️. If you change your mind about an answer, put a line through the box 🅰️ and then mark your new answer with a cross 🅱️.

SECTION A

My school

1 Amina is talking about her school in Peshawar. What does she talk about?

Listen to the recording and put a cross 🅱️ in each one of the three correct boxes.

<table>
<thead>
<tr>
<th>Example</th>
<th>Urdu books</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>School starts early</td>
</tr>
<tr>
<td>B</td>
<td>Uniform</td>
</tr>
<tr>
<td>C</td>
<td>Her teachers</td>
</tr>
<tr>
<td>D</td>
<td>Favourite subjects</td>
</tr>
<tr>
<td>E</td>
<td>School holiday</td>
</tr>
<tr>
<td>F</td>
<td>After-school clubs</td>
</tr>
<tr>
<td>G</td>
<td>Meeting friends</td>
</tr>
</tbody>
</table>

(Total for Question 1 = 3 marks)
**The family breakfast**

2. Ali is talking about what his family does for breakfast.

What does he say?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

**Example:** Ali has his breakfast with his…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>mother.</td>
</tr>
<tr>
<td>☒</td>
<td>father.</td>
</tr>
<tr>
<td></td>
<td>brother.</td>
</tr>
<tr>
<td></td>
<td>sister.</td>
</tr>
</tbody>
</table>

(i) For his breakfast Ali does **not** have…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tea.</td>
</tr>
<tr>
<td></td>
<td>fruit.</td>
</tr>
<tr>
<td></td>
<td>toast.</td>
</tr>
<tr>
<td></td>
<td>egg.</td>
</tr>
</tbody>
</table>

(ii) Ali’s sister has …. for breakfast.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>milk</td>
</tr>
<tr>
<td></td>
<td>cereal</td>
</tr>
<tr>
<td></td>
<td>eggs</td>
</tr>
<tr>
<td></td>
<td>bread</td>
</tr>
</tbody>
</table>

(iii) His mother has breakfast…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>with her family.</td>
</tr>
<tr>
<td></td>
<td>before everyone.</td>
</tr>
<tr>
<td></td>
<td>with her husband.</td>
</tr>
<tr>
<td></td>
<td>after everyone.</td>
</tr>
</tbody>
</table>

*(Total for Question 2 = 3 marks)*
Some friends are talking about their school in Karachi.

Who says what?

Listen to the recording and put a cross \( \square \) next to each one of the three correct statements.

<table>
<thead>
<tr>
<th>Example</th>
<th>Ali</th>
<th>Adeela</th>
<th>Iram</th>
</tr>
</thead>
<tbody>
<tr>
<td>School starts at 8.00.</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Our school finishes at 3.30.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We can choose Urdu as an option.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not like Maths.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teachers work hard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not like History.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like my History teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My favourite subject is English.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Total for Question 3 = 3 marks)
Holidays

4 Some friends in Lahore are talking about how they will spend their summer holidays. Listen to the recording and put a cross ✗ in each one of the three correct boxes.

<table>
<thead>
<tr>
<th>Example</th>
<th>Saleem</th>
<th>Fatima</th>
<th>Majid</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to go to Turkey.</td>
<td>✗</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not like the city of Istanbul.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I love flying.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to meet different people.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to go to the beach.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am staying at home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My sister promised me a meal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will be working.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Total for Question 4 = 3 marks)
**Class reward**

5 Hafsa is telling you about a recent trip to a restaurant that her class had been taken to, as a reward for good behaviour.

Listen to the recording and answer the following questions **in English**.

(a) When did she go out on the trip?  

(b) Where did they sit?  

(c) Apart from chicken what else did they eat?  

(d) What did they do after their meal?  

(Total for Question 5 = 4 marks)
Eid

6 Ishtiaq has recorded a podcast to talk about how he celebrates Eid.

What does he say?

Complete the sentences. Use the correct word or phrase from the box.

<table>
<thead>
<tr>
<th>sister</th>
<th>fair</th>
<th>shops</th>
</tr>
</thead>
<tbody>
<tr>
<td>uncle</td>
<td>mosque</td>
<td>aunt</td>
</tr>
<tr>
<td>chocolates</td>
<td>gifts</td>
<td></td>
</tr>
</tbody>
</table>

(a) After the Eid prayer at the .............................., we visit

my .............................. . ..............................(1)

(b) My Uncle takes us to the .............................. and buys .............................. . ..............................(2)

(Total for Question 6 = 3 marks)
Technology

7 Mustafa and Ahmed are talking about technology.

What does he say?

Listen to the recording and put a cross ☒ in each one of the three correct boxes.

Example The family makes a home. ☒

A It is good to spend time with family. ☐
B The family take care of each other. ☐
C Families do not care about each other. ☐
D Technology has affected relationships. ☐
E Technology has brought the family closer. ☐
F We know more about our family. ☐
G We know more about our friends. ☐

(Total for Question 7 = 3 marks)
At the lost property office

8 You overhear a conversation in a lost property office in Rawalpindi.

Listen to the conversation and answer the following questions in English.

(a) On which day did she leave her bag on the bus?

(b) What was the colour of the bag?

(c) What was the most important item in the bag?

(Total for Question 8 = 3 marks)
Careers and professions

9 A careers adviser is speaking about future plans to a pupil at an international school in Islamabad.

What does the pupil say?

Listen to the recording and complete the sentences by putting a cross \( \checkmark \) in the correct box for each question.

Example: He wants to be a…

- \( \checkmark \) A doctor.
- \( \square \) B teacher.
- \( \square \) C engineer.
- \( \square \) D lawyer.

(i) He thinks that with Science….

- \( \square \) A he is very good at it.
- \( \square \) B he will have to work hard.
- \( \square \) C his brother can help him.
- \( \square \) D he always gets high grades.

(ii) His wish is to…

- \( \square \) A treat poor people for free.
- \( \square \) B work in a big hospital.
- \( \square \) C open his own surgery.
- \( \square \) D work with his father.

(iii) He would like to live in…

- \( \square \) A African countries.
- \( \square \) B England.
- \( \square \) C the Middle East.
- \( \square \) D Pakistan.
(iv) According to the text, what is the benefit of living there?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>You can eat what you like.</td>
</tr>
<tr>
<td>B</td>
<td>People are nice.</td>
</tr>
<tr>
<td>C</td>
<td>He will be near his family.</td>
</tr>
<tr>
<td>D</td>
<td>He will earn a lot of money.</td>
</tr>
</tbody>
</table>

(Total for Question 9 = 4 marks)
### International football event

**10** You are listening to two presenters on a programme on an Urdu radio station about an international football event.

Listen to the programme and answer the following questions in **English**.

(a) How do people who do not play football get involved?  

(b) How far in advance do people buy tickets?  

(c) What is the solution for traffic affecting locals?  

(d) What does one of the radio presenters dislike about football?  

(1)  

(Total for Question 10 = 4 marks)
Films

11 You are listening to an online vlog where people are discussing films.

What do they say?

Listen to the recording and put a cross ☒ in each one of the three correct boxes.

<table>
<thead>
<tr>
<th>Example</th>
<th>I like watching comedy.</th>
<th>☒</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Love stories are not good for youngsters.</td>
<td>☐</td>
</tr>
<tr>
<td>B</td>
<td>I enjoy romantic films.</td>
<td>☐</td>
</tr>
<tr>
<td>C</td>
<td>I don’t like horror movies.</td>
<td>☐</td>
</tr>
<tr>
<td>D</td>
<td>I get scared at night.</td>
<td>☐</td>
</tr>
<tr>
<td>E</td>
<td>I love watching films at the cinema.</td>
<td>☐</td>
</tr>
<tr>
<td>F</td>
<td>I can watch the same film repeatedly.</td>
<td>☐</td>
</tr>
<tr>
<td>G</td>
<td>I like watching films with my friends.</td>
<td>☐</td>
</tr>
</tbody>
</table>

(Total for Question 11 = 3 marks)
Recycling

12 You are listening to a radio programme about promoting recycling in Islamabad. 

Listen to the report and answer the following questions in English.

(a) What did the council in Islamabad do last year?  

.......................................................................................................................... ... ....  

(b) What is the purpose of the second bin?  

.......................................................................................................................... ... ....  

(c) What is one outcome of this change?  

.......................................................................................................................... ... ....  

(d) What might people pay extra money to the council for?  

.......................................................................................................................... ... ....  

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS
You are listening to a radio programme about promoting recycling in Islamabad. Listen to the report and answer the following questions in English.

(a) What did the council in Islamabad do last year?

.......................................................................................................................... ...

(b) What is the purpose of the second bin?

.......................................................................................................................... ...

(c) What is one outcome of this change?

.......................................................................................................................... ...

(d) What might people pay extra money to the council for?

.......................................................................................................................... ...

(Total for Question 12 = 4 marks)

SECTION B

موسم

جہاں اور آمد اسلام آباد میں موسم کے بادھے ممکن پاتی ہیں اور بات ہوتی ہے کہ کس کو کس کا سچھ دیے ہوۓ انتہائی سطح پر ہے۔

دوسہ موسم پہلے بہر گرمی برسلہ سال برف بارش پارک گرم کے بات

مثال - جاہی دور کو بہار کا موسم بہت لیندی ہے

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بہار میں دریا

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(1)
14 ایک پاکستانی طالب علم نے لپیٹ عالمی کے بارے میں یہ بیان کی ہے، اب یہ کیسے دیکھتے ہیں؟

(a) مثال- تارکی نے سلسلة کے لئے

(b) مثال- تارکی نے کتاب ہوگی کی

(c) مثال- اسپین دوستوں کے ساتھ

(d) مثال- اسپین کے دو کے ساتھ

(e) مثال- کہاں تارکی ہونے چاہتا ہے

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS
There are no marks for quality of language or spelling in this paper, therefore errors in the Urdu script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied an Urdu word or name.

**SECTION A**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B, E, G</td>
<td>(3)</td>
</tr>
<tr>
<td>2(i)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>2(ii)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>2(iii)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>3(Adeela)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>3(Ali)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>3(Iram)</td>
<td>E</td>
<td>(1)</td>
</tr>
<tr>
<td>4(Saleem)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4(Fatima)</td>
<td>E</td>
<td>(1)</td>
</tr>
<tr>
<td>4(Majid)</td>
<td>F</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Reject</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>5(a)</td>
<td>Sunday</td>
<td></td>
</tr>
<tr>
<td>5(b)</td>
<td>by the window</td>
<td></td>
</tr>
<tr>
<td>5(c)</td>
<td>fish</td>
<td>orange juice</td>
</tr>
<tr>
<td>5(d)</td>
<td>Any one of the following: drank tea (1) talked (1)</td>
<td></td>
</tr>
<tr>
<td>6(a)</td>
<td>aunt</td>
<td></td>
</tr>
<tr>
<td>6(b)</td>
<td>fair (1) gifts (1)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>B, D, G</td>
<td></td>
</tr>
<tr>
<td>8(a)</td>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>8(b)</td>
<td>red</td>
<td>yellow</td>
</tr>
<tr>
<td>8(c)</td>
<td>papers/documents</td>
<td>money</td>
</tr>
<tr>
<td>9(i)</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>9(ii)</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>9(iii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>9(iv)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>10(a)</td>
<td>by talking about it (football)</td>
<td>(1)</td>
</tr>
<tr>
<td>10(b)</td>
<td>a year</td>
<td>(1)</td>
</tr>
<tr>
<td>10(c)</td>
<td>no solution/there isn’t one</td>
<td>(1)</td>
</tr>
<tr>
<td>10(d)</td>
<td>fans fight (with fans from other teams)/ violence</td>
<td>(1)</td>
</tr>
<tr>
<td>11</td>
<td>B, D, F</td>
<td>(3)</td>
</tr>
<tr>
<td>12(a)</td>
<td>gave two bins to each house</td>
<td>(1)</td>
</tr>
<tr>
<td>12(b)</td>
<td>for recycling (including paper and plastic)</td>
<td>(1)</td>
</tr>
<tr>
<td>12(c)</td>
<td>(the) city is cleaner</td>
<td>(1)</td>
</tr>
<tr>
<td>12(d)</td>
<td>for daily rubbish collection</td>
<td>(1)</td>
</tr>
</tbody>
</table>
**SECTION B**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>13(a)</td>
<td>پہول</td>
<td>(1)</td>
</tr>
<tr>
<td>13(b)</td>
<td>پاک</td>
<td>(1)</td>
</tr>
<tr>
<td>13(c)</td>
<td>گرم کھیلوں</td>
<td>(1)</td>
</tr>
<tr>
<td>13(d)</td>
<td>پاپش</td>
<td>(1)</td>
</tr>
<tr>
<td>13(e)</td>
<td>پاپر</td>
<td>(1)</td>
</tr>
<tr>
<td>14(a)</td>
<td>پاربار</td>
<td>(1)</td>
</tr>
<tr>
<td>14(b)</td>
<td>کھیچی نینی</td>
<td>(1)</td>
</tr>
<tr>
<td>14(c)</td>
<td>کھیچی کھیچی</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>14(d)</td>
<td>اگر</td>
<td>(1)</td>
</tr>
<tr>
<td>14(e)</td>
<td>کسی کوئی</td>
<td>(1)</td>
</tr>
</tbody>
</table>
Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu
General Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017
Time: 19 to 21 minutes (total), which
includes 12 minutes’ preparation time

You do not need any other materials.

Paper Reference
1UR0/2F
General instructions to the teacher conducting the assessment

• The examination is made up of **three** tasks.

• The tasks **must** be conducted in the following order: role play, picture-based task, conversation.

• The total examination will last between 7 to 9 minutes.

• Candidates must be allowed 12 minutes’ preparation time under supervised conditions to prepare for the role play and the picture-based task.

• The preparation time must be immediately before the examination time.

• The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).

• Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.

• Candidates may refer to their notes during Task 1 and Task 2 **only**.

• Candidates must **not** write on the stimuli.

• Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.

• Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.

• Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

• It is the teacher’s responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.

• Teachers must use the **Sequencing grid** provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.

• The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

**The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.**
Task 1: Role play

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in two parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.
**Task 3: Conversation**

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.

- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.

- An equal amount of time must be allocated to each of the two themes.

**Conversation Part 1**

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.

- This topic must be selected by the candidate no later than two weeks before the date of assessment.

- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

**Conversation Part 2**

- For each candidate, there is a choice of two themes on the sequencing grid.

- **Part 2 must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.

- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.

- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  - answer questions freely, in turn allowing them to produce extended sequences of speech
  - develop conversations and discussions
  - give and justify own thoughts and opinions
  - refer to past, present and future events.
Task 3: Conversation

• The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
• The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
• An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

• This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
• This topic must be selected by the candidate no later than two weeks before the date of assessment.
• To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
• The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

• For each candidate, there is a choice of two themes on the sequencing grid.
• This part must cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
• This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
• Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  – answer questions freely, in turn allowing them to produce extended sequences of speech
  – develop conversations and discussions
  – give and justify own thoughts and opinions
  – refer to past, present and future events.

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

**Candidate 1** Foundation tier

- Role play FR10
- Picture card FP1
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If **Candidate 1** has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. **Candidate 2**

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate: Candidate 1 grid
2nd candidate: Candidate 3 grid
3rd candidate: Candidate 4 grid
4th candidate: Candidate 6 grid
5th candidate: Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

**Themes:**

- Theme 1 – Identity and Culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension
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<tr>
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<td></td>
<td>FP2 (Theme 3)</td>
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<td>Theme 1 OR Theme 4</td>
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</tbody>
</table>

* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column ‘Candidate Selection.’
Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the role play and the picture-based task.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
• You must hand in your notes before completing the final task (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR1

Topic: Ambitions

Instructions to candidates

You want to register for an Urdu language course at a local community school. The teacher will play the role of the teacher and will speak first.

You must address the teacher as ‘آپ’.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

آپ اپنے مقامی کمیونٹی اسکول میں اردو زبان کے کورس کے لیے رجسٹر ہوتے ہوئے /پاہنے پیج؟

1. کیوں اسکول - وہ
2. کورس - کتنی عرصہ
3.!
4. اردو - کیوں
5. ؟ خرچ؟
You want to register for an Urdu language course at a local community school. The teacher will play the role of the teacher and will speak first. You must address the teacher as ‘آپ’.

You will talk to the teacher using the five prompts below.

• Where you see ‘?’ you must ask a question.
• Where you see ‘!’ you must respond to something you have not prepared.

Task
ہی۔ ہتیچا/ہتےچا ناہو جسٹر آپ اپنے مقامی کمیونٹی اسکول می اردو زبان کے کورس کے لی ر۔

Instructions
• You should open the role play with the introduction provided.
• The role play is recommended to last between one to one-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
**STIMULUS FR1**

**Topic: Ambitions**

**Instructions to teacher**

- Address the candidate as ‘آپ’
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

**Begin the role play with the following introduction.**

آپ اپنے مقامی کمیونٹی اسکول میں اردو زبان کے کورس کے لیے رہنے چاہتے ہیں/چاہتی ہیں۔

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<table>
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<tbody>
<tr>
<td>1</td>
<td>کیا میں آپ کی مدد کر سکتا /سکتی ہوں؟&lt;br&gt;Allow the candidate to say why they are at the community school.</td>
</tr>
<tr>
<td>2</td>
<td>آپ کتنے عرصے کے لیے اردو سیکھنے چاہتے ہیں؟&lt;br&gt;Allow the candidate to say for how long they want to learn Urdu.</td>
</tr>
<tr>
<td>3</td>
<td>آپ کی تاریخ بیچ اچ اچ ہے؟&lt;br&gt;Allow the candidate to provide their date of birth.</td>
</tr>
<tr>
<td>4</td>
<td>آپ اردو کیوں سکھنا چاہتے ہیں؟&lt;br&gt;Allow the candidate to say why they want to learn Urdu.</td>
</tr>
<tr>
<td>5</td>
<td>Allow the candidate to ask about the cost. &lt;br&gt;<em>Give an appropriate brief response.</em></td>
</tr>
</tbody>
</table>
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR2

Topic: Travel and tourist transactions

Instructions to candidates

You are in Pakistan Lahore train station with your family and you want to buy tickets. The teacher will play the role of the booking clerk and will speak first.

You must address the booking clerk as ‘آپ’

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

آپ پاکستان سے لیا جانے کے لیے لوہرے کے ریل سے شروع کریں ہیں۔ میں ان کے ساتھ بھی آگاہ کرتا ہوں ایک خوبصورت پاکستانی گیا۔

1. کہاں کے لیے?
2. کہاں کی قسم?
3. سفر کی وجوں?
4. سفر میں کتنے وقت گا؟
5. ہی۔ سفر سمندن کا وقت گا کہا?
You are in Pakistan Lahore train station with your family and you want to buy tickets. The teacher will play the role of the booking clerk and will speak first. You must address the booking clerk as 'آپ'. You will talk to the teacher using the five prompts below.

• Where you see -? - you must ask a question.
• Where you see -! - you must respond to something you have not prepared.

Task

ہی۔ ہتیچا/ ہتےچا نا یہاں کے ٹکٹ ہی اور تھسا کے یملیٹیشن پر اپنی یوے اس۔ آپ پاکستان می لہور کے ر۔ٹکٹ - کہاں کے لی 1 قسم  کی ٹکٹ۔ 2!۔ 3 جہ۔ سفر کی و 4 گا لگے قت۔ سفر می کتنا و 5
STIMULUS FR2

Topic: Travel and tourist transactions

Instructions to teacher

• Address the candidate as 'آپ'

• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

آپ پاکستان میں لاہور کے ریلے اتیں پر لیئے فرمعلی کے ساتھ بین اور کٹ خریدنیا پا چین /جااٹی چین -

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| 1 | کیا مین آپ کی مدد کر سکتا /سکتی ہوں؟
Allow the candidate to state that they wish to buy a ticket for …. (stating their destination).
| 2 | آپ کون سا گٹن پا چینی؟
Allow the candidate to say the type of ticket they want to buy.
| 3 | آپ ان کے پا چینی دے رہے /رہیتی ہیں؟
Allow the candidate to tell you their payment method.
| 4 | آپ (دوان) کون چٹان پا چینی پا چینی؟
Allow the candidate to explain why they want to visit (add appropriate destination, as mentioned by the candidate).
| 5 | ایہ ؟
Allow the candidate to ask you how long the journey lasts.

Give an appropriate brief response.
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR3

Topic: School activities

Instructions to candidates

A group of students are visiting your school from Pakistan. You are talking to one of them about a school trip s/he is joining you on. The teacher will play the part of the visiting student and will speak first.

You must address your Pakistani friend as 'تُمُ'.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

پاکستان سے طالب علم کا گروپ کی جگہ، اک گروپ میں آیا ہے - تُمُ ان میں سے ایک ہیں۔

ا. گروپ کی کس قسم کی?

ب. یہاں آنے کی و媒؟

c. دوپہر کا کھانا - کہاں؟

d. اسکول کے طلبا کا آنا - آپ کی را؟

e. اک گروپ کے ظاہراً آنا - آپ کی را؟
Instructions to candidates

A group of students are visiting your school from Pakistan. You are talking to one of them about a school trip s/he is joining you on. The teacher will play the part of the visiting student and will speak first.

You must address your Pakistani friend as 'تم'

You will talk to the teacher using the five prompts below.

- Where you see -؟ - you must ask a question.
- Where you see -! - you must respond to something you have not prepared.

Task

پنے ی مہماں سے ایا ہے۔تم ان می سے ای گروپ تمہارےاسکول می آ پاکستان سے طالب علموں کا ایا /آئی ہے۔ یا ہو جس می وہ شامل ہونے کے لی آتبا اسکول ٹرپ کے بارے می۔

1. ٹرپ - کس قسم کا؟
2. یہاں آنے کی و؟
3. دوپہر کا کھانا - کہاں؟
4. اسکول کے طالبا آنا - آپ کی را؟

You do not need any other materials.
### STIMULUS FR3

**Topic:** School activities

**Instructions to teacher**

- Address the candidate as ‘تے’
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

---

#### Begin the role play with the following introduction.

پاکستان کے طالب علم کا ایک گروپ تھا کہ اسکول میں آیا ہے۔ تم ان تھام سے ایک میں سے ان کا انجام ہیں۔ اسکول نزدیک کے بارے میں ہی؟ اپنی اوپن ہی؟ تھام کا اسکول میں پریز میں شامل ہونے کا لئے آیا / آنی ہے؟

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<tr>
<td><strong>1</strong></td>
<td>آج تم کس فرم کے ٹرپ پر جا رہے ہیں؟</td>
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<tr>
<td><strong>2</strong></td>
<td>تم کس وقت جا رہے ہیں؟</td>
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<tr>
<td><strong>3</strong></td>
<td>تم وہاں کہاں جا رہے ہیں؟</td>
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<tr>
<td><strong>4</strong></td>
<td>تم دوبارہ کہاں کے سیلے کہاں جا رہے ہیں؟</td>
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</table>

Allow the candidate to say what the excursion is.

Allow the candidate to give departure times.

Allow the candidate to justify the choice of visit.

Allow the candidate to say where they are going for lunch.

Give an appropriate brief response.
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR4

Topic: Who am I?

Instructions to candidates

You are staying with a Pakistani family. You are talking about your friends with one of the children in the family. The teacher will play the role of the Pakistani family member and will speak first.

You must address the Pakistani family member as 'تم'

You will talk to the teacher using the five prompts below.

- Where you see -؟ - you must ask a question.
- Where you see -! - you must respond to something you have not prepared.

Task

تم ایک پاکستانی فصلی کے ساتھ ہوئے ہو/ہوئی ہو۔ تم اس فصلی کے ایک نجی بھی بنا سکتے ہو/ہوئی ہو۔ اپنے/اپنی دوستوں کے بارے میں بات کر رہے ہو/رہی ہو۔

ا- کہاں، دوست دوسرے سے?
ب- اپنے کے/کی دوست کی سالگرہ کی تاریخ?
پ- اس کی کاکٹی کر کے کریں?
ئ- دوست کا نام؟

You are staying with a Pakistani family. You are talking about your friends with one of the children in the family. The teacher will play the role of the Pakistani family member and will speak first.

You must address the Pakistani family member as 'تم'.

You will talk to the teacher using the five prompts below.

• Where you see - you must ask a question.
• Where you see ! - you must respond to something you have not prepared.

Task
سے بچی/بچے یہی ملی کے اے بہتر۔ تم اس فی پاکستانی فتمم اپنے/اپنی دوستوں کے بارے می بات کر رہے ہو/رہی ہو۔

1. آپ کے/کی دوست کی سالگرہ کی تار
2. !۔
3. ہی تیکر/تےکر مل جل کر کیا؟
4. دوست کا نام
5. *S54021A*
STIMULUS FR4

Topic: Who am I?

Instructions to teacher

• Address the candidate as ﻟم

• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

تم ایک پاکستانی فلمی کے ساتھ ٹھہرے ہو۔ تم اس فلم کے ایک سے ایک کی ایک کی ایک نے ایک ہو۔

<p>| | |</p>
<table>
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</table>
| 1 |  | تمہارے/تمہاری دوست کا حل کیا کیا بھی؟
   | Allow the candidate to describe their best friend physically. |
| 2 |  | اس کی سالگرہ کب بھی؟
   | Allow the candidate to say when their friend’s birthday is. |
| 3 |  | تم اسے کتنے سال عرصہ سے جانتے/جانتی ہو؟
   | Allow the candidate to say how long they have known one another. |
| 4 |  | تم دونوں نے چہل کر کیا کرنا لیند کر ے کرکے ہو؟
   | Allow the candidate to say what activity they do together. |
| 5 |  | ؟
   | Allow the candidate to ask the name of your friend. |

Give an appropriate brief response.
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
**STIMULUS FR5**

**Topic: Travel and tourist transactions**

**Instructions to candidates**

You are in Pakistan with your family and you are in a tourist information office to book a visit. The teacher will play the role of the employee and will speak first.

You must address the employee as ‘آپ’

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

**Task**

آپ اپنی عیم کے ساتھ پاکستان میں اپنی سیر و سیاحت کے لیے بکلہ گاہد اوری ہیں۔ 

اک ہداؤ آپ نے ہیں جہاں تاں 

ہیں کہ سے ہیں - 

سے ! 

سے - اس علاقے کو کس کی وجہ ? 

سے ؟ بھولنے کے بارے میں معلومات
You are in Pakistan with your family and you are in a tourist information office to book a visit. The teacher will play the role of the employee and will speak first.

You must address the employee as ‘آپ’

You will talk to the teacher using the five prompts below.

• Where you see ‘?’ – you must ask a question.
• Where you see ‘!’ – you must respond to something you have not prepared.

Task
ہی اور وہاں کے ٹورسٹ آفس می اپنی سیر و سیاحت کے لی
یملی کے ساتھ پاکستان می
آپ اپنی ف
ہی۔

بکنگ کروا رہے/ر
ہتیچا/ ہتے چا

ن
یکھ۔

وہ جگہ جو آپ د
1۔

کتنے عرصے کے لی
2
۔

!۔

3

جہکی و

ن

ی۔

اس علاقے کو د
4
。

۔

!۔

5

ہوٹلوں کے بارے می معلومات

Instructions
● You should open the role play with the introduction provided.
● The role play is recommended to last between one to one-and-a-half minutes.
● The set questions and comments must be asked as they are presented.
● Candidates must **not** read out whole, prepared sentences in answer to questions.
● There must be no supplementary questions and no rephrasing.
   The statements/questions may be repeated but no more than twice.
**STIMULUS FR5**

**Topic: Travel and tourist transactions**

**Instructions to teacher**

- Address the candidate as ‘آپ’.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

آپ اپنے فیصلے کے ساتھ پاکستان میں بیٹھے ہوئے اور وہاں کے فرمٹ سے آفس میں اپنے سفر و سیاحت کے لئے بحث کر دیے رہے/رہیں ہیں۔

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</table>
| 1 | کیا ہے اپنے آپ کی مدد کر سکتا /سکتی ہوں؟  
**Allow the candidate to say where they want to visit.** |
| 2 | آپ ہے اپنے کہا عرصہ چاہتے ہیں؟  
**Allow the candidate to say how long they want to stay there for.** |
| 3 | آپ ہے اپنے کہا کیا کرنا چاہتے ہیں؟  
**Allow the candidate to say what they want to do there.** |
| 4 | آپ ہے اپنے کہا سٹیٹ کا کہا کیا کرنا چاہتے ہیں؟  
**Allow the candidate to say why they are visiting that area.** |
| 5 | کیا ہے اپنے آپ ہے اپنے کہا کیا کرنا چاہتے ہیں؟  
**Allow the candidate to ask for information about hotels.**  
*Give an appropriate brief response.* |
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
**STIMULUS FR6**

**Topic: Travel and tourist transactions**

**Instructions to candidates**

You are telephoning a hotel in Pakistan to book accommodation for your family. The teacher will play the part of the receptionist and will speak first.

You must address the receptionist as ‘آپ’

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

**Task**

آپ پاکستان کے ایک ہوٹل میں ہیں اور فون پر لینے والی تماس کے لیے کورونا کی بجلی کا نظم کر رہے ہوئے آپ ہیں۔ آپ ہوٹل کے استقبالی میں موجود اسٹاف سے بات کر رہے /رہی ہیں۔ آپ ہوٹل کے استقبالی میں موجود اسٹاف سے بات کر رہے /رہی ہیں۔

1. کب ہے جانے والے کمرے کی تعداد؟

2. کی ہے کمرے؟

3. پاکستان آنا - وچ!

4. ? ناشر - لیمیت
You are telephoning a hotel in Pakistan to book accommodation for your family. The teacher will play the part of the receptionist and will speak first.

You must address the receptionist as ‘آپ’

You will talk to the teacher using the five prompts below.

• Where you see ‘?’ you must ask a question.
• Where you see ‘!’ you must respond to something you have not prepared.

Task

یملی کے لی کمروں کی بکنگ کروا رہے/ر

ی فون پر اپنی ف

ٹ

یہ ہوٹل می

آپ پاکستان کے ا

ہی۔ آپ

یہ فون پر اپنی ف

ٹ

یہ ہوٹل کے استقبالی می موجود اسٹاف سے بات کر رہے /ر

بُ کی جانے والے کمروں کی تعداد

۔

1 کمرے

۔

2

۔

3

جہ

۔

پاکستان آنا - و

ت

یم

۔

؟ ناشتہ - ق

5


You do not need any other materials.
STIMULUS FR6

Topic: Travel and tourist transactions

Instructions to teacher

• Address the candidate as ‘آپ’

• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

آپ پاکستان کے ایک ہوٹل میں مین سٹیشن پر اپنی فنی فمیلی کے لیے کروں کی بنت کرو رہے/رہی ہیں۔ آپ بولنے کے استقبالی سے میں نے بات کر رہے/رہی ہیں۔

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<tbody>
<tr>
<td>1</td>
<td>ہی۔ آپ ہیں۔ ہیں کمروں کی بکنگ کروا رہے/رہی ہیں۔ آپ یہ فون پر اپنی فٹ یسٹریں۔ آپ پاکستان کے ایک ہوٹل کے استقبالی میں موجود اسٹاف سے بات کر رہے/رہی ہیں۔</td>
</tr>
<tr>
<td>2</td>
<td>ہی۔ آپ یہ فون پر اپنی فٹ یسٹریں۔ آپ پاکستان کے ایک ہوٹل کے استقبالی میں موجود اسٹاف سے بات کر رہے/رہی ہیں۔</td>
</tr>
<tr>
<td>3</td>
<td>ہی۔ آپ یہ فون پر اپنی فٹ یسٹریں۔ آپ پاکستان کے ایک ہوٹل کے استقبالی میں موجود اسٹاف سے بات کر رہے/رہی ہیں۔</td>
</tr>
<tr>
<td>4</td>
<td>ہی۔ آپ یہ فون پر اپنی فٹ یسٹریں۔ آپ پاکستان کے ایک ہوٹل کے استقبالی میں موجود اسٹاف سے بات کر رہے/رہی ہیں۔</td>
</tr>
<tr>
<td>5</td>
<td>ہی۔ آپ یہ فون پر اپنی فٹ یسٹریں۔ آپ پاکستان کے ایک ہوٹل کے استقبالی میں موجود اسٹاف سے بات کر رہے/رہی ہیں۔</td>
</tr>
</tbody>
</table>

1. Allow the candidate to say how many rooms they want to book.
2. Allow the candidate to say which type of room s/he wants.
3. Allow the candidate to give the arrival date.
4. Allow the candidate to give a reason for their visit.
5. Allow the candidate to ask the price of breakfast.

Give an appropriate brief response.
Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
**STIMULUS FR7**

**Topic: Holidays**

**Instructions to candidates**

You are on a sport holiday in Lahore with your family and would like to book some activities. The teacher will play the role of the employee and will speak first.

You must address the employee as "آپ".

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

**Task**

آپ ہیں۔ آپ اپنے لیے کچھ سرگرمیاں پر ون۔ آپ اپنی سیرگرمیے لیے ہتیچا/ہتےچا ہتیچا کروا۔ سیرگرمی - کون ہے?

1. کےلبہ قیمت - وقت

سی! سی!

2. کیلوں کے لیے پچھلیاں - آپ کی راۓ؟

3.؟کیلوں سکھمانے ویلے کوئی کا نام؟

4.؟کیلوں سکھمانے ویلے کوئی کا نام؟

5.؟کیلوں سکھمانے ویلے کوئی کا نام؟
You are on a sport holiday in Lahore with your family and would like to book some activities. The teacher will play the role of the employee and will speak first. You must address the employee as 'آپ'

You will talk to the teacher using the five prompts below.

• Where you see -؟- you must ask a question.
• Where you see -!- you must respond to something you have not prepared.

Task
بُہیہ۔ آپ اپنے لی کچھ سرگرمیاں پر وں۔

You do not need any other materials.

Instructions
• You should open the role play with the introduction provided.
• The role play is recommended to last between one to one-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
STIMULUS FR7
Topic: Holidays
Instructions to teacher

- Address the candidate as ‘آپ’
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

آپ اپنی فصل کی ساتھ لاہور میں کھیلوں کے لیے جمہوریہ پاکستان سے آئے ہیں۔ آپ اپنے لیے کھیلوں سے مرگم کر وان کہراکوئے?

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<tbody>
<tr>
<td>1</td>
<td>سے آپ کی کیا بہتر کس وقت کوئی کورس کر سکتا /سکتی ہوں؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say which activity they want lessons for.</td>
</tr>
<tr>
<td>2</td>
<td>آپ اپنے پہلے کورس کی بنگک کس وقت کروتا /پاکتی بہن؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say for what time they wish to book the first lesson.</td>
</tr>
<tr>
<td>3</td>
<td>آپ ہیں لاہور میں کھیلوں کے لیے جمہوریہ پاکستان سے؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say where they are staying in Lahore.</td>
</tr>
<tr>
<td>4</td>
<td>کھیلوں کے لیے ان پچھلی کوز کے بارے میں آپ کی کیا رائے ہے؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to give their opinion of the sports holiday.</td>
</tr>
<tr>
<td>5</td>
<td>آپ کیا نہ آپ کیا کس وقت کروتا /سکتی ہوں؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to ask you the name of the sports coach.</td>
</tr>
</tbody>
</table>

Give an appropriate brief response.
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR8

Topic: Work

Instructions to candidates

A local hotel attracts lots of Pakistani tourists during the summer. You are asking for a holiday job there and the manager tests your Urdu. The teacher will play the role of the hotel manager and will speak first.

You must address the manager as ‘آپ’

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

آپ گرمیوں کی بجائے میں ایک مختلف ہوٹل میں کام کروں چاہئے اور ہوٹل سے بات کریں اور آپ بیاں کیوں؟

1. اور ہوٹل میں آنے کی وجہ

2. ہوٹل کی نوعیت

3. کام کے لئے موٹرسائیکل خرید - یک ہے؟ شروع کے لئے

4. پہلی بار کیا کام کر چیزا؟

5. آپ کی آپ کے لئے۔
Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.

The statements/questions may be repeated but no more than twice.
STIMULUS FR8

Topic: Work

Instructions to teacher

• Address the candidate as ‘آپ’
• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

آپ گرمیوں کی بجائے بہت مانتے ہیں ایک مقامی ہوتل میں کام کرنا پڑتا/پڑتی ہے اور یہ منظور رہتا رہے /رہی ہے?

<table>
<thead>
<tr>
<th>1</th>
<th>نبیلو! کیا میں آپ کی مدد کر سکتا/سکتی ہوں؟</th>
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<tbody>
<tr>
<td>Allow the candidate to say why they have come to the hotel.</td>
<td></td>
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<tr>
<th>2</th>
<th>اپ کس قسم کے کام میں دلچسپی رکھتے/رکھتی ہین؟</th>
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<tbody>
<tr>
<td>Allow the candidate to say which sort of work interests them.</td>
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<tr>
<th>3</th>
<th>اپ کے قصے ورسے کے لئے یہاں کام کرنا پڑتا/پڑتی ہے؟</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow the candidate to say how long they can work for.</td>
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<table>
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<tr>
<th>4</th>
<th>مانتی ہوں کہ آپ نوٹ کر سکتے/سکتی ہیں کہ کام کے لئے کیونہ موزوں کی جگہ؟</th>
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<tbody>
<tr>
<td>Allow the candidate to tell you why they are suitable for that job.</td>
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<th>5</th>
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<tbody>
<tr>
<td>Allow the candidate to ask you when they can start work.</td>
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</table>

Give an appropriate brief response.
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
Instructions to candidates

You are at a Pakistani friend’s house. You are making plans for this evening. The teacher will play the role of your friend and will speak first.

You must address your Pakistani friend as ‘تم’.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

تم اپنے اپنے ایک پاکستانی دوست کے گھر پر وہارشام کے بارے میں پروگرام بنائے رہے آڑی دو۔

1. کھانا کہاں کیا رہا?
2. تاریخ کی چھوٹی ایک فلم ہے کہ کی؟
3. خوشبختی سترہ گروپ - عام طور پر کس متین کی فلم؟
4. ہماری سی کی کیمی؟
5. سنیما کی کسی کی تیم؟

Where you see - ؟ - you must ask a question.
Where you see - ! - you must respond to something you have not prepared.
You are at a Pakistani friend's house. You are making plans for this evening. The teacher will play the role of your friend and will speak first.

You must address your Pakistani friend as 'تم'

You will talk to the teacher using the five prompts below.

• Where you see -؟ - you must ask a question.
• Where you see -! - you must respond to something you have not prepared.

Instructions to candidates

• You should open the role play with the introduction provided.
• The role play is recommended to last between one to one-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
### Instructions to teacher

- **Address the candidate as “تم”**.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

### Begin the role play with the following introduction.

| 1 | تُم اپنے / اپنی ایک پاکستانی دوست کے گھر پر ہواور شام کے بارے میں پرگرام بنائے / بنائی ہوئے؟
|   | Allow the candidate to say where they want to go for dinner tonight. |
| 2 | تُم اپنے / اپنی دوستوں کے ساتھ اجھ جا رہے ہو / جا رہی ہو؟
|   | Allow the candidate to say what type of food they like. |
| 3 | تُم اپنے / اپنی دوستوں کے ساتھ اجھ جا رہے ہو / جا رہی ہو؟
|   | Allow the candidate to say what they do with their friends. |
| 4 | تُم اپنے / اپنی دوستوں کے ساتھ اجھ جا رہے ہو / جا رہی ہو؟
|   | Allow the candidate to say what films they like and why. |
| 5 | تیسرا لئے/تیسرا ہی؟
|   | Allow the candidate to ask you about the price of cinema tickets. |
|   | *Give an appropriate brief response.* |
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR10

Topic: What school is like

Instructions to candidates

You are talking to a Pakistani friend about school. The teacher will play the part of your Pakistani friend and will speak first.

You must address your Pakistani friend as 'تم'

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task
You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
### Instructions to teacher
- Address the candidate as ‘تّمّ’
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

### Begin the role play with the following introduction.

| 1 | تّمّا انے انی ایک پاکستانی دوست سے انی اسکول کے بارے میں بات کر رہے/رہی تھے۔ |
| 2 | تّمّا اپنی اسکول کتنے بجے شروع ہوتا ہے؟ |
| 3 | تّمّا اپنی اسکول کے بھی شروع ہوتا ہے؟ |
| 4 | تّمّا اپنی اسکول کے بھی شروع ہوتا ہے؟ |
| 5 | تّمّا اپنی اسکول کے بھی شروع ہوتا ہے؟ |

1. Allow the candidate to say what time school starts.
2. Allow the candidate to say what their favourite subject is and why.
3. Allow the candidate to say what the teachers are like.
4. Allow the candidate to say what they do during break.
5. Allow the candidate to ask you how long the lesson lasts.

*Give an appropriate brief response.*
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
اس تصویر کو وظیفہ اور پیشہ ور گفتگو کے جوابات تیار کریں:

• تصویر کے بارے میں تائید
• مل کن کر کام کرنے کے بارے میں آپ کی راہ
• کبھی بیکھا کم ہو آپ نے اسکول، گھر یا اسکول کی چھوٹی پر کیا ہو
• آپ کے مستقبل کے ارادے
• پارٹ ٹائم ملازمت کے بارے میں آپ کی راہ
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
اس تصویر کے بارے میں۔
اس کے علاوہ کسی اور بات؟
اس میں کس چیز کام کرتا ہے۔ کیا آپ کو جانتی ہیں؟
کیوں؟ اس کے علاوہ کسی اور بات؟
اس کے علاوہ کسی اور بات؟
مستقیل میں آپ کس طرح کام کرتا ہے۔ کیوں؟ اس کے علاوہ کسی اور بات؟
کیوں؟ اس کے علاوہ کسی اور بات؟
کیا آپ پارٹ ٹائم کام میں دلچسپ رہتے/ہو؟
کیوں؟ اس کے علاوہ کسی اور بات؟
کیوں؟ اس کے علاوہ کسی اور بات؟
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
اس تصویر کو وکھری اور یقین دی گئی باتوں کے جوابات تیار کریں:

- تصویر کے بارے میں بتائیں。
- اسکول تربیت کے بارے میں آپ کی راہ کی۔
- ایک اسکول تربیت سے پہلے آپ کی۔
- مستقبل سے اسکول کی ایک تقریب جس میں آپ جانا چاہئے گی/گا
- اسکول کی سرگرمیاں بو آپ کو نا پتھر بیٹھن

یک یک تیار گئی باتوں کے جوابات تیار کریں:
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS FP2

Topic: School activities

1. تصور کے بارے میں بتائیں۔
   اس کے علاوہ کیوں اور بات؟

2. تصور کے بارے میں اسکول کی چیزیں۔
   آپ کیا خیال کرتے ہیں؟
   کیون (فینس) اس کے علاوہ کیوں اور بات؟

3. پہلے تصور کے چیز بہت ہی؟
   آپ کیا جاننے چاہتے ہیں؟
   اس کے علاوہ کیوں اور بات؟

4. مستقبل، پہلے تصور کے چیزیں۔
   آپ کیا جاننے چاہتے ہیں؟
   کیون (فینس) اس کے علاوہ کیوں اور بات؟

5. یہاں پہلے تصور کی کون سی سرگرمیاں ہوں گی/گی؟
   یہاں پہلے تصور کی کون سی سرگرمیاں ہوں گی/گی؟
   کیون (فینس) اس کے علاوہ کیوں اور بات؟
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
اس تصویر کو تماشا کر کے وضاحتی دواں میں مالکیت نئی پیش کریں:
• اس تصویر کے بارے میں تحقیق کیں میں بنائیں میں یہ سمجھتیں ہوں کہ آپ کی رائے یہ کیا ہے?
• یہ چیز یہ ہے کہ اس وقت جب آپ اپنی تجزیہ میں ملدی ہوں گے کہ اس تشکیل کی کہاں کا کریں؟
• اپنے اجلاس کے لیے تقریب میں آپ کی پیشہ ہدایت پالی موڑ سکتے ہیں؟
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
اس تصویر کے بارے میں مین نین ناکیم۔
اس کے عادت کوئی اور بات؟

5. بہت ضروری ہے جب اپنے مت علی میں کیا دیکھی؟
کیون (کہاں)؟ / اس کے عادت کوئی اور بات؟

6. آپ بہت پسند کیا موسیقی کی؟
کیون (کہاں)؟ / اس کے عادت کوئی اور بات؟

7. آپ بہت پسند کیا سوانح کی؟
کیون (کہاں)؟ / اس کے عادت کوئی اور بات؟

8. آپ بہت پسند کیا میں کمی؟
کیون (کہاں)؟ / اس کے عادت کوئی اور بات؟
Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Sample assessment material for first teaching
September 2017

Time: 19 to 21 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
Topic: Town, region and country

(Source: © Dani Salvá / VW Pics / Alamy Stock Photo)

اس تصویر کو دکھائی اور بیچ دی گئی گرمی پاکستان کے حالات تیار کریں:

- تصویر کے بارے میں بیان کریں۔
- بنگلہ دیش میں جنگلی کے بارے میں آپ کے روایت کا ذکر کریں۔
- حال حال میں آپ نے اپنی عاطقہ کا خیال ہے؟
- ایک چھوٹی بچانہ آپ مستقل سمجھتے ہیں یا نہیں؟
- گاؤں کی گلوکی کے بارے میں آپ کی راہے؟
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
1. اس تصویر کے بارے میں تلاش یا اس کے علاوہ کوئی اور بات؟

2. جس کے پلدے شهر لیئے ہیں؟ کیا آپ کو میم؟ کیوں (نہیں) / کوئی اور بات؟

3. حال حال میں آپ نے انہیں علاقے میں کیا کیا نہیں؟ کیوں / کوئی اور بات؟

4. آپ مستقبل میں کون سی گہ جانیا ہے کراں گے؟ یا / کیوں؟

5. گاؤں کی زندگی کے بارے میں آپ کا کیا خیال ہے؟ کیوں نہیں / کوئی اور بات؟

Topic: Town, region and country
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FP5

Topic: Environmental issues

اس تشویق کو دیکھ کر اور پیچیدہ ہوئے ہوئے ہوئے باتوں کے جوابات تیار کریں:

• اس تشویق کے بارے میں باتاں کریں۔

• ٹریک پر تبدیل ہوئے ہوئے کے بارے میں آپ کی دلکشی کیے۔

• ہاں! ہاں! ہاں! اس اپوزیشن کے بارے میں آپ کی درکشہ کیے۔

• کیا مستقبل میں آپ زیادہ تر دوسرے غیرملکیوں کے لیے لگائیں گے؟

• چھوچھ پیچیدہ ہوئے ہوئے سرگرمی نافذ کے بارے میں آپ کی دلکشی کی۔
Instructions

• You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
• You should ask the questions in the order given.
• The picture-based task is recommended to last between two-and-a-half to three minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
• The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
اس تصویر کے بارے میں بات کنے کا تنازعہ۔

 اس کے علاوہ کوئی اور بات؟

 ۵. میرے خیال میں گاڑیاں نہیں تیز نہ زیادہ تین۔ آپ کا کیا خیال ہے؟

 کیوں (خوش)? / اس کے علاوہ کوئی اور بات؟

 سو چھوٹے بچوں کے لیے کیا کوئی شکل؟

 اس کے علاوہ کوئی اور بات؟

 ۳. کیا مستقل میں آپ زیادہ بھیڑ بہتر ہیں؟

 کیوں (خوش)? / اس کے علاوہ کوئی اور بات؟

 ۴. طچھی بچوں پر سفر کے بارے میں آپ کیا راہے تھے؟

 کیوں (خوش)? / اس کے علاوہ کوئی اور بات؟
Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the picture-based task and for the role play.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
• You must hand in your notes before completing Task 3 (conversation).
• Respond to each question as fully as possible.
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
STIMULUS FP6

Topic: What school is like

(Source: ALPWI107483 – © dbimages / Alamy Stock Photo)

اس تصویر کو دکھاییں اور یہ دیگر دیگر باتوں کے نتائج میں نتائج کریں:

• اس تصویر کی بہتر بات کی بات کی بنائیں
• اسکول ہوئے ہے اور اس کی بارے میں آپ کی راستہ؟
• اسٹیم ہوئے اسکول سے ہر بار ہوئے کی؟
• آپ اسٹیم کا اسکول کی آپ کا کی?
• اسکول ہوئے کی بہتر بات کی راستہ?
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
اس تصویر کے بارے میں مین بتاییں۔

اس کے علاوہ کیا اور بات؟

5. میری نظر میں اسکول یونیفارم پہننا ایک اچھی بات ہے۔ آپ کی کیا رائے ہے؟

کیسے؟/اس کے علاوہ کیا اور بات؟

6. نینارم پہننا ایک اچھی بات ہے۔ آپ کی کیا رائے ہے؟

اس کے علاوہ کیا اور بات؟

7. پچھلے ہفتے آپ نے اسکول میں کیا کیا؟ اس کے بارے میں بتاییں۔

اس کے علاوہ کیا اور بات؟

8. اگلے سال آپ کیا کرنا چاہتے ہیں۔

کیسے؟/اس کے علاوہ کیا اور بات؟

9. کیا آپ کو دیکھنے کرنا پڑتا ہے؟

کیسے؟/اس کے علاوہ کیا اور بات؟

Topic: What school is like
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
اس تصویر کو دکھنے اور پینچ ضروری گی ئے بتاجوں کے بحاشیات تیار کریں:

• تصویر کے بارے میں نتائج
• موبائل فون کے بارے میں آپ کی رائے
• آپ نے حال ہی میں کیہو ہے؟
• آپ مستقل سینٹرول کیے استعمال کرنے پا گئے ہیں؟
• سوشل میڈیا میں دو کے بارے میں آپ کی رائے
Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu
Paper 2: Speaking in Urdu
Task 2: Picture-based task
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
اس تصویر کے بارے میں مین بات کنی۔
اس کے علاوہ کوئی اور بات؟

5. یہ ساتھ فون سے حد پر پہنچ ہے؟ کیا آپ یہ کچھ میں نہیں؟
کیوں؟ (لڑکا) / اس کے علاوہ کوئی اور بات؟

6. اپنے نئے گیلی کیپ چاہتا ہے / گیلی کو جیلو کے بغیر استعمال کیا؟ اس کے بارے میں مین بات کنی۔
اس کے علاوہ کوئی اور بات؟

7. ہر متعالیم مین سیکوریٹی کیے استعمال کرنا چاہتا ہے / گی؟
کیوں؟ / اس کے علاوہ کوئی اور بات؟

8. کیا آپ کے نئے گیلی کے سوا ڈیجیتال میڈیا کو جیلو کو ڈاونر کرنے کے لئے فائدہ مانچ؟
کیوں؟ / اس کے علاوہ کوئی اور بات؟

9. یا آپ کے روز مرنے کے لئے فائدہ مانچ؟
کیوں؟ / اس کے علاوہ کوئی اور بات؟
Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the picture-based task and for the role play.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
• You must hand in your notes before completing Task 3 (conversation).
• Respond to each question as fully as possible.
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
As you can see, over the years, things have changed:

- Competitors have joined forces and combined their strengths.
- Competitors have overlapped and integrated their skills.
- Competitors have worked closely together, often working as a team.
- Competitors have supported each other, even when it was to their advantage.
- Competitors have had some sort of challenge, but they have overcome the struggle.

Topic: Bringing the world together
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS FP8

Topic: Bringing the world together

(Source: ALPWI107484 – © Michael Preston / Alamy Stock Photo)
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
اس تصویر کو دریںگی اور یہی دیگر دو اٹھائوں کے نتائج کے پاس نو تید کریں:

- تصویر کے پاس چھوٹے نوٹات کی بنیاد
- یونور کی جانبہ کی کام خلاص کرنا ہے۔
- رضاشت کے کام بھی کیا سکتا ہے۔
- آپ خپرہ کیا کریںگے کہ کیا?
- سول سال کی عمر کے بعد کچھ تعلیم جاری رکھنے جا رہا ہے۔ آپ کی رائے ہے۔
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS FP9
Topic: Ambitions

(Source: Credit: © Rehan Qureshi/Shutterstock)

1. میں اس تصویر کے بارے میں بات کیمیاں?

2. اس کے علاوہ کیا اور بات؟

3. میرے خیال میں اسکول کے بعد اپنے سال میں جانے کی نگرانی میں ہی کام سماش کرتا ہے یا نہ?

4. کیا خیال ہے?

5. کیوں?

6. اس کے علاوہ کیا اور بات؟

7. میرے ایکہ کیا اور بات?

8. اس کے علاوہ کیا اور بات?

9. کیوں?

10. اس کے علاوہ کیا اور بات؟

11. کیوں?

12. اس کے علاوہ کیا اور بات؟

13. کیوں?

14. اس کے علاوہ کیا اور بات؟

15. کیوں?

16. اس کے علاوہ کیا اور بات؟

17. کیوں?

18. اس کے علاوہ کیا اور بات؟

19. کیوں?

20. اس کے علاوہ کیا اور بات؟

21. کیوں?
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
اس تصویر کو دکھائیں اور یہ پہچان دئیں کہ یہ بازار کے جوابات تیار کریں:

• اس تصویر کے بارے میں تین باتیں۔
• بازار کے بارے میں آپ کی راہے۔
• آپ کا خیال ایک خریداری کا تجربہ۔
• آپ کی فکر یہ آپ مستقل ممن ویاکہا پہلی گی۔
• آپ جس علاقے میں رہتے/رہتیں ہوئے اس کے بارے میں آپ کی راہے۔
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.
اس تصویر کے بارے میں نئے نکلیں۔

اس کے علاوہ کوئی اور بات؟

3. نگر بھی بہت بنی پہنچے ہوں - کیا آپ کو بھی؟

کیوں؟(تینس)؟/ اس کے علاوہ کوئی اور بات؟

سی این خیراتی کے تجربے کے بارے میں نئے نکلیں۔

اس کے علاوہ کوئی اور بات؟

5. مخصوص میں آپ کہاں خانا پینے کریں گے / گئے؟

کیوں؟/ اس کے علاوہ کوئی اور بات؟

6. آپ جس علاقے میں رہتے / رہنے / رہتی ہیں اس کے بارے میں آپ کی کیا رائے ہے؟

کیوں؟/ اس کے علاوہ کوئی اور بات؟
GCSE Urdu Foundation tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a ‘best fit’ approach for defining the band. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, students’ work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication.</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication.</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication.</td>
</tr>
</tbody>
</table>

Additional guidance on the mark scheme

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register:** includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

**Formal register:** includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

**Partially clear/pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

**Guidance on application of role-play mark grid**

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.
Role play – Foundation tier (10 marks)

For this task, students’ work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Highly ambiguous. Does not convey the required message.</td>
</tr>
<tr>
<td>1</td>
<td>Communication is ambiguous as it does not make clear that the candidate actually wants to learn Urdu themselves.</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated</td>
</tr>
</tbody>
</table>

Additional guidance on the mark scheme

Appropriate:

- relevant response related to the prompt, uses appropriate register for the scenario.

Informal register:

- includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

Formal register:

- includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

Partially clear/pronunciation may affect clarity of communication:

- makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role-play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

**Foundation card 1 (FR1)**

آپ اسی طریق کے طور پر اکول مین اردو زبان کے کورس کے لیے رہیں ہوئے؟

*Question 1: Do you want to take an Urdu course?*

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Highly ambiguous. Does not convey the required message.</td>
</tr>
<tr>
<td>1</td>
<td>Communication is partially clear because the response lacks the message of, ‘I would like to,’ learn Urdu. However the inclusion of the word, ‘please,’ helps give the response enough meaning within the context of the role play for one mark.</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated</td>
</tr>
</tbody>
</table>

**Additional Guidance**

- Language:
  - Informal register: includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.
  - Formal register: includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

- Pronunciation:
  - Makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.
<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication. The response has no relevance to the prompt.</td>
</tr>
<tr>
<td></td>
<td>Highly ambiguous; the response only expresses the speed at which the candidate wants to learn Urdu but gives no indication of how long they want to study for.</td>
</tr>
<tr>
<td>1</td>
<td>Ambiguous. The response does not give a clear time for how long the student wants to learn Urdu (in 'real life' the teacher at the centre would have to ask another question) but the response does make enough sense within the context of the role play for one mark.</td>
</tr>
<tr>
<td></td>
<td>Partially clear. Putting a question formation at the beginning of the sentence (repeated from the prompt) makes the response stilted. However including the time frame of, 'three months,' gives the statement enough meaning for one mark within the context of the role play.</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated.</td>
</tr>
</tbody>
</table>
ً<p align="center">سوال 3: آپ کی تاریخ زندگی کی ہے؟</p>

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; although the candidate gives his/her age, this is not a response to the question asked.</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication; the candidate gives the place of birth but not the date of birth as required by the question.</td>
</tr>
<tr>
<td>1</td>
<td>Partially appropriate. The candidate has given a valid year but without the additional relevant detail needed (i.e. the month).</td>
</tr>
<tr>
<td></td>
<td>Partially appropriate. The candidate has given the date of their birthday but without the additional relevant detail needed (i.e. the year).</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated despite the use of the wrong postposition.</td>
</tr>
</tbody>
</table>
اس کیوں: اردو؟
سوال 4: آپ اردو کیسے بولتے ہیں؟

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>اردو کیسے بولتے؟</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication. The response is not relevant or meaningful.</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication. The student has simply repeated some language from the question.</td>
</tr>
<tr>
<td>1</td>
<td>اردو و소ٹوں ساتھ بولے</td>
</tr>
<tr>
<td></td>
<td>Mispronunciation of the word ‘Ardu bol’ affects clarity of communication.</td>
</tr>
<tr>
<td></td>
<td>Partially clear; the response is stilted and affects clarity of communication; makes speech difficult to understand immediately. However it can eventually be understood in the context of the role play.</td>
</tr>
<tr>
<td>2</td>
<td>پاکستان میں کام کریں کے لیے</td>
</tr>
<tr>
<td></td>
<td>The response is clearly communicated and gains 2 marks even though it is not the most imaginative of responses.</td>
</tr>
<tr>
<td>Mark</td>
<td>Descriptor</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>0</td>
<td>Urdu course – how?</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clearly communicated. Has asked a clear question.
Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:
• communication and content
• linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–4</td>
<td>Limited response to set questions, likely to consist of a single-word answer.</td>
</tr>
<tr>
<td></td>
<td>Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.</td>
</tr>
<tr>
<td></td>
<td>A straightforward opinion may be expressed but without justification</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</td>
</tr>
<tr>
<td>5–8</td>
<td>Responds briefly to set questions, there is much hesitation and continuous prompting needed.</td>
</tr>
<tr>
<td></td>
<td>Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.</td>
</tr>
<tr>
<td></td>
<td>Straightforward, brief opinions are given but without justification.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.</td>
</tr>
<tr>
<td>9–12</td>
<td>Responds to set questions with some development, some hesitation and some prompting necessary.</td>
</tr>
<tr>
<td></td>
<td>Some effective adaptation of language to describe, narrate and inform in response to the set questions.</td>
</tr>
<tr>
<td></td>
<td>Expresses opinions with occasional, brief justification.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</td>
</tr>
<tr>
<td>13–16</td>
<td>Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.</td>
</tr>
<tr>
<td></td>
<td>Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.</td>
</tr>
<tr>
<td></td>
<td>Expresses opinions and gives justification with some development.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</td>
</tr>
</tbody>
</table>

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.
Picture-based task: linguistic knowledge and accuracy – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1–2</td>
<td>Limited accuracy when responding to set questions; minimal success when referring to past, present and future events.</td>
</tr>
<tr>
<td></td>
<td>Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation.</td>
</tr>
<tr>
<td>3–4</td>
<td>Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.</td>
</tr>
<tr>
<td></td>
<td>Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning.</td>
</tr>
<tr>
<td>5–6</td>
<td>Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.</td>
</tr>
<tr>
<td></td>
<td>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</td>
</tr>
<tr>
<td>7–8</td>
<td>Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.</td>
</tr>
<tr>
<td></td>
<td>Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</td>
</tr>
</tbody>
</table>

Additional guidance

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that hinder clarity:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.
Errors that **prevent meaning being conveyed**:  
- errors that mean the listener cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb  
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
**Assessment criteria for the Foundation tier – Part 3**

**Conversation – Foundation tier (36 marks)**

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

**Conversation: communication and content – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>• No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | • Communicates limited information relevant to the topics and questions.  
      • Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.  
      • Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.  
      • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication. |
| 4–6  | • Communicates brief information relevant to the topics and questions.  
      • Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.  
      • Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.  
      • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication. |
| 7–9  | • Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.  
      • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.  
      • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.  
      • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 10–12| • Communicates information relevant to the topics and questions, with some extended sequences of speech.  
      • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.  
      • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.  
      • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
Additional guidance

**Uses language creatively** – examples of creative language use are:
- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
**Conversation: interaction and spontaneity – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1–3</td>
<td>Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question.</td>
</tr>
<tr>
<td></td>
<td>Short, undeveloped responses, many incomplete.</td>
</tr>
<tr>
<td></td>
<td>Isolated examples of ability to sustain communication, pace is slow and hesitant throughout.</td>
</tr>
<tr>
<td>4–6</td>
<td>Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question.</td>
</tr>
<tr>
<td></td>
<td>Short responses, any development depends on teacher prompting.</td>
</tr>
<tr>
<td></td>
<td>Limited ability to sustain communication, pace is mostly slow and hesitant.</td>
</tr>
<tr>
<td>7–9</td>
<td>Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.</td>
</tr>
<tr>
<td></td>
<td>Occasionally able to initiate and develop responses independently but regular prompting needed.</td>
</tr>
<tr>
<td></td>
<td>Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.</td>
</tr>
<tr>
<td>10–12</td>
<td>Responds spontaneously to some questions, interacting naturally for parts of the conversation.</td>
</tr>
<tr>
<td></td>
<td>Sometimes able to initiate and develop the conversation independently, some prompting needed.</td>
</tr>
<tr>
<td></td>
<td>Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.</td>
</tr>
</tbody>
</table>

**Additional guidance**

**Rephrasing/repair strategies**: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Responds/responding spontaneously**: gives a relevant, impromptu response based on what they have heard.

**Rehearsed language**: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).
**Conversation: linguistic knowledge and accuracy – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | - Uses straightforward, individual words/phrases; limited evidence of language manipulation.  
- Limited accuracy, minimal success when referring to past, present and future events.  
- Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation. |
| 4–6  | - Uses straightforward, repetitive, grammatical structures.  
- Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.  
- Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning. |
| 7–9  | - Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.  
- Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.  
- Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 10–12| - Manipulates grammatical structures with occasional variation, complex structures used but repetitive.  
- Generally accurate grammatical structures, generally successful references to past, present and future events.  
- Generally coherent speech although errors occur that sometimes hinder clarity of communication. |

**Additional guidance**

**Complex grammatical structures** are considered to be:  
- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:  
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.
Errors that do not hinder clarity:
• errors that do not affect meaning, for example gender, adjectival agreements
• infrequent errors that do not distract the listener from the content of what is being said.

Errors that hinder clarity:
• errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
• frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that prevent meaning being conveyed:
• errors that mean the listener cannot understand the message
• errors that convey the wrong message
• errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
• mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Instructions

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer all questions from sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in Urdu.
- Answer the questions in the spaces provided
  - there may be more space than you need.
- You must not use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for each question are shown in brackets:
  - use this as a guide as to how much time to spend on each question
  - you should spend approximately 10 minutes on the translation question.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

A day out

1 Read the opinions about days out on a website.

What do they say about days out? Enter either Mariya, Amjad, Haseeb or Aliya.

You can use each person more than once.

Example: ________________ likes going to the cinema.

(a) ________________ is scared of water. (1)
(b) ________________ dislikes cycling. (1)
(c) ________________ likes to go to the park. (1)
(d) ________________ likes the sea. (1)
(e) ________________ likes shopping. (1)
(f) ________________ does not like to go out when the weather is bad. (1)

(Total for Question 1 = 6 marks)
2 Read the advert below.

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

<table>
<thead>
<tr>
<th>15 years old</th>
<th>weekends</th>
<th>ladies</th>
<th>until 10pm</th>
<th>golf club</th>
<th>Rugby</th>
<th>swimming pool</th>
<th>rowing</th>
<th>gym</th>
<th>under 14</th>
</tr>
</thead>
</table>

Example: The sports club is situated on Iqbal road.

(a) The new sports club was previously a ________________________ .  

(b) The sports club has a separate ________________________ for ladies.  

(c) The club offers ________________________ for children under ten.  

(d) The sports club is open ________________________ .  

(e) Cricket lessons are available for children who are ________________________ .  

(Total for Question 2 = 5 marks)

Iqbal road
Students and technology

3 (a) Read this blog by Ahmed about his sister.

Answer the following questions in English. You do not need to write in full sentences.

(i) What does Ahmed think about his sister’s day without internet?

..................................................................................................................................
..................................................................................................................................

(ii) Who will help her to do the homework?

..................................................................................................................................
..................................................................................................................................

(iii) How does she want to end the day?

..................................................................................................................................
..................................................................................................................................
(b) The blog continues.

(i) Apart from communicating with friends, name another use of the internet that Ahmed mentions.

(1)

(ii) How does his sister feel about the day?

(1)

(Total for Question 3 = 5 marks)
Amna is talking about her holiday plans.

Put a cross ✗ in the correct box.

**Example:** This story is narrated by...

- [ ] A a boy.
- ✗ B a girl.
- [ ] C a mother.
- [ ] D a father.

(i) The people who are travelling are...

- [ ] A Amna and Naveed.
- [ ] B whole family.
- [ ] C mum and dad.
- [ ] D Amna and dad.
(i) They are going to...

- A Mirpur.
- B Karachi.
- C Multan.
- D Lahore.

(iii) Mum’s reaction was...

- A happy.
- B sad.
- C angry.
- D neither happy nor sad.

(iv) The mother recently travelled with...

- A Amna.
- B dad.
- C Naveed.
- D no one.

(v) They are going to stay with...

- A dad’s sister.
- B dad’s brother.
- C dad’s cousin.
- D dad’s mum.

(Total for Question 4 = 5 marks)
An international event

5 Read the advert below.

(a) Where will the festival be held this year?

(b) How many theatre groups will there be?

(c) Why is it likely to be very busy in August?

(Total for Question 5 = 3 marks)
Read the extract from the text. Ismat Chughtai is talking about her past life.

(a) Why didn't Ismat Chughtai read Urdu literature whilst at college?

(b) What was she most interested in after finishing college?

(c) Out of all the books, which ones did she find the least interesting?

(d) What does she think about it now?

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS
عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

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عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

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عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔

عافر نے اپنے تعلقات کے بارے میں ایک چھوٹا چاکھا ہے۔
بیٹے دیکھ کر انے ایک پوسٹ کارڈ لکھا ہے۔

آسان نوئرول آدمی پہلوان چاگن پہلوان

مختصر بندہ: یک نفلت شہر توکری آسان نوئرول آدمی پہلوان چاگن پہلوان

مثال: عارف چھتیسی میں دو نفلت کے لیے جائے گا۔

(1) آس کے دادا ایک نفلت کے لیے ایک نفلت میں رہنے لگا۔

(1) عارف وہاں نفلت کے ساتھ مل کر کام کرے گا۔

(1) آس کے بڑوں میں پڑھائی نوکری کے لیے جائے گا۔

(1) عارف کو مختصر میں کارپور کرنا پڑے ہیں۔

(1) دانتی کارپور میں زیادہ بہتر ہے۔

(Total for Question 7 = 5 marks)
درست جواب یا کا نشان کیا گیا ہے؟
مثال: کام کتنے عرصے تک رہا؟

<table>
<thead>
<tr>
<th>جواب</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(i) وسیم کو کسی کام نہیں کیا۔

<p>| | | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>□</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(ii) دونوں کی خوشنواہی نہیں کیہا کہ وہ کسی کام کرتے۔

<p>| | | | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>□</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(iii) اس کے تقریباً نما جا تھا۔

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>A</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>□</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(iv) A separate house is needed to earn a living. Which one of the following is correct?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>□</td>
<td>B</td>
<td>□</td>
</tr>
<tr>
<td>B</td>
<td>□</td>
<td>C</td>
<td>□</td>
</tr>
<tr>
<td>C</td>
<td>□</td>
<td>D</td>
<td>□</td>
</tr>
</tbody>
</table>

(Total for Question 8 = 5 marks)

(v) What is the most helpful in your opinion?

<p>| | | | |</p>
<table>
<thead>
<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>□</td>
<td>B</td>
<td>□</td>
</tr>
<tr>
<td>B</td>
<td>□</td>
<td>C</td>
<td>□</td>
</tr>
<tr>
<td>C</td>
<td>□</td>
<td>D</td>
<td>□</td>
</tr>
</tbody>
</table>

نتیجہ: مسٹر شین بننے کی ادائیگی کئی کئی کامیاب ہو سکتا ہے؟
(iv) کے کام سے۔۔۔۔

(v) شیاء کے حصّے میں کام کرنا ای۔۔۔۔

(Total for Question 8 = 5 marks)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS
SECTION C
Translation

10 Translate this passage into English.

میں بچل سکول جاک ہوں۔ میں اڑو پندرے ہی کوٹ ہیں میں۔ میں حساب پندرے ہیں۔

پہلی مشکل ہے۔ میں کل رات دس بھیک کام کرتی رہتی۔ میں اپنی پندرہ اورامد کی گئی

وتئے ملالہ

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS

TOTAL FOR PAPER = 50 MARKS

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GCSE Urdu Foundation tier

Paper 3 mark scheme
There are no marks for quality of language or spelling in this paper, therefore errors in the Urdu script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied an Urdu word or name.

SECTION A

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>Aliya</td>
<td></td>
</tr>
<tr>
<td>1(b)</td>
<td>Amjad</td>
<td></td>
</tr>
<tr>
<td>1(c)</td>
<td>Haseeb</td>
<td></td>
</tr>
<tr>
<td>1(d)</td>
<td>Aliya</td>
<td></td>
</tr>
<tr>
<td>1(e)</td>
<td>Mariya</td>
<td></td>
</tr>
<tr>
<td>1(f)</td>
<td>Haseeb</td>
<td></td>
</tr>
<tr>
<td>2(a)</td>
<td>golf club</td>
<td></td>
</tr>
<tr>
<td>2(b)</td>
<td>swimming pool</td>
<td>(1)</td>
</tr>
<tr>
<td>2(c)</td>
<td>free entry</td>
<td></td>
</tr>
<tr>
<td>2(d)</td>
<td>until 10 pm</td>
<td></td>
</tr>
<tr>
<td>2(e)</td>
<td>under 14</td>
<td></td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------</td>
<td>------</td>
</tr>
<tr>
<td>3(a)(i)</td>
<td>difficult</td>
<td>(1)</td>
</tr>
<tr>
<td>3(a)(ii)</td>
<td>mother</td>
<td>(1)</td>
</tr>
<tr>
<td>3(a)(iii)</td>
<td>dinner/ with friends</td>
<td>(1)</td>
</tr>
<tr>
<td>3(b)(i)</td>
<td>cooking (recipes)/homework</td>
<td>(1)</td>
</tr>
<tr>
<td>3(b)(ii)</td>
<td>happy</td>
<td>(1)</td>
</tr>
<tr>
<td>4(i)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>4(ii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iv)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4(v)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>5(a)</td>
<td>Rawalpindi</td>
<td>(1)</td>
</tr>
<tr>
<td>5(b)</td>
<td>more than twenty</td>
<td>twenty</td>
</tr>
<tr>
<td>5(c)</td>
<td>because of Eid</td>
<td>puppet show</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>6(a)</td>
<td>did not get time/chance</td>
<td>(1)</td>
</tr>
<tr>
<td>6(b)</td>
<td>to read modern literature</td>
<td>(1)</td>
</tr>
<tr>
<td>6(c)</td>
<td>Her brother’s books</td>
<td>(1)</td>
</tr>
<tr>
<td>6(d)</td>
<td>regrets it/feels sorry about it</td>
<td>(1)</td>
</tr>
</tbody>
</table>

### SECTION B

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>7(a)</td>
<td>گاڑوں</td>
<td>(1)</td>
</tr>
<tr>
<td>7(b)</td>
<td>نوجوانی</td>
<td>(1)</td>
</tr>
<tr>
<td>7(c)</td>
<td>مشکل</td>
<td>(1)</td>
</tr>
<tr>
<td>7(d)</td>
<td>نوکری</td>
<td>(1)</td>
</tr>
<tr>
<td>7(e)</td>
<td>آدمی</td>
<td>(1)</td>
</tr>
<tr>
<td>8(i)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>8(ii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>8(iii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>8(iv)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>8(v)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)</td>
<td>ناہید کانگان</td>
<td>(1)</td>
</tr>
<tr>
<td>9(b)</td>
<td>ایمبور</td>
<td>(1)</td>
</tr>
<tr>
<td>9(c)</td>
<td>شہدروپاک</td>
<td>(1)</td>
</tr>
<tr>
<td>9(d)</td>
<td>ایمبور</td>
<td>(1)</td>
</tr>
<tr>
<td>9(e)</td>
<td>ناہید کانگان</td>
<td>(1)</td>
</tr>
</tbody>
</table>
## SECTION C

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
<th>Mark</th>
</tr>
</thead>
</table>
| 10              | I walk to school.  
I like Urdu because the teacher is kind.  
I don’t like Maths because it is too difficult.  
Last night I worked until ten / 10:00 pm.  
I did not even get a chance to watch my favourite drama. | (7) |

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication.</td>
</tr>
</tbody>
</table>
| 1–2  | Only isolated sentences or phrases are communicated.  
There are frequent errors and omissions in the translation that prevent meaning being conveyed. |
| 3–4  | The meaning of the passage is partially communicated.  
Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses. |
| 5–6  | The meaning of the passage is mostly communicated.  
Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax. |
| 7    | The meaning of the passage is fully communicated.  
Any errors do not detract from the overall flow or clarity of the translation. |
Please check the examination details below before entering your candidate information

 Candidate surname Other names

Centre Number Candidate Number

Pearson Edexcel Level 1/Level 2 GCSE (9–1) Time: 1 hour 20 minutes

Urdu Paper reference

Total Marks

Urdu PAPER 4: Writing in Urdu Foundation Tier

You do not need any other materials.

Instructions
• Use black ink or ball-point pen.
• Fill in the boxes at the top of this page with your name, centre number and candidate number.
• Answer Questions 1, 2, 3 and 4. In Questions 2 and 3, answer either option (a) or option (b).
• Answer the questions in the spaces provided – there may be more space than you need.
• Write your answers in full sentences.
• You must not use a dictionary.

Information
• The total mark for this paper is 60.
• The marks for each question are shown in brackets: – use this as a guide as to how much time to spend on each question – you should spend approximately 10 minutes on the translation question.

Advice
• Read each question carefully before you start to answer it.
• Check your answers if you have time at the end.

Turn over

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Instructions

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Questions 2 and 3, answer either option (a) or option (b).
- Answer the questions in the spaces provided – there may be more space than you need.
- Write your answers in full sentences.
- You must not use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for each question are shown in brackets:
  – use this as a guide as to how much time to spend on each question
  – you should spend approximately 10 minutes on the translation question.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over
1 آپ پاکستان اور انگلستان کا پی ہوں گے ہیں۔ فہم کہ ہوئے یہ تصویر اپنے اور ہمیشہ کے لیے اگھی۔

تصویر کے بارے میں بنائیں اور کہیں پہ ہوئے راہ کیسیں -

تقریباً 20 سے 30 الفاظ اور مسلسل بنیں -

(Total for Question 1 = 12 marks)
Birthday party in a restaurant

2 (a) اگلے ماہ آپ کی سالگرہ ہے- پارٹی کے لیے رستورانات مقدمہ کریں کہ نام ایک ایک ایک سے کمی کی

• پارٹی کا شروع کرنے کا وقت
• اس رستوران سے سالگرہ مندرجہ ذیل کی وجہ
• کئی کئی سیٹ کی پرائیو ہیں
• پارٹی سے کون ایک گروپ شالا جوں گے

تقییداً 40 سے 50 افغان ا secondo میں کیسی- مکمل / مجنون
If you answer Question 2(b) put a cross in the box ☐.

**Part time job**

(16)

- **b) Pakistan**
  - What is your part-time work?
  - Are you working for more than 40 hours a week?
  - How many hours do you work per week?
  - Do you get paid weekly?
  - How much do you earn per week?

*(Total for Question 2 = 16 marks)*
Choose either Question 3(a) or Question 3(b).
If you answer Question 3(a) put a cross in the box ☐.

My local area

(a) 3

Choose either a) or b).

Show your understanding of where you live by answering one of the questions below:

• Explain why you think you live in your local area.
• Where do you think you live in your local area?
• Explain why you think you live in your local area.

Choose either a) or b) in full.

Total for Question 3 = 20 marks

(20)
If you answer Question 3(b) put a cross in the box □.

Future plans

(b) پاکستانی نوجوانوں کے ایک ویب سائٹ ساختنے کے مطابق کریں کہ اگر آپ کی راہ سے پچھلی رنگ ہو، اس کے

لیے ایک غیر ممکن مشورہ ہے۔

مضمون میں مندیری نہ یاد کریں ضرور لکھیں کہ بچے میں

• کیسے بچے میں لیکھی شکست کے بارے میں

• اپنے کے مضمون میں جو آپ کو سب سے زیادہ پہنچے مستقبل کے بارے میں آپ کے اپنے ارادے

• یونیورسی یا بیولوژی ضروری ہے/�ہ ہے۔

تقریباً 80 سے 90 الاف ارواح ممکن کیسیں۔
(Total for Question 3 = 20 marks)
School

(a) This is my school.

(b) It has a big playground.

(c) We play here during lunchtime.

(d) History is my favourite subject, but my sister likes Maths.

(e) Last year I played tennis, but now I prefer football because it is more fun.

(Total for Question 4 = 12 marks)
GCSE Urdu Foundation tier

Paper 4 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
**Assessment criteria for the Foundation tier**

**Question 1 – Foundation tier (12 marks)**

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 1: communication and content mark grid – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>• Some relevant, basic information without development</td>
</tr>
<tr>
<td></td>
<td>• Uses language to inform, give short descriptions and express opinions</td>
</tr>
<tr>
<td></td>
<td>with limited success</td>
</tr>
<tr>
<td></td>
<td>• Uses limited selection of common, familiar vocabulary and expression</td>
</tr>
<tr>
<td></td>
<td>with frequent repetition</td>
</tr>
<tr>
<td>3–4</td>
<td>• Mostly relevant information, minimal extra detail</td>
</tr>
<tr>
<td></td>
<td>• Uses language to give short descriptions, simple information and opinions</td>
</tr>
<tr>
<td></td>
<td>with variable success</td>
</tr>
<tr>
<td></td>
<td>• Uses small selection of common, familiar vocabulary and expression</td>
</tr>
<tr>
<td></td>
<td>with some repetition</td>
</tr>
<tr>
<td>5–6</td>
<td>• Relevant information with occasional extra detail</td>
</tr>
<tr>
<td></td>
<td>• Uses language to give short descriptions, simple information and opinions</td>
</tr>
<tr>
<td></td>
<td>with some success</td>
</tr>
<tr>
<td></td>
<td>• Uses small selection of common, familiar vocabulary and expression</td>
</tr>
<tr>
<td></td>
<td>with little repetition</td>
</tr>
</tbody>
</table>
Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | • Produces simple, short sentences in isolation  
      • Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed |
| 3–4  | • Produces simple, short sentences with little linking  
      • Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning |
| 5–6  | • Produces simple sentences with some linking  
      • Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication |

Additional guidance

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Question 2 – Foundation tier (16 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see Additional guidance).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 2: communication and content mark grid – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>Limited information given, likely to consist of single words and phrases</td>
</tr>
<tr>
<td></td>
<td>Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down</td>
</tr>
<tr>
<td></td>
<td>Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts</td>
</tr>
<tr>
<td></td>
<td>Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression</td>
</tr>
<tr>
<td>3–4</td>
<td>Some brief information given, basic points made without development</td>
</tr>
<tr>
<td></td>
<td>Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down</td>
</tr>
<tr>
<td></td>
<td>Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts</td>
</tr>
<tr>
<td></td>
<td>Occasional appropriate use of register and style</td>
</tr>
<tr>
<td>5–6</td>
<td>Some relevant information given appropriate to the task, basic points made with little development</td>
</tr>
<tr>
<td></td>
<td>Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained</td>
</tr>
<tr>
<td></td>
<td>Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material</td>
</tr>
<tr>
<td></td>
<td>Mostly appropriate use of register and style, mostly sustained</td>
</tr>
<tr>
<td>7–8</td>
<td>Relevant information given appropriate to the task, basic points made with some development</td>
</tr>
<tr>
<td></td>
<td>Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas</td>
</tr>
<tr>
<td></td>
<td>Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of register and style sustained</td>
</tr>
</tbody>
</table>
Additional guidance

*Independently selected vocabulary and expression*: students may use key words from the stimulus material but, to demonstrate their knowledge of vocabulary and ability to express themselves independently, they must be able to use vocabulary and expression that is not in the stimulus material.

*Register and style definition: formal register and style* includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
### Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Repetitive use of minimal selection of straightforward grammatical structures  
      - Produces individual words/set phrases  
      - Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4  | - Use of a restricted range of straightforward grammatical structures, frequent repetition  
      - Produces simple, short sentences, which are not linked  
      - Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6  | - Uses straightforward grammatical structures, some repetition  
      - Produces simple, short sentences with minimal linking  
      - Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed |
| 7–8  | - Uses straightforward grammatical structures, occasional repetition  
      - Produces predominantly simple sentences occasionally linked together  
      - Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication |

### Additional guidance

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.
**Errors**: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Question 3 – Foundation tier (20 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | Communicates brief information relevant to the task with little development  
|      | Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
|      | Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
|      | Variable use of appropriate register and style |
| 4–6  | Communicates information relevant to the task, with development of the occasional key point and idea  
|      | Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful  
|      | Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
|      | Appropriate use of register and style is evident but with inconsistencies |
| 7–9  | Communicates information relevant to the task, with development of some key points and ideas  
|      | Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
|      | Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
|      | Appropriate use of register and style is evident but with occasional inconsistency |
Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- Communication and content
- Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 3: Communication and Content Mark Grid – Foundation Tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1-3</td>
<td>Communicates brief information relevant to the task with little development</td>
</tr>
<tr>
<td></td>
<td>Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</td>
</tr>
<tr>
<td></td>
<td>Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</td>
</tr>
<tr>
<td></td>
<td>Variable use of appropriate register and style</td>
</tr>
<tr>
<td>4-6</td>
<td>Communicates information relevant to the task, with development of the occasional key point and idea</td>
</tr>
<tr>
<td></td>
<td>Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful</td>
</tr>
<tr>
<td></td>
<td>Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of register and style is evident but with inconsistencies</td>
</tr>
<tr>
<td>7-9</td>
<td>Communicates information relevant to the task, with development of some key points and ideas</td>
</tr>
<tr>
<td></td>
<td>Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</td>
</tr>
<tr>
<td></td>
<td>Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of register and style is evident but with occasional inconsistency</td>
</tr>
<tr>
<td>10-12</td>
<td>Communicates information relevant to the task with expansion of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</td>
</tr>
<tr>
<td></td>
<td>Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of register and style throughout with minimal inconsistency</td>
</tr>
</tbody>
</table>

### Additional guidance

**Creative language use** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Register and style definition:** *informal register and style* – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | • Uses straightforward grammatical structures, some repetition  
      • Produces brief, simple sentences, limited linking of sentences  
      • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | • Uses mostly straightforward grammatical structures, occasional repetition  
      • Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
      • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | • Different examples of straightforward grammatical structures are evident  
      • Produces some extended sentences that are linked with familiar, straightforward conjunctions  
      • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | • Some variation of grammatical structures, occasional complex structure  
      • Produces frequently extended sentences, well linked together  
      • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

Additional guidance

**Complex** grammatical structures are considered to be:
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.
Errors that **do not hinder clarity**:  
- errors that do not affect meaning, for example gender, adjectival agreements  
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:  
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:  
- errors that mean the reader cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>2</td>
<td>Meaning fully communicated with occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Example response</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(a)</td>
<td>ألم تعمل في البيت</td>
</tr>
<tr>
<td>4(b)</td>
<td>إس من ايك ماميل كا ميدان</td>
</tr>
<tr>
<td>4(c)</td>
<td>نمم كا نا كج تن سينان كيلين تين</td>
</tr>
</tbody>
</table>

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>• Some words are communicated but the overall meaning of the sentence is not communicated</td>
</tr>
</tbody>
</table>
| 2    | • The meaning of the sentence is partially communicated  
• Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed |
| 3    | • The meaning of the sentence is fully communicated  
• Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity |

<table>
<thead>
<tr>
<th>Question number</th>
<th>Example response</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(d)</td>
<td>مير ایندیو مضمون مار نہیں ہے لیکن میری ایب حساب ایندکری ہے</td>
</tr>
<tr>
<td>4(e)</td>
<td>کچھ سال میں نئی نیش کیئے لیکن اس سال میں فی ال کورنیو دیہیاں کیوں کہ اس سال میں زیادہ مزدروی آئی ہے</td>
</tr>
</tbody>
</table>
Additional guidance

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
SECTION A
Weather

Question 1

Example

:M2

مجھے بہار کا موسم بہت پسند ہے۔

Question 1

:M2

بہار میں بے طرف بھی کچھ دلچسپی، پھل کھینچنا جانے کا نقصان نہ آتا ہے اور بے طرف رونق بھی۔

آپ کتنی بھی موسم پسند ہیں؟

:F2

دکھی کے لیے بہار میں بہت ملتعامیت ہوتی ہے اور کئی بار گرمی کے نیپر پر فائدہ ہو جاتا ہے۔ مجھے بہار کا موسم اچھا ہے۔

گناہے۔
My town

Question 2

Example

:M1

یہ بازار کے سوا لوگ بھی خوب رہتے ہیں۔

Question 2

:M1

زندگی بہت اچھی گزارنی سے اور ہے، پھر، پڑھنے کے پاس کچھ اور تاریخی عمارتیں بھی ہیں جہاں لوگ بہار جاتے ہیں۔

:M1

میں ماں کے ساتھ ہے اور ہم ہر وہی موقع کے وہی بھی پچھنے کرتے ہیں۔ کچھ مہینے اسی پر مشتمل

:M1

بہار میں استحکامات ہے میں اور ہم ایکتا میں پڑھنے ہوئے جاں بناتے ہیں۔ کچھ بار میں بھی ہلکی بارش ہوتی ہے اور لوگ

:M1

ہمارے علاقے کے اکثر لوگ نہیں کھل کر رہتے ہیں۔
SECTION B
Careers and professions

Question 3

Example

:M2

یغ کی خواہش ہے۔

:M2

اور پھر؟

:M2

پھر تو وہاں رہنا پسند کروگے؟

:M2

کسی عرب مملکت میں۔ اگر تو وہاں زیادہ سردری کھیلن پڑے اور دوسرے علاقوں میں کاٹ کر چھپہ چھپے

:M2

بڑا ہو کر ڈاکٹر بننا چاہتا ہوں کیوں؟
Film

Question 4

Example

:M2

نہیں مراحلہ فلمین بیعہ لینے کے کون کہ دو مجھے پسند

Question 4

:F2

نہیں ہوں ممکنہ کی کہاں ویل ہوں فلمین پنچھین دین دین کر انسان خوبصورت خیالیں میں کو جا ے۔

:M1

معلوم نہیں ممکنہ فلمین تی بیوں نہیں کرنا ہوں! اسی نے کئی کے بعد نے جا رات میرے خواب کے اتے رہا ے۔

:F1

نہیں کارلوں فلمین بیعہ لینے دین کیوں چکا ہوا خاندان ان کے ساتھ ہی کوئی کہنا کر ے۔

:M2

لزیز ویلے فلم دینے بیعہ ممکنہ اور باہر دین سمیت اسی فلمین تو بار دین کر مجھے انسان بنیا ے۔
School trip

Question 5:

Example

:M1

تمہاگا کہ جہاں وہ اسپین اسکول کے ساتھ ہو تھا گئے تھے

Question 5

:M1

لئے پورٹ پر ایک سے آپ کو اوپر وار جدید مماری کے نظر آئے تھے۔ آئے پورٹ اور صرف ایک گھنٹے نظر آئے سے اوپر وار جدید مماری کے ساتھ پہلے ہو ہمین سے اگلے ہو۔ نا: اوپر وار اس کے ساتھ پہلے ہو۔

:F1

تمہاگا ہوئے؟

:M1

تین کے ساتھ اس سے اوپر وار جدید مماری کے ساتھ پہلے ہو۔

:F1

تمہاگا کہ جہاں وہ اسکول کے ساتھ ہو تھا گئے تھے

:M1

تمہاگا ہوئے؟

:F1

تمہاگا کہ جہاں وہ اسکول کے ساتھ ہو تھا گئے تھے
Ambitions

Question 6

بچوں وں دوسی ہمت کے نقاب کے کنارے ہیں یہ اس موقع پر مختلف بچوں سے اطلاع رکھنے والے لوگوں کو ہماری اجلاسی پر دیکھنے کے لئے طلبہ سے اپنے اسپیکنگ بچوں سے ہماری کامیابی کی بنیاد کی ہے۔ اس طرح طلبہ کو مختلف بچوں کے بارے میں معلومات ملی ہیں۔

M2

پہلے موقعیت کا مبنا ہے ایک اوور یہ اس کے استعمال کی مدد گار ثابت ہو سکتی ہے۔ ایسے کبھی کہ مہمانوں کا اس کا استعمال مفت ہے جبکہ کمرے کا استعمال کافی مہنگا تھا۔ ہمارا ہوٹل اس کے ساتھ ہی تھا۔ سے اس کے بارے میں مختلف پہچان کا دن تھا۔ اس کا استعمال مفت ہے جبکہ کمرے سے اس کے بارے میں مختلف پہچان کا دن تھا۔ اس کا استعمال مفت ہے جبکہ کمرے سے اس کے بارے میں مختلف پہچان کا دن تھا۔ اس کا استعمال مفت ہے جبکہ کمرے سے اس کے بارے میں مختلف پہچان کا دن تھا۔ اس کا استعمال مفت ہے جبکہ کمرے سے اس کے بارے میں مختلف پہچان کا دن تھا۔
What school is like

Question 7

F1

علی تمہارا اسکول کیا ہے؟

M1

عمتی اپنے اسکول کیا ہے۔ اس کو افکار کے طویل تنہی میں۔ تمہارا اسکول بہت پسند ہے کیونکہ یہ بہت بہت دوست تھا۔ کہا جاتا ہے کے وقت حال میں خوب بھی جانے ہیں۔ تمہارا اسکول میں بہت بہت شروع ہوگا۔ بہت بہت دوست ہے۔

F1

تم کون سے مضامین پڑھ رہے ہو؟

M1

بہت کچھ میں مضامین جغرافیہ اور سائنس بیج، کوئی بھی مضامین نہیں۔ بہت بہت میں مضامین نہیں۔ میں اپنے کرکٹ کی اور ادیک کی اور کرکٹ۔

F1

اے کون؟

M1

میں اپنے اسکول میں جب ہماری تیار ہو جائیں تو کہیں ہیں۔ اس سے میں تین تھا کیونکہ بہت بہت بہت مشکل تھا۔ تمہارے کچھ کیا ہے۔ اس سے کہیں ہو جائیں تو کہیں ہیں۔ کہیں کہیں اس سے پہلے بہت بہت جمع ہو جائیں۔

F1

ہمارا اسکول کیا ہے؟

M1

ناہیں اسکول میں بھی کسی کی دوسری کی دوسری کو نہیں۔ اس سے میں تین کوئی کی سیال میں ہو جائیں۔ بہت بہت کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی کوئی۔
What school is like

Question 7

علی تمہارا اسکول کیا ہے؟

نےکھا ہی۔ یہاں میرے بہت سے دو نکہ ہی۔ مجھے اپنا اسکول بہت پسند ہے کیوں علم لبطا سو چودہ ہی۔ اس بجے ختم ہوتا ہے۔ ہمارا اسکول صبح آٹھ بجے شروع ہی۔ کرہو ہی۔ ہم خوب ۔ فقے کے وہ

Question 8 Part (a)

خاس طور پر چپ چپ اسکول جانے گے لو وہ یہ کا کہاں اور کہاں میں غذا کیتی پر خاص نظر رکھی چپی۔

M2

آخر اوقات چہ اصل میں اس کا کہاں کو ہمین کسی کر ہے اور کہاہا اچھی طرح کہاں کے۔ چھی لوہ باں کی نئی کہاں جسے ان کی صحیح پر پڑئا پہنے۔

Question 8 Part (b)

Bus میں ہو روز ہزینہ بنے دار اور غذا کتی سے بچے پر بچے نکہا ضروری کہاں کو ہی کہاں نے کسی کے بھرا پوری سے بھر پورنے مزے دار اور غذا کسبا لنچ پنے اکثر اوقات بچے جس سے ان کی صحت پر بہت پناہہ ہے۔

M2

اور پھل؟

F2

یوں اور پھلوں کہ ہے تو کہ ہے۔ سب سے ضروری کھتے پھل تو ضرور رکھی کیونکہ ان کے رنگ بچوں کے لیے غذائی کشش رکھتے ہیں۔ سب سے ضروری تو یہ ہے کہ بچے اور بچوں میں توڑان رکھا جاۓ اور کھجے پنکی اشیاک کے کم رکھی جاۓ۔
Technology

Question 9

Question 9 Part (a)

:M1

تنقیحی لوگوں کی زندگی پر ایسے اچھے نہیں ہے کہ انسان اب رشتوں کی ضرورت کو کیچٹے جا رہے ہیں۔

:F1

آج کل موبائل فون اور اختراعات نے محیوت کو تو آسان کر دیا گیا اب انسان اکی دوسرا سے کم اور مشینوں سے زیادہ قربی ہو گیا۔ باقی میں گھر والے زیادہ وقت اکی ساتھ نگاری ہے اور شام سے کل پہچاں کے آپنے پن سے

:M1

والدین اور بھوٹے اکی دوسرا سے زیادہ قربی ہو گیا مگر اب انسان اکی دوسرا سے زیادہ قربی ہو گیا اور کمپیوٹر کے دوسرے سے بچے اور بچے اپنے ایپنے فون یا کمپیوٹر پر مصروف ہو جاتے ہیں۔

:F1

پاہ! اب تو آپ گھر والے کے ساتھ بہت زیادہ توڑے گی اکی بہت زیر اور انگریزی خاندان اکی کے مین بھی بھی بھی بھی۔ اسپتال انسان فون یا کمپیوٹر پر مصروف ہونا ہے۔

Question 9 Part (b)

:M1

صح ایسی ہی لوگ اس وسیلے پرہیز گا جانے چاہئے ہیں۔ ملیونوں دوھے دوھے تمام دوھے دوھے کا حال پہچے کا وقت

:F1

آج کل کے لوگوں نے اختراعات کے دوھے دوھے تو پچاں تو رہے ہیں۔ بھی وقت اختراعات پر دوھے دوھے سے غپ شبہ ہے

:M1

یا آن لائن خریدری، نے سے نہیں آن لائی جا رہا ہے۔

:M1

ماں ہا کہ کیہ ہو تھا۔ اگر معلومات کا بیہر ہو گیا تو اس کی کافی میں مصروف رہنا چاہئے؟
اس وقت پوری دنیا کی تعلق کو باہو اہمیت میں کم کرسکتی ہے۔ ہمیشہ پبلک پانی میں سب سے آبی تک کھا دیا گیا ہے

Question 10 Part (a):

M1 یہ چھا گئی ہے کہ انسان اب رشتوں کی ضرورت کو ہی بھولتا جا رہا ہے۔

F1 لوگیوں کی زندگی پر اغ

Question 10 Part (b):

M1 یادہ

F1 یہ چھا گئی ہے کہ انسان اب رشتوں کی ضرورت کو ہی بھولتا جا رہا ہے۔

Environmental issues

Question 10

Example

M1 یہ چھا گئی ہے کہ لوگیوں کی زندگی جگہ ہر سے ایک کا ساتھ گزرنا ہے۔

Question 10 Part (i):

M1 یادہ

F1 یادہ

Question 10 Part (ii):

M1 یادہ

F1 یادہ
Instructions

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer all questions in Sections A and B.
- Questions in Section A are set in Urdu.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided – there may be more space than you need.
- You must not use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ✗. If you change your mind about an answer, put a line through the box ✓ and then mark your new answer with a cross ✗.

SECTION A

حوم کے بارے میں اسلام آباد میں موسم کے بارے میں بات چیت کرنے کا رنگ بھی بات چیت کرنے کو کم کرنی پڑتا ہے۔ انگلیس سے انگریزی کے کوئی نوٹکش مل کر کوئی نوٹکش کیا ہے۔

دوسری موسم کی طرح یہاں گرمی برقرار مانی ہے۔

مثال: موسم کا بہار کا بہار کا کہا جا سکتا ہے۔

(a) ہیں

(b) نظر آتے ہیں

(c) جا چیت

(d) نہیں

(e) مارچ

(Total for Question 1 = 5 marks)
2. ایک پاکستانی طالب علم نے اپنی علاقوں کے بارے میں یہ دیکھا کہ یہ کیسا ہے؟ وہ کیا کہا ہے؟ دیکھیں گا اناظم میں کے متن سے لفظیں کر کہیں۔ ایک اپنے لفظیں پر جانچ کیا ہے۔ پر چیز کی؟

| کچھ کچھ | کچھ نہیں | پر بنار | آخر | کہیں
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) نبی ہے کبھی کبھی لفظ پہلے کر رہے ہیں۔</td>
<td></td>
<td></td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>(b) ہم نے قابل گھر کی تیاری کی کے جا ہے۔</td>
<td></td>
<td></td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>(c) مین اپنی دوسوں کے ساتھ موسمی کے موقعی کے شوقی ہوئے۔</td>
<td></td>
<td></td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>(d) اپنے دوستان کے ساتھ موسمی کے موقعی جا ہوئے۔</td>
<td></td>
<td></td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>(e) کئی ہیں جاہیں جاہیں کہا بہت مشکل ہوئے۔</td>
<td></td>
<td></td>
<td>(1)</td>
<td></td>
</tr>
</tbody>
</table>

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS
A careers adviser is speaking about future plans to a pupil at an international school in Islamabad.

What does the pupil say?

Listen to the recording and complete the sentences by putting a cross ☑ in the correct box for each question.

Example: He wants to be a…

- ☑ A doctor.
- □ B teacher.
- □ C engineer.
- □ D lawyer.

(i) He thinks that with Science…

- □ A he is very good at it.
- □ B he will have to work hard.
- □ C his brother can help him.
- □ D he always gets high grades.

(ii) His wish is to…

- □ A treat poor people for free.
- □ B work in a big hospital.
- □ C buy a big house.
- □ D work with his father.

(iii) He would like to live in…

- □ A African countries.
- □ B England.
- □ C the Middle East.
- □ D Pakistan.
(iv) According to the text, what is the benefit of living there?

- A You can eat what you like.
- B People are friendly.
- C He will be near his family.
- D He will earn a lot of money.

(Total for Question 3 = 4 marks)
Films

4 You are listening to an online vlog where people are discussing films. What do they say?

Listen to the recording and put a cross ✗ in each one of the three correct boxes.

<table>
<thead>
<tr>
<th>Example</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>I like watching comedy.</td>
</tr>
<tr>
<td>A</td>
<td>Love stories are not good for youngsters.</td>
</tr>
<tr>
<td>B</td>
<td>I enjoy romantic films.</td>
</tr>
<tr>
<td>C</td>
<td>I don't like horror movies.</td>
</tr>
<tr>
<td>D</td>
<td>I get scared at night.</td>
</tr>
<tr>
<td>E</td>
<td>I love watching films at the cinema.</td>
</tr>
<tr>
<td>F</td>
<td>I can watch the same film repeatedly.</td>
</tr>
<tr>
<td>G</td>
<td>I like watching films with my friends.</td>
</tr>
</tbody>
</table>

(Total for Question 4 = 3 marks)
School trip

5 Students in your Urdu class are talking about their last school trip, in Dubai.

Listen to the recording and put a cross ☒ in the correct box for each question.

Example: The visit to Dubai took place during the …… holidays.

☒ A Easter
☐ B summer
☐ C Christmas
☐ D half-term

(i) From Dubai airport you see lots of…

☐ A tourists.
☐ B taxis.
☐ C tall buildings.
☐ D restaurants.

(ii) Hotel staff…

☐ A only spoke in English.
☐ B spoke several European languages.
☐ C were not very helpful.
☐ D were smartly dressed.

(iii) During your stay at the hotel the internet access in your room was…

☐ A free all the time.
☐ B expensive to use.
☐ C free for one hour a day.
☐ D not available.

(Total for Question 5 = 3 marks)
Ambitions

6 Huzaifa is talking about a careers fair he attended at his school.
Listen to the recording and answer the following questions in English.

(a) What was the purpose of the careers fair? Give two reasons.

(b) What was new at the fair this year?

(c) What was Huzaifa impressed with?

(d) How did he change his future options?

(Total for Question 6 = 5 marks)
What school is like

7 Ali and his friends are talking about their school in Mirpur.

Listen to the conversation and answer the following questions in English.

(a) How many pupils study in Ali’s school? (1)

(b) During lunch how does Ali spend his time? (1)

(c) Why does Ali not like Urdu? (1)

(d) Why does Ali like to play in school? Give two reasons. (2)

(Total for Question 7 = 5 marks)
Food

8 You are listening to a radio programme in Urdu and some people are discussing children's life styles.

Listen to the recording and put a cross ✗ in the correct box for each question.

Example: These days children do not care about their…

<table>
<thead>
<tr>
<th>✗</th>
<th>A diet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>B health.</td>
</tr>
<tr>
<td>□</td>
<td>C study.</td>
</tr>
<tr>
<td>□</td>
<td>D parents.</td>
</tr>
</tbody>
</table>

Part (a)

(i) When a child starts school, parents should keep an eye on…

| □ | A lunchtime arrangements. |
| □ | B eating habits. |
| □ | C the cost of food. |
| □ | D whether free school meals are available. |

(ii) Children are careless about…

| □ | A remembering their lunch boxes. |
| □ | B keeping their canteen clean. |
| □ | C eating properly. |
| □ | D where they eat lunch. |

(iii) A child's health is affected if…

| □ | A they eat unhealthy food. |
| □ | B school food is not tasty. |
| □ | C they eat fast food. |
| □ | D they don't eat lunch. |
Part (b)

(i) In a child's lunch box, they should have…

- [ ] A tasty food.
- [ ] B a variety of food.
- [ ] C enough food.
- [ ] D healthy drinks.

(ii) Children are attracted to fruit because of the…

- [ ] A taste.
- [ ] B nice smell.
- [ ] C colour.
- [ ] D type of fruits.

(iii) In a child's lunch box, one should include…

- [ ] A sugar-free food.
- [ ] B food with less salt.
- [ ] C food with fewer calories.
- [ ] D less fried food.

(Total for Question 8 = 6 marks)
**Technology**

9 You are listening to a radio phone-in about the effects of technology. 
Listen to the discussion and answer the following questions in English.

**Part (a)**

(i) How has technology affected people’s thinking? 

(ii) What is one advantage of changes to technology? 

(iii) What does the text say about how families lived before recent changes in technology? Give two details. 

(iv) Give two details on how technology today has directly affected families. 

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) How has technology affected people’s thinking?</td>
<td>(1)</td>
</tr>
<tr>
<td>(ii) What is one advantage of changes to technology?</td>
<td>(1)</td>
</tr>
<tr>
<td>(iii) What does the text say about how families lived before recent changes in technology? Give two details.</td>
<td>(2)</td>
</tr>
<tr>
<td>(iv) Give two details on how technology today has directly affected families.</td>
<td>(2)</td>
</tr>
</tbody>
</table>
Part (b)

(i) How has social networking affected people? Give **two** reasons. (2)

(ii) According to the text, how does technology impact on daily life for young people? (1)

(iii) How do some people waste time from morning to evening? (1)

(Total for Question 9 = 10 marks)
**Environmental issues**

10 You are listening to the news on a Pakistani satellite television channel about a recent natural disaster.

Put a cross ☒ in each of the two correct boxes for each question.

(i) Due to the floods in Pakistan…

<table>
<thead>
<tr>
<th>Example</th>
<th>A: people are collecting for charity.</th>
<th>B: crops were destroyed.</th>
<th>C: roads are affected.</th>
<th>D: schools were destroyed.</th>
<th>E: a famine started.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a lot of damage was done.</td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(ii) As a result of natural disasters…

<table>
<thead>
<tr>
<th>A: people cannot get clean water.</th>
<th>B: countries worldwide are affected.</th>
<th>C: people are scared to travel.</th>
<th>D: there can be no electricity for hours.</th>
<th>E: people are supporting each other more.</th>
</tr>
</thead>
</table>

(Total for Question 10 = 4 marks)

**TOTAL FOR SECTION B = 40 MARKS**
**TOTAL FOR PAPER = 50 MARKS**
There are no marks for quality of language or spelling in this paper, therefore errors in the Urdu script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied an Urdu word or name.

### SECTION A

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>پٹول</td>
<td>(1)</td>
</tr>
<tr>
<td>1(b)</td>
<td>پارک</td>
<td>(1)</td>
</tr>
<tr>
<td>1(c)</td>
<td>گریم کپرے</td>
<td>(1)</td>
</tr>
<tr>
<td>1(d)</td>
<td>پاکش</td>
<td>(1)</td>
</tr>
<tr>
<td>1(e)</td>
<td>پاہر</td>
<td>(1)</td>
</tr>
<tr>
<td>2(a)</td>
<td>پاربار</td>
<td>(1)</td>
</tr>
<tr>
<td>2(b)</td>
<td>کہنی نہیں</td>
<td>(1)</td>
</tr>
<tr>
<td>2(c)</td>
<td>کہنی کہنی</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>2(d)</td>
<td>اکثر</td>
<td>(1)</td>
</tr>
<tr>
<td>2(e)</td>
<td>کسی کسی</td>
<td>(1)</td>
</tr>
</tbody>
</table>

**SECTION B**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3(i)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>3(ii)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>3(iii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>3(iv)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>4</td>
<td>B, D, F</td>
<td>(3)</td>
</tr>
<tr>
<td>5(i)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>5(ii)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>5(iii)</td>
<td>B</td>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>6(a)</td>
<td>to hear from people from different professions (1) discussing their professions with pupils (1)</td>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Reject</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>6(b)</td>
<td>an Urdu teacher was invited</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>6(c)</td>
<td>the talk from the Urdu teacher</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>6(d)</td>
<td>will now take Urdu A level/added Urdu to his A level options</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>7(a)</td>
<td>1400</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>7(b)</td>
<td>Talks to his friends</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>7(c)</td>
<td>(the) teacher is too strict</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>7(d)</td>
<td>good exercise makes new friends</td>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td>8(a)(i)</td>
<td>B</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>8(a)(ii)</td>
<td>C</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>8(a)(iii)</td>
<td>D</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)(i)</td>
<td>B</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)(ii)</td>
<td>C</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)(iii)</td>
<td>D</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Reject</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>9(a)(i)</td>
<td>(they) have forgotten the importance of relationships</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)(ii)</td>
<td>improved communication</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)(iii)</td>
<td>(they/families) spent more time together (1)</td>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>sit/talk together every evening (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9(a)(iv)</td>
<td>can feel alone (1)</td>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>everyone is busy on their own devices (phone/laptop) (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9(b)(i)</td>
<td>(first/early in the day), (they) check social networks/go online/contact their friends (1)</td>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>forget to greet their family/people they live with (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9(b)(ii)</td>
<td>chatting/shopping/buying gadgets (1)</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>9(b)(iii)</td>
<td>playing games</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>10(i)</td>
<td>B, E</td>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td>10(ii)</td>
<td>B, D</td>
<td></td>
<td>(2)</td>
</tr>
</tbody>
</table>
A new project named Rej has forgotten the importance of relationships.

Everyone is busy on their own devices, checking social networks, going online, and contacting friends. People check them first thing in the morning and forget to greet their family or the people they live with. They chat, shop, buy gadgets, or play games.
General instructions to the teacher conducting the assessment

- The examination is made up of three tasks.
- The tasks must be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes’ preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used only to study the stimuli provided. It is not to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover both Task 1 and Task 2. Candidates must not read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 only.
- Candidates must not write on the stimuli.
- Candidates must not have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but before starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher’s responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the Sequencing grid provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.
Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in two parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.
Task 3: Conversation

• The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.

• The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.

• An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

• This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.

• This topic must be selected by the candidate no later than two weeks before the date of assessment.

• To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

• The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

• For each candidate, there is a choice of two themes on the sequencing grid.

• Part 2 must cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.

• This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.

• Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  – answer questions freely, in turn allowing them to produce extended sequences of speech
  – develop conversations and discussions
  – give and justify own thoughts and opinions
  – refer to past, present and future events.
Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

**Candidate 1 Higher tier**

- Role play HR7
- Picture card HP9
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If **Candidate 1** has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate: Candidate 1 grid
2nd candidate: Candidate 3 grid
3rd candidate: Candidate 5 grid
4th candidate: Candidate 7 grid
5th candidate: Candidate 8 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

**Themes:**
- Theme 1  –  Identity and Culture
- Theme 2  –  Local area, holiday and travel
- Theme 3  –  School
- Theme 4  –  Future aspirations, work and study
- Theme 5  –  International and global dimension
### Sample sequencing grid

<table>
<thead>
<tr>
<th>Candidate Order</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearson Allocated</td>
<td>Pearson Allocated</td>
<td>Candidate Selection*</td>
</tr>
<tr>
<td></td>
<td>Role Play</td>
<td>Picture Based</td>
<td>Conversation 1</td>
</tr>
<tr>
<td>Candidate 1</td>
<td>HR7 (Theme 3)</td>
<td>HP9 (Theme 4)</td>
<td>Theme 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Theme 2 OR Theme 5</td>
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<tr>
<td></td>
<td></td>
<td>HP8 (Theme 5)</td>
<td>Theme 2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Theme 1 OR Theme 4</td>
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<td></td>
<td></td>
<td>HP7 (Theme 1)</td>
<td>Theme 4</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Theme 2 OR Theme 5</td>
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<tr>
<td></td>
<td></td>
<td>HP10 (Theme 2)</td>
<td>Theme 5</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Theme 1 OR Theme 4</td>
</tr>
<tr>
<td>Candidate 2</td>
<td>HR3 (Theme 2)</td>
<td>HP9 (Theme 4)</td>
<td>Theme 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Theme 4 OR Theme 5</td>
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<tr>
<td></td>
<td></td>
<td>HP5 (Theme 5)</td>
<td>Theme 4</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Theme 1 OR Theme 3</td>
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<tr>
<td></td>
<td></td>
<td>HP1 (Theme 4)</td>
<td>Theme 5</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Theme 1 OR Theme 3</td>
</tr>
<tr>
<td>Candidate 3</td>
<td>HR2 (Theme 1)</td>
<td>HP9 (Theme 4)</td>
<td>Theme 2</td>
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<tr>
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<td>Theme 3 OR Theme 5</td>
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<td>HP8 (Theme 5)</td>
<td>Theme 3</td>
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<td></td>
<td></td>
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<td>Theme 2 OR Theme 5</td>
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<td></td>
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<td>Theme 3 OR Theme 4</td>
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<td>Theme 1 OR Theme 2</td>
</tr>
<tr>
<td>Candidate 6</td>
<td>HR1 (Theme 2)</td>
<td></td>
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<tr>
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<td>---------------</td>
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<td></td>
</tr>
<tr>
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<td>Theme 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP9 (Theme 4)</td>
<td>Theme 3</td>
<td></td>
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</tr>
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<td>HP6 (Theme 3)</td>
<td>Theme 4</td>
<td></td>
<td></td>
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<tr>
<td>HP7 (Theme 1)</td>
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<table>
<thead>
<tr>
<th>Candidate 7</th>
<th>HR9 (Theme 1)</th>
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<tbody>
<tr>
<td>HP1 (Theme 4)</td>
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<tr>
<td>HP8 (Theme 5)</td>
<td>Theme 3</td>
</tr>
<tr>
<td>HP2 (Theme 3)</td>
<td>Theme 4</td>
</tr>
<tr>
<td>HP10 (Theme 2)</td>
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</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Candidate 8</th>
<th>HR10 (Theme 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP4 (Theme 2)</td>
<td>Theme 1</td>
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<tr>
<td>HP5 (Theme 5)</td>
<td>Theme 2</td>
</tr>
<tr>
<td>HP3 (Theme 1)</td>
<td>Theme 3</td>
</tr>
<tr>
<td>HP2 (Theme 3)</td>
<td>Theme 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate 9</th>
<th>HR8 (Theme 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP6 (Theme 3)</td>
<td>Theme 1</td>
</tr>
<tr>
<td>HP9 (Theme 4)</td>
<td>Theme 3</td>
</tr>
<tr>
<td>HP8 (Theme 5)</td>
<td>Theme 4</td>
</tr>
<tr>
<td>HP7 (Theme 1)</td>
<td>Theme 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate 10</th>
<th>HR4 (Theme 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP1 (Theme 4)</td>
<td>Theme 1</td>
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<tr>
<td>HP3 (Theme 1)</td>
<td>Theme 2</td>
</tr>
<tr>
<td>HP5 (Theme 5)</td>
<td>Theme 4</td>
</tr>
<tr>
<td>HP10 (Theme 2)</td>
<td>Theme 5</td>
</tr>
</tbody>
</table>

* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, i.e. column ‘Candidate Selection.’
Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
STIMULUS HR1

Topic: Travel and tourist transactions

Instructions to candidates

Whilst on holiday with your family, you are at a sports centre in Lahore looking for information on membership. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as آپ.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

آپ لاہور کے ایک اسپورٹس سنٹر میں پر موجود شخص سے بات کر رہے/رہی تیز - ممبر - معلومات

2. ایکورس سنٹر - کیوں سیر!

3. کھلنے کے اوقات

4. ؟ قطب - ظالم کے لیے

5. ہے — آپ ایکورس سنٹر میں پر موجود شخص سے بات کر رہی تیز - ممبر - معلومات
You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
**STIMULUS HR1**

**Topic: Travel and tourist transactions**

**Instructions to teacher**

- Address the candidate as ‘آپ’.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

---

**Begin the role play with the following introduction.**

آپ لاتوور کے ایک اسپکٹر شہر میں بھی اور لکھو کہیاں میں حس دینا جاہزہ / جاہزہ جاہزہ / جاہزہ جاہزہ - آپ استقبال کر رہے / رہیں ہیں۔

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>میں آپ کی کا کا بطور کر کا یا کا کا بطور کا؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say they want information on membership.</td>
</tr>
<tr>
<td>2</td>
<td>خوب! آپ بطور یا بطور جاہزہ جاہزہ / جاہزہ جاہزہ؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say why they want to become a member there.</td>
</tr>
<tr>
<td>3</td>
<td>آپ نے اب تک کہاں سے کھڑی کہاں سےکہاں سے؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say what fitness activities they have done so far.</td>
</tr>
<tr>
<td>4</td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to ask you what the opening hours are. Get an appropriate brief response.</td>
</tr>
<tr>
<td>5</td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to ask you what the price is for students. Get an appropriate brief response.</td>
</tr>
</tbody>
</table>
Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the role play and for the picture-based task.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
• You must hand in your notes before completing the final task (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR2

Topic: Cultural life

Instructions to candidates

You are at a leisure centre speaking to a young person. The teacher will play the part of the young person and will speak first.

You must address the young person as تم.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ！ - you must respond to something you have not prepared.

Task

تم ایک تفریحی مرکز میں ہو اور دوبارہ ایک لیکرا کے لاکھوں پات بھیت کر نے اکثر ہو ۔

ا۔ بنیوں وار - کتنی بار آنا

ہ۔ بنیوں تفریحی سینٹر - کیون

س۔ ہ۔ بنیوں تفریحی سینٹر - کیون

ر۔ بنیوں پت - کتنی شالا بھونا - وچ

ہ۔ بنیوں پت - آپ کے روشن
Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu
Paper 2: Speaking in Urdu
Task 1: Role play
Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

• You should open the role play with the introduction provided.
• The role play is recommended to last between two to two-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
STIMULUS HR2

Topic: Cultural life

Instructions to teacher

• Address the candidate as ' تم ۔

• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>تم ایک ہفتے میں سفر کر سکتے ہوں اور وہاں ایک لے لکے / لوکی سے بات چیت کر سکتے ہوں؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say how often they come to the centre.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>تم کسی بھی آنے والی کمپنی کے ساتھ کبھی پہنچ سکتے ہوں؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say why they like to come to this leisure centre.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>بتاؤ آج کو تعمیر کے لئے چیت کر سکتے ہوں؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say what they have done this morning.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to ask you why you do sport.</td>
</tr>
<tr>
<td></td>
<td><em>Give an appropriate brief response.</em></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to ask your opinion of football.</td>
</tr>
<tr>
<td></td>
<td><em>Give an appropriate brief response.</em></td>
</tr>
</tbody>
</table>
Instructions

The examination is made up of three tasks: one role play, one picture-based task and a conversation.

You have 12 minutes in total to prepare for the role play and for the picture-based task.

Do not make notes on this stimulus card.

Dictionaries and other resources are not allowed at any time.

You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.

You must hand in your notes before completing the final task (conversation).

You may ask for questions to be repeated.

You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR3

Topic: Travel and tourist transactions

Instructions to candidates

You lost your rucksack this morning whilst on holiday in Islamabad and are reporting this at the lost property office. Your teacher will play the part of the employee and will speak first.

You must address the employee as ‘آپ’.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

آپ گم شدہ پچوزوں کے دفتر میں موجود ہیں۔ آپ دھاکے ایک ہالاں سے ہاتھ کرینے کر رہے ہیں۔
1. رک سیکی کی ٹخل
2. رک سیکی میں - سامان کی تفصیل سر!
3. ؟ گم شدہ پچوزوں کا دفتر - رابطہ
4. ؟ گم شدہ پچوزوں کا دفتر - کچھ کے اوقات

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu – Sample Assessment Materials – Issue 3
December 2022 © Pearson Education Limited 2022
You lost your rucksack this morning whilst on holiday in Islamabad and are reporting
this at the lost property office. Your teacher will play the part of the employee and will
speak first.

You must address the employee as ‘آپ’

You will talk to the teacher using the five prompts below.

• Where you see -  - you must ask a question.
• Where you see -  ! - you must respond to something you have not prepared.

Instructions to candidates

You do not need any other materials.
STIMULUS HR3

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as 'آپ' آپ
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

1. کیا آپ اپنے رک سیک کی لیے بنا کے / سکتے ہیں؟
   Allow the candidate to describe their rucksack.

2. اپنے رک سیک کے سامان کے بارے میں بتاییں۔
   Allow the candidate to describe the contents of their rucksack.

3. آپ کیا کر رہے تھے/ تھے اوری ہیں؟
   Allow the candidate to say what they were doing this morning (when they lost the item).

4. ؟
   Allow the candidate to ask you how to contact the lost property office.
   *Give an appropriate brief response.*

5. ؟
   Allow the candidate to ask you for the opening hours of the lost property office.
   *Give an appropriate brief response.*
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and for the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR4

Topic: School activities

Instructions to candidates

You are talking to a Pakistani student during a school trip to Pakistan. The teacher will play the role of the young Pakistani and will speak first.

You must address the young Pakistani as ‘تم’.

You will talk to the teacher using the five prompts below.

• Where you see - ؟ - you must ask a question.
• Where you see - ! - you must respond to something you have not prepared.

Task

تم ایک پاکستانی طالبعلم طالب علم ایک پاکستان کے ساتھی کے اسکول ٹرپ کے دوران ہو۔

1. پاکستان کا ٹرپ - کتنی بار ہے؟
2. ٹرپ کے بارے میں تفصیلات کیے؟
3. ؟ انتظار کا ٹرپ کہ؟
4. ؟ رابطہ کے لیے تفصیلات؟
You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
STIMULUS HR4
Topic: School activities
Instructions to teacher

- Address the candidate as " تم "
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

- تم ایک پاکستانی طالب علم /طالبہ کے ساتھ پاکستان کے اسکول ٹرپ کے دوران بات کرتے ہیں۔

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<tbody>
<tr>
<td>1</td>
<td>تم پاکستان کتنی بار آتے / آتی ہو؟</td>
</tr>
<tr>
<td>2</td>
<td>اس ٹرپ کے بارے میں تمہاری رائے ہے؟</td>
</tr>
<tr>
<td>3</td>
<td>تم نے پاکستان میں اسی ٹرپ کے بارے میں کیا کیا ہے؟</td>
</tr>
<tr>
<td>4</td>
<td>؟</td>
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<tr>
<td>5</td>
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</tbody>
</table>

1. Allow the candidate to say how often they come to Pakistan.
2. Allow the candidate to say what they think of the trip.
3. Allow the candidate to say what they have done in Pakistan.
4. Allow the candidate to ask you when you are having a trip to England. *Give an appropriate brief response.*
5. Allow the candidate to ask you for your contact details. *Give an appropriate brief response.*
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and for the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS HRS

Topic: Travel and tourist transactions

Instructions to candidates

You are with your family in a hotel in Pakistan and you report something broken in your room. Your teacher will play the role of the hotel manager and will speak first.

You must address the hotel manager as 'آپ'.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

آپ پاکستان کے ایک ہوٹل میں اپنے اتھنے کے ساتھ ہیں ۔ آپ کے کمرے میں کچھ بیٹھی ہوئی ہے ۔

- ہیکو ہی۔ آپ کے کمرے میں ہوٹل می اپنی فکریں ۔

1. مرمت - وقت مقرر
2. مرنے مقرر
3. !
4. ؟ مرمت سے کتنے وقت گا؟
5. ؟ کمرے کے کرائے میں رفعیات
You are with your family in a hotel in Pakistan and you report something broken in your room. Your teacher will play the role of the hotel manager and will speak first. You must address the hotel manager as 'آپ'. You will talk to the teacher using the five prompts below.

- Where you see -؟- you must ask a question.
- Where you see -!- you must respond to something you have not prepared.

Task
چینز ٹوٹی ہوئی ہے۔
یکو ہی۔ آپ کے کمرے می تھسا کے یملی یہو۔ آپ پاکستان کے تیکر/تےکر سے بات جنی۔
یکو ہوٹل می اپنی فآپ پاکستان کےیل فصت کی مسئلہ۔
1۔ مرمت - وقت مقرر
2۔
3۔ گا لگے اقت می۔
4۔؟ مرمت می کتنا ویت۔
5۔؟ کمرے کے کرائے می ریت۔

Instructions
- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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<tbody>
<tr>
<td>1</td>
<td>Allow the candidate to say what the problem is (with their room).</td>
</tr>
<tr>
<td>2</td>
<td>Allow the candidate to say what time the repair can be carried out.</td>
</tr>
<tr>
<td>3</td>
<td>Allow the candidate to say what they have done so far in Pakistan.</td>
</tr>
</tbody>
</table>
| 4 | Allow the candidate to ask how long the repair will take.  
   *Give an appropriate brief response.* |
| 5 | Allow the candidate to ask you if they can have a discount on their room.  
   *Give an appropriate brief response.* |
Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the role play and for the picture-based task.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
• You must hand in your notes before completing the final task (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
Instructions to candidates

You are working in a local hotel during the summer holidays. During breakfast you speak to a Pakistani tourist in Urdu. Your teacher will play the part of the tourist and will speak first.

You must address the tourist as ‘آپ’.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

آپ گری کی چھطیوں سے میں ایک مشقی ہوئی ہے۔ میں کام کر سکتے ہیں۔ تاخیر کے دوچھ نیک پاکستانی ہیں۔

1. تفریح - جویز
2. آپ کا علاقہ - راے
3. سر!
4. ؟ ناشئ - نام طور پر
5. ؟ پچھلا - مرت
You are working in a local hotel during the summer holidays. During breakfast you speak to a Pakistani tourist in Urdu. Your teacher will play the part of the tourist and will speak first.

You must address the tourist as 'آپ'

You will talk to the teacher using the five prompts below.

• Where you see - ? - you must ask a question.
• Where you see - ! - you must respond to something you have not prepared.

Task
سے ی پاکستانی سیاح آپ چیت ہورہی ہے۔ آپ کی اردومی بات ینز تفر ۔ آپ کا علاقہ - را ۔!

You do not need any other materials.

Instructions
• You should open the role play with the introduction provided.
• The role play is recommended to last between two to two-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
STIMULUS HR6

Topic: Using languages beyond the classroom

Instructions to teacher

- Address the candidate as ‘آپ’
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

آپ، کی تحقیق میں ایک مقامی بھیلی کام کرتے ہیں، ناٹھے کے وقت ایک پاکستانی سلیم سے آپ کی اردو میں بات بھیت بہت کیے ہے۔

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</table>
| 1 | تفرغ کے لئے سیاہ کا کیا مشورہ ہے؟
Allow the candidate to recommend an activity. |
| 2 | اپنے علاقے کے بارے میں آپ کیا نال نال سیاہی ہے؟
Allow the candidate to say what they think about their area. |
| 3 | آپ نے تحقیق میں کی تحقیق میں کیا؟
Allow the candidate to say what they did during the last summer holidays. |
| 4 |؟
Allow the candidate to ask you what you normally eat for breakfast.
*Give an appropriate brief response.* |
| 5 |؟
Allow the candidate to ask you how long are you staying.
*Give an appropriate brief response.* |
**Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

You do not need any other materials.
STIMULUS HR7

Topic: What school is like

Instructions to candidates

You are on a school trip to Pakistan. You are talking to a young Pakistani person about life at school in both countries. Your teacher will play the role of the young Pakistani person and will speak first.

You must address the exchange partner as ‘تم’.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task
You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
STIMULUS HR7

Topic: What school is like

Instructions to teacher

- Address the candidate as ‘تم’.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

• تم ایک اسکول شروع ہے پاکستان میں ہے۔ تم ایک پاکستانی اور اسکول ذیکر سامنے دوہی ملنے اسکول کی
• زندگی کے بارے میں بات بیत کر رہے/رہی ہو۔

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<td>1</td>
<td>تھیارا اسکول کتنے بجے شروع ہوتا ہے؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say when their school starts.</td>
</tr>
<tr>
<td>2</td>
<td>اسکول بند ہو جاتے ہے کہ بارے میں تھیارا کیا رائے ہے؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say what they think of wearing a school uniform.</td>
</tr>
</tbody>
</table>
| 3 | اسکول پچھلے اسکول ٹرپ پر پاکستان میں ہو۔ تم ا
|   | ایک پاکستانی اور اسکول ذیکر سامنے دوہی ملنے اسکول کی |
|   | زندگی کے بارے میں بات بیت کر رہے/رہی ہو۔ |
|   | میں چیت کر رہے/رہی ہو۔ |
|   | اسکول ٹرپ پر پاکستان می ہو۔ |
|   | جیسی بات کہری ہو۔ |
|   | تھیارا اسکول کتنے بجے شروع ہوتا ہے؟ |
|   | Allow the candidate to say when their school starts. |
| 4 | اسکول بند ہو جاتے ہے کہ بارے میں تھیارا کیا رائے ہے؟ |
|   | Allow the candidate to say what they think of wearing a school uniform. |
| 5 | اسکول پچھلے اسکول ٹرپ پر پاکستان می ہو۔ |
|   | جیسی بات کہری ہو۔ |
|   | تھیارا اسکول کتنے بجے شروع ہوتا ہے؟ |
|   | Allow the candidate to say when their school starts. |
| 6 | اسکول بند ہو جاتے ہے کہ بارے میں تھیارا کیا رائے ہے؟ |
|   | Allow the candidate to say what they think of wearing a school uniform. |
| 7 | اسکول پچھلے اسکول ٹرپ پر پاکستان می ہو۔ |
|   | جیسی بات کہری ہو۔ |
|   | تھیارا اسکول کتنے بجے شروع ہوتا ہے؟ |
|   | Allow the candidate to say when their school starts. |
| 8 | اسکول بند ہو جاتے ہے کہ بارے میں تھیارا کیا رائے ہے؟ |
|   | Allow the candidate to say what they think of wearing a school uniform. |
| 9 | اسکول پچھلے اسکول ٹرپ پر پاکستان می ہو۔ |
|   | جیسی بات کہری ہو۔ |
|   | تھیارا اسکول کتنے بجے شروع ہوتا ہے؟ |
|   | Allow the candidate to say when their school starts. |
| 10 | اسکول بند ہو جاتے ہے کہ بارے میں تھیارا کیا رائے ہے؟ |
|   | Allow the candidate to say what they think of wearing a school uniform. |
| 11 | اسکول پچھلے اسکول ٹرپ پر پاکستان می ہو۔ |
|   | جیسی بات کہری ہو۔ |
|   | تھیارا اسکول کتنے بجے شروع ہوتا ہے؟ |
|   | Allow the candidate to say when their school starts. |
| 12 | اسکول بند ہو جاتے ہے کہ بارے میں تھیارا کیا رائے ہے؟ |
|   | Allow the candidate to say what they think of wearing a school uniform. |
Urdu
Paper 2: Speaking in Urdu
Task 1: Role play
Instructions to the candidate

Sample assessment material for first teaching
September 2017
Time: 22 to 24 minutes (total), which
includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

• The examination is made up of three tasks: one role play, one picture-based
task and a conversation.
• You have 12 minutes in total to prepare for the role play and for the picture-
based task.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper
for both the role play and for the picture-based task.
• You must hand in your notes before completing the final task (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR8

Topic: Travel and tourist transactions

Instructions to candidates

You are at the reception of a hotel in Karachi arranging breakfast for your family. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as ‘آپ’.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task
Tasks and tourist transactions

Instructions to candidates

You are at the reception of a hotel in Karachi arranging breakfast for your family. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as 'آپ' You will talk to the teacher using the five prompts below.

• Where you see ‘?’ you must ask a question.
• Where you see ‘!’ you must respond to something you have not prepared.

You do not need any other materials.

Instructions

• You should open the role play with the introduction provided.
• The role play is recommended to last between two to two-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
STIMULUS HR8

Topic: Travel and tourist transactions

Instructions to teacher

• Address the candidate as ‘آپ’
• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

آپ کراچی کے ایک ہوٹل سے استقبال کررہے ہیں۔ اپنی فہرست کے لئے باتچھتی کا اتیفاف کر رہے ہیں۔ آپ وہاں ہیں۔

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<tr>
<td>1</td>
<td>کیا تین آپ کی مدد کے لئے کسی بھی شخص؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to order breakfast for (...) people in their hotel room.</td>
</tr>
<tr>
<td>2</td>
<td>آپ اپنی بھاعیان کراچی کے ایک ہوٹل سے ہیں؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say why they come on holidays in Karachi.</td>
</tr>
<tr>
<td>3</td>
<td>آپ نے کراچی آنے کے بعد اب تک کیا کیا کیا؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say what they have done since their arrival in Karachi.</td>
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<tr>
<td>4</td>
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<tr>
<td></td>
<td>Allow the candidate to ask the time of breakfast.</td>
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<td></td>
<td><em>Give an appropriate brief response.</em></td>
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<td>5</td>
<td>؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to ask you to recommend a restaurant.</td>
</tr>
<tr>
<td></td>
<td><em>Give an appropriate brief response.</em></td>
</tr>
</tbody>
</table>
Urdu Paper 2: Speaking in Urdu
Task 1: Role play
Instructions to the candidate

Sample assessment material for first teaching
September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the role play and for the picture-based task.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
• You must hand in your notes before completing the final task (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR9

Topic: Cultural life

Instructions to candidates

You are at your house with your Pakistani friend. You are planning to go to the cinema. The teacher will play the role of your Pakistani friend and will speak first.

You must address your Pakistani friend as ‘تم’.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

تم اپنے ایک پاکستانی دوست کے ساتھ گھر پر ہو۔ سنیما جانے کا پروگرام بنا رہے /رہی ہو۔

ا۔ کیسے ؟

ب۔ کس وقت فلم پہنچتی ہے ؟

پ۔ کہاں اپنی فلم چھپی ہے ؟

ج۔ کس قسم کی فلم ہے ؟

ہ۔ کس کے وقت تئیں کے ساتھ فلم دیکھنے کا پروگرام بنا جانے کا؟
Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017
Time: 22 to 24 minutes (total), which
includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

• You should open the role play with the introduction provided.
• The role play is recommended to last between two to two-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to
  questions.
• There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
STIMULUS HR9
Topic: Cultural life
Instructions to teacher

- Address the candidate as ‘تحيا’.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

1. Allow the candidate to say where the cinema is.

2. Allow the candidate to say what type of films they prefer and why.

3. Allow the candidate to talk about the last film they saw.

4. Allow the candidate to ask you the price of the film tickets.  
   *Give an appropriate brief response.*

5. Allow the candidate to ask you what plans you have for the weekend.  
   *Give an appropriate brief response.*
Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the role play and for the picture-based task.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and for the picture-based task.
• You must hand in your notes before completing the final task (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
Instructions to candidates

You want to do voluntary work in an Asian Community Centre for the elderly. You speak to an employee. The teacher will play the role of the organisation employee and will speak first.

You must address the employee as ‘آپ’.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

آپ بزرگوں کے لیے ہماری گیڈویٹ سطحی رضاکارانہ کام کے بارے میں دیکھنے میں دیکھنے کے لیے ملازم نے بات
گوئی۔

ا. رضاکارانہ کام - وجہ

ب. پوزن میں کے لیے کام - کیون

س. ؟ چرچن

ห. ؟ آنگ تارک
You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
**STIMULUS HR10**

**Topic:** Ambitions

**Instructions to teacher**

- Address the candidate as 'آپ'.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

**Begin the role play with the following introduction.**

آپ بڑے بچوں کے ایشینی کیوں سے رضاکارانہ کام کے بارے میں بات کریں ہیں؟

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<tbody>
<tr>
<td>1</td>
<td>Allow the candidate to say why they want to do voluntary work.</td>
</tr>
<tr>
<td>2</td>
<td>Allow the candidate to say what they think about working with the elderly.</td>
</tr>
<tr>
<td>3</td>
<td>Allow the candidate to say what voluntary work they have done before.</td>
</tr>
<tr>
<td>4</td>
<td>Allow the candidate to ask you about the training provided. Give an appropriate brief response.</td>
</tr>
<tr>
<td>5</td>
<td>Allow the candidate to ask you when they can start. Give an appropriate brief response.</td>
</tr>
</tbody>
</table>
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
اس تحقیق کو وضاحت کرنے والی دو مسائل کے جوابات تیار کریں:

• اس تحقیق کے بارے میں باتیں
• انتروپی کے لئے اچھے لباس پہننے کی اہمیت
• مشکل ترین کام جو آپ نے اسکول، گھر اور ہمیشہ کام کی گذشہ پکا ہو
• کام جو آپ مستقبل میں کریں گے/گی?

! •
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.
اس تصور کے بارے میں یہ ہے۔ اس کے علاوہ کوئی اور بات؟

5. اس کے علاوہ کوئی اور بات؟

سہ آپ نے اپنے اسکول، گھر میں کام کے بارے میں بنایا ہے یا ہیں؟ کبھی کوئی مشکل کام کا چھپا ہوا ہے؟

6. اس کے علاوہ کوئی اور بات؟

سہ یا اپنے کام کی جگہ پر کیا ہو۔ اس کے علاوہ کوئی اور بات؟

7. سہ مستحکم ہے کہ آپ بچھے کے عرصے میں کوئی کام کرنا چاہتا ہوں گے کیا؟

8. اس کے علاوہ کوئی اور بات؟

سہ آپ کے علیاں سیکڑ گئیں کہ اپنے کام میں پارت نہیں کرنا چاہتا ہیں؟

9. اس کے علاوہ کوئی اور بات؟
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
اس تصویر کو دکھائی اور مندرجہ ذیل پاکستان کے جوابات تیار کریں:

- اس تصویر کے بارے میں بات کیں۔
- اسکول تربیت کی ابتدا کے بارے میں آپ کی راہ۔
- آپ نے کس اسکول تربیت میں کس کلاس کی تربیت؟
- آپ کی جماعت مستقبل میں کس فہم کی تربیت کا انتظام کرے گی؟

!
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
اُس تصویر کے بارے میں یہ بتایں۔ اُس کے علاوہ کیوں اور بات؟

۵. کیوں ائتم کا انتظام کرنا اچھا خیال ہے؟

۶. اپنے پچھلے اسکول ٹرپ میں آپ نے کیا سمجھتے تھے؟

۷. آپ کی جماعت آئندہ کیا اچھا خیال ہے؟

۸. اینٹی آپ کی بھی معاشت کس طرح کی تقسیم کا انتظام کرے گی؟

۹. اینٹی آپ کی بھی معاشت کس طرح کی تقسیم کا انتظام کرے گی؟

۱۰. اینٹی آپ کی بھی معاشت کس طرح کی تقسیم کا انتظام کرے گی؟
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
Topic: Cultural life

 tegenkoop ko dekoors in oran mendoor chini bataon ke jawabat tand karin:

tegenkoop ko barse mion tanakin
milion ko barse mion ap ko rase
ay mied mion ap gya / gang
ap ka anne wala ghan
!
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS HP3

Topic: Cultural life

(Source: Credit Line: Steve Davey Photography / Alamy Stock Photo)
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
Topic: Town, region and country

اس تصویر کو دکھایاں اور مندرجہ ذیل پاسوں کے جوابات تیار کریں:

- اس تصویر کے پاسے منے بناوین
- شہر یا گاؤں - آپ کی زبان
- ایک چکوڑ جھنڈے نے حال تو نہ منے دکھایا
- مستقل سے آپ کہاں رہتا ہے اور کہاں کریں؟

(Source: © Dani Salvá / VW Pics / Alamy Stock Photo)
You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
یہ تصویر کے بارے میں ملک میں ہے۔ اس کے علاوہ کوئی اور بات؟
6. کیا آپ سیاحت کو بہت پسند ہے؟/ اس کے علاوہ کوئی اور بات؟
7. کیا آپ بڑے شہروں میں پریس چیک کر رہے ہیں؟/ اس کے علاوہ کوئی اور بات؟
8. کیا آپ کو سیز و سیاحت بہت پسند ہے؟/ اس کے علاوہ کوئی اور بات؟
9. کیا آپ کے بیٹھے جگہ کے بارے میں بتایا ہو؟/ اس کے علاوہ کوئی اور بات؟
10. کیا آپ بے گاؤں پسند ہیں؟/ اس کے علاوہ کوئی اور بات؟
11. کیا آپ بے تیکر/تےکر پسند ہیں؟/ اس کے علاوہ کوئی اور بات؟
12. کیا آپ بے بڑی اور بھی آندہ پسند ہیں؟/ اس کے علاوہ کوئی اور بات؟
13. کیا آپ بے نہیں پسند ہیں؟/ اس کے علاوہ کوئی اور بات؟
14. کیا آپ بے بڑے شہر نہیں پسند ہیں؟/ اس کے علاوہ کوئی اور بات؟
15. کیا آپ بے اور بھی پسند ہیں؟/ اس کے علاوہ کوئی اور بات؟
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
اس تصویر کو دکھایا اور متصرف نہیں بات کئیں۔ اس تصویر کے بارے میں بخشنے سمجھیں۔
زیادہ شیوک کا محصولات پہ پڑائے۔
کچھلی بار جب آپ کسی بھی بات تیار نہیں ہرے شیوک جاں میں چپے سے۔
مستقبل میں ماحولیات کو کھیں۔ نہ نہیں؟
!
You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
اس تصویر کے بارے میں نئی کہنیاں اے۔

اس کے علاوہ کوئی اُر پتہ؟

5. میرے خیال میں شریک فیصلہ بھونے سے نہیں نیتے سن۔ یہ بات کی چوں کیا ہے؟

کسی کی نظر؟/ اس کے علاوہ کوئی اور بات؟

6. میرے مطابق میں برادر کی بات میں اپنے شوہر کے ساتھ ملے گے۔

اس کے علاوہ کوئی اُر پتہ?

7. مستنسل میں شہروں کے کچھ نئے قانون جاری کیا ہے؟

اس کے علاوہ کوئی اُر پتہ?

8. کیا آپ کے خیال میں اسکول کے سب تکمل کو ڈیجیٹل اسکول جانا چاہتے؟

کسی کی نظر؟/ اس کے علاوہ کوئی اُر پتہ؟
**Urdu**

**Paper 2: Speaking in Urdu**

**Task 2: Picture-based task**

**Instructions to the candidate**

Higher Tier

Sample assessment material for first teaching September 2017

Time: 22 to 24 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

**Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task and for the role play.
- **Do not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task and for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
اس تصویر کو دوسرین اور مندرجہ ذیل پاکیزہ کے جوابات تیار کریں:

- اس تصویر کے بارے میں بنا ایک یہ یہ اپنے دوسرے بچوں کے بارے میں اپنی اداکاری کا تصور کریں۔
- اپنے بچوں کے سب سے بڑے کامیابی کا بعد آپ کے ارادے کا تصور کریں۔
You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
اس تصور کے بارے میں تناکینی۔

اس کے علاوہ کوئی اور بات؟

5. میرے خیال میں صحیح بھی سے لگار ایک بھی دوہیر ہے اسکول کا دن نہیں تھا۔ آپ کا کیا خیال ہے؟

کیوں؟

اس کے علاوہ کوئی اور بات؟

سہ اسکول میں آپ کی سب سے بڑی کامیابی کیا تھی؟ اس کے بارے میں سمجھتے ہیں۔

کیا علاوہ کوئی اور بات؟

سی۔ تعلیم ختم کرنے کے بعد آپ کیا کرنا ہے؟

کیوں؟

اس کے علاوہ کوئی اور بات؟

سی۔ آپ کا اپنہ اسکول کے اختتام کے بارے میں کیا خیال ہے؟

کیوں؟

اس کے علاوہ کوئی اور بات؟

یہ یہی اور اسکول کے بارے میں اسی کیا شدید خرابی ہے۔
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS HP7
Topic: Daily life

(Source: Credit Line: GoGo Images Corporation / Alamy Stock Photo)

اس تصویر کو اور مندرجہ ذیل باتوں کے جوابات تیار کریں:
• اس تصویر کے بارے میں تجاویز
• موبائل فون کے بارے میں آپ کی رائے
• کوئی ایک موقع جب ٹیکنولوژی آپ کے لیے جدی ہو جاتی ہے جب غیر مذہبی
• ٹیکنولوژی سمن آپ کے چند سالوں سمن کیا نئی سالوں سمن میں?
• !
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
اس تصویر کے بارے میں میں مختلف بات کہ سکتا ہوں?

اس کے علاوہ ہمیں چاندی کی پوری سوئیسی جگہ کے لئے صادقین کی بہت لماٹی ہے?

6. ایہ صبح میں آتے ہیں؟ ہماری محنت میں اس کا کبھی تاثیر نہیں?

7. ہمارے کسی کی بات یا لوگوں کے کسی ایک کی بات?

8. ہمارے کسی کی بات؟

9. ہمارے کسی کی بات؟

10. ہمارے کسی کی بات؟
You do not need any other materials.

**Instructions**

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS HP8

Topic: Bringing the world together

اس تفویض کو وکھرہ اور مندریں ذیل باتون کے جوابات تید کریں:

• اس تفویض کے بارے مبنی تناور
• عالم کیلئے متناوں کے بارے مبنی آپ کی راہ
• حقیقی دوسر بباب نئی اپ نئی خاص تقریب سمن حصر لیے
• کوئی تقریب بھو وکھرہ کا نیا آرادہ پہو

(Source: ALPWI107484 – © Michael Preston / Alamy Stock Photo)
You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS HP8
Topic: Bringing the world together

1. As you consider the cliche ‘Bringing the world together’, what comes to mind?
2. Do you like world tournaments? Why?
3. At which world tournament do you think Pakistan did well? Why?
4. Do you think the world tournaments are meaningful for the participants? Why?
5. Do you think the world tournaments are beneficial for the host countries? Why?

(Source: ALPWI107484 – © Michael Preston / Alamy Stock Photo)
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and for the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
اس تقدیر کو دوگانہ اور مندرجہ ذیل سوالات کے جوابات تیار کریں:

• اس تقدیر کے بارے میں تبادلہ.
• تعلقی متعلقہ کے لئے ایک آلی ویسر کے بارے میں اپنے راستے کی رپورٹ.
• تجربہ کہا جا سکتا ہے کہ وہ کسی پیشہ کی ملازمت کی خواہش نہیں.
• مستقبل میں کیا پڑھنا سب سے زیادہ پڑے کریں گے؟

یک عالمی بچے کے بارے میں آپ کی رائے۔
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
Topic: Ambitions

- ایسے چھوٹے تصویر کے بارے بیان کیں۔
- اس کے علاوہ کوئی اور بات؟
- یہی کیسے؟ اس کے علاوہ کوئی اور بات؟
- اس کے علاوہ کوئی اور بات؟
- اس کے علاوہ کوئی اور بات؟
- اس کے علاوہ کوئی اور بات؟
- اس کے علاوہ کوئی اور بات؟
- اس کے علاوہ کوئی اور بات؟

(Source: Credit: © Rehan Qureshi/Shutterstock)
Urdu
Paper 2: Speaking in Urdu
Task 2: Picture-based task
Instructions to the candidate

Higher Tier
Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the picture-based task and for the role play.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and for the role play.
• You must hand in your notes before completing Task 3 (conversation).
• Respond to each question as fully as possible.
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
اس تصویر کے ویژن اور مندر کے ذکر والے کے جوابات تیار کریں:
• اس تصویر کے بارے میں بتائیں۔
• سب سے پہلا بیچ مارکیٹ میں آپ کو کسی بارے میں کیسے تجربہ کیا۔
• کسی خاص چیز کے بارے میں کیسی تجربہ کیا۔
• آپ مستقل میں سفر کے طور پر یہ کیا کر رہے تھے؟

یکریت باتوں کے جوابات تیار کریں:
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS HP10

Topic: Town, region and country

1. Is this a picture of somewhere familiar?
2. What is the market selling?
3. Do you know anyone from this country?
4. Do you go on holiday somewhere special?
5. Have you travelled anywhere new this year so far?
GCSE Urdu Higher tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

**Step 1 Decide on a band**

- First of all you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a ‘best fit’ approach for defining the band. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

**Step 2 Decide on a mark**

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, students’ work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication.</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication.</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication.</td>
</tr>
</tbody>
</table>

Additional guidance on the mark scheme

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register:** includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

**Formal register:** includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

**Partially clear/pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

**Guidance on application of role-play mark grid**

To exemplify application of the marking criteria, Higher role play 4 (HR4) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.
**Higher Role Play 4 - HR4 Urdu**

اردا 1: پاکستان کا ایک دوران بات بیہت کر سئے تو؟

سوال 1: پاکستان کی بار آیے ہو؟

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>پاکستان آنے ہو گری مین</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>گری مین</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ہر سال بیہت</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark</td>
<td>Descriptor</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>0</td>
<td>آپ کا کہنا؟ مین اچا اچا؟</td>
</tr>
<tr>
<td>1</td>
<td>میرا کہنا-تیسٹ اچا</td>
</tr>
<tr>
<td>2</td>
<td>میرے کہنے میں ہے</td>
</tr>
</tbody>
</table>

The mispronunciation of the word (اچا) as (واچا) prevents communication.

The meaning is partially clear because of the clumsy wording and mispronunciation of the word (تیسٹ) as (تیسٹ).}

Despite the omission of a definite article or pronoun (e.g. this یہ), this is clearly communicated.
 får 3: تے پاکستان میں ایک گھر چک کیا ہے؟

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>(No response)</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication. No clear message is communicated. No rewardable communication, does not respond.</td>
</tr>
<tr>
<td>1</td>
<td>The use of the present tense makes the response ambiguous; there is some doubt as to whether s/he visits the art gallery at home, or has actually visited the art gallery in Pakistan.</td>
</tr>
<tr>
<td></td>
<td>The use of the present tense makes the response ambiguous; there is some doubt as to whether the candidate can see the mosque from where they are now or whether s/he, or has actually visited a mosque.</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated.</td>
</tr>
</tbody>
</table>
Prompt 4: Allow the candidate to ask you when you are having a trip to England.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>اگلہ انگلیز کہ</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication; the lack of a verb or subject makes it unclear what the student is asking. Also, there is no interrogative intonation which makes it unclear whether it is a question.</td>
</tr>
<tr>
<td>1</td>
<td>آپ اگلہ انگلیز کہ ہارے ہو؟</td>
</tr>
<tr>
<td></td>
<td>The use of the formal register means that the response is only partially appropriate within the context of the role play.</td>
</tr>
<tr>
<td>2</td>
<td>تم اگلہ انگلیز ہارے ہو؟</td>
</tr>
<tr>
<td></td>
<td>Question clearly communicated.</td>
</tr>
</tbody>
</table>
Question 5: Allow the candidate to ask you for your contact details.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Highly ambiguous. It is not clear what is being asked.</td>
</tr>
<tr>
<td></td>
<td>There is no rewardable communication as the candidate has failed to ask a question.</td>
</tr>
<tr>
<td>1</td>
<td>Communication is ambiguous because the candidate could be asking whether it is alright for him/her to contact the friend, it does not precisely ask for the friend’s contact details. However, the response has enough meaning within the context of the role play for one mark.</td>
</tr>
<tr>
<td></td>
<td>The question is only partially clear because of the incorrect word order.</td>
</tr>
<tr>
<td>2</td>
<td>Question is clearly communicated.</td>
</tr>
<tr>
<td></td>
<td>Question is clearly communicated.</td>
</tr>
</tbody>
</table>
### Assessment criteria for the Higher tier – Part 2

#### Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

#### Picture-based task: communication and content – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–4  | Responds to set questions with some development, some hesitation and some prompting necessary.  
      | Some effective adaptation of language to describe, narrate and inform in response to the set questions.  
      | Expresses opinions with occasional, brief justification.  
      | Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 5–8  | Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.  
      | Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.  
      | Expresses opinions and gives justification with some development.  
      | Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
| 9–12 | Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.  
      | Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.  
      | Expresses opinions effectively and gives justification which is mostly developed.  
      | Pronunciation and intonation are intelligible and predominantly accurate. |
| 13–16| Responds to the set questions with consistently fluent and developed responses.  
      | Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.  
      | Expresses opinions with ease and gives fully-developed justification.  
      | Pronunciation and intonation are consistently accurate and intelligible. |

#### Additional guidance

*Adaptation of language to describe, narrate and inform:* adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.
Picture-based task: linguistic knowledge and accuracy – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1–2</td>
<td>Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity. Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</td>
</tr>
<tr>
<td>3–4</td>
<td>Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity. Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</td>
</tr>
<tr>
<td>5–6</td>
<td>Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions. Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.</td>
</tr>
<tr>
<td>7–8</td>
<td>Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions. Responses are coherent, any errors do not hinder the clarity of the communication.</td>
</tr>
</tbody>
</table>

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that hinder clarity:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that prevent meaning being conveyed:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
• mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:
• communication and content
• interaction and spontaneity
• linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.</td>
</tr>
<tr>
<td></td>
<td>Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.</td>
</tr>
<tr>
<td></td>
<td>Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</td>
</tr>
<tr>
<td>4–6</td>
<td>Communicates information relevant to the topics and questions, with some extended sequences of speech.</td>
</tr>
<tr>
<td></td>
<td>Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.</td>
</tr>
<tr>
<td></td>
<td>Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</td>
</tr>
<tr>
<td>7–9</td>
<td>Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.</td>
</tr>
<tr>
<td></td>
<td>Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.</td>
</tr>
<tr>
<td></td>
<td>Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible and predominantly accurate.</td>
</tr>
<tr>
<td>10–12</td>
<td>Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.</td>
</tr>
<tr>
<td></td>
<td>Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.</td>
</tr>
<tr>
<td></td>
<td>Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are consistently accurate and intelligible.</td>
</tr>
</tbody>
</table>
**Additional guidance**

**Uses language creatively:** examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
Conversation: interaction and spontaneity – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | • Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.  
      • Occasionally able to initiate and develop responses independently but regular prompting needed.  
      • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation. |
| 4–6  | • Responds spontaneously to some questions, interacting naturally for parts of the conversation.  
      • Sometimes able to initiate and develop the conversation independently, some prompting needed.  
      • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation. |
| 7–9  | • Responds to most questions spontaneously, resulting in mostly natural interaction.  
      • Mostly able to initiate and develop the conversation independently.  
      • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation. |
| 10–12| • Responds spontaneously and with ease to questions, resulting in natural interaction.  
      • Consistently able to initiate and develop the conversation independently.  
      • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow. |

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.
## Conversation: linguistic knowledge and accuracy – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.  
• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.  
• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 4–6  | • Manipulates grammatical structures with occasional variation, complex structures used but repetitive.  
• Generally accurate grammatical structures, generally successful references to past, present and future events.  
• Generally coherent speech although errors occur that sometimes hinder clarity of communication. |
| 7–9  | • Manipulates a variety of grammatical structures, some variety of complex structures.  
• Predominantly accurate grammatical structures, mostly successful references to past, present and future events.  
• Predominantly coherent speech; errors occur but they rarely hinder clarity of communication. |
| 10–12| • Manipulates a wide variety of grammatical structures, frequent use of complex structures.  
• Consistently accurate grammatical structures, consistently successful references to past, present and future events.  
• Fully coherent speech; any errors do not hinder the clarity of the communication. |

### Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures that are included in the grammar list which are specific to Higher-tier GCSE  
- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.
**Errors**: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Instructions

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer all questions in sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in Urdu.
- Answer the questions in the spaces provided
  - there may be more space than you need.
- You must not use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for each question are shown in brackets:
  - use this as a guide as to how much time to spend on each question
  - you should spend approximately 15 minutes on the translation question.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box. If you change your mind about an answer, put a line through the box and then mark your new answer with a cross.

An international event

1 Read the advert below.

(a) Where will the festival be held this year?

(b) How many theatre groups will there be?

(c) Why is it likely to be very busy in August?

(Total for Question 1 = 3 marks)
2 Read the extract from the text. Ismat Chughtai is talking about her past life.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Why didn’t Ismat Chughtai read Urdu literature whilst at college?

(b) What was she most interested in after finishing college?

(c) Out of all the books, which ones did she find the least interesting?

(d) What does she think about it now?

(Total for Question 2 = 4 marks)
Answer the questions in English. You do not need to write in full sentences.

(a) Who prefers reading a language rather than speaking it?

.......................................................................................................................... ...

(b) Who speaks four languages?

.......................................................................................................................... ...

(c) How did Taalib learn English?

.......................................................................................................................... ...

(d) What was Amir’s parents’ attitude towards his language learning?

.......................................................................................................................... ...

(e) What would Arooj like to do in the future?

.......................................................................................................................... ...

(Total for Question 3 = 5 marks)
(a) Who prefers reading a language rather than speaking it?
..........................................................................................................................
..........................................................................................................................

(b) Who speaks four languages?
..........................................................................................................................
..........................................................................................................................

(c) How did Taalib learn English?
..........................................................................................................................
..........................................................................................................................

(d) What was Amir's parents' attitude towards his language learning?
..........................................................................................................................
..........................................................................................................................

(e) What would Arooj like to do in the future?
..........................................................................................................................
..........................................................................................................................
4 Read the extract from the literary text. In this story Akbar is making an important visit.

As he arrives at the house, Akbar...

Put a cross ☒ in the correct box.

Example: As he arrives at the house, Akbar...

☐ A sounds the alarm.
☐ B enjoys the sunshine.
☐ C sings a song.
☒ D rings the doorbell.

(i) As he waits outside, Akbar feels...

☐ A cheerful.
☐ B nervous.
☐ C annoyed.
☐ D excited.
(ii) As a gift, Akbar brings…

- A flowers.
- B chocolates.
- C ice cream.
- D nothing.

(iii) What surprises Akbar about the woman?

- A she looks like him
- B she is old
- C she offers him coffee
- D she is friendly

(iv) How long has Akbar known that the woman lived in this house?

- A twenty years
- B since last month
- C more than twenty years
- D for two months

(v) Akbar decided to contact the woman because he was…

- A worried.
- B in hospital.
- C very ill.
- D sad.

(Total for Question 4 = 5 marks)
Pakistani schools in the Middle East

Read what these teenagers say about Pakistani schools in the Middle East.

 Hassan Nadeem says that he’s surprised that Pakistani schools are confined to the Middle East. He says that these schools are very good and that the students are hardworking. He says that the teachers are very good and that they always try to provide the best education to their students.

Fatima’s father, who is a Pakistani, says that he was able to send his children to Pakistani schools in the Middle East. He says that these schools are very good and that the students are able to learn and develop in a good environment.

Aamir says that he is glad that Pakistani schools are available in the Middle East. He says that these schools are very good and that the students are able to learn and develop in a good environment.

It is clear that Pakistani schools are doing a great job in the Middle East. They are providing a good education to the students and helping them to develop into successful individuals.
Who says what about Pakistani schools abroad?
Enter either Hasan, Fatima, Abid or Sadia in the gaps below.

Example: ___________ Hasan ___________ says that Pakistani schools are not only in Pakistan.

(a) ___________________________ says that a lot of Pakistani schools are in Saudi Arabia, Dubai, Qatar and Kuwait. (1)

(b) ___________________________ says that French is also taught in these schools. (1)

(c) ___________________________ says that most Pakistani children, who live abroad, go to these schools. (1)

(d) ___________________________ says about good quality of education from personal experience. (1)

Answer the following questions in English.

(e) Why do Pakistani parents, who live abroad, prefer sending their children to these schools? (1)

(f) Why can’t most of the local children attend these schools? (1)

(Total for Question 5 = 6 marks)
Celebrations

6 Read this blog.
(i) What does this article tell us?

Put a cross ✓ next to the three correct sentences.

<table>
<thead>
<tr>
<th>Example</th>
<th>Some days are more important due to their significance.</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>By celebrating too many memorable dates we can lose importance.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>21 March is celebrated as Mother tongue day.</td>
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</tr>
<tr>
<td>C</td>
<td>There are 6912 languages spoken today.</td>
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<tr>
<td>D</td>
<td>14 August is celebrated worldwide.</td>
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<tr>
<td>E</td>
<td>World Health day is celebrated in April.</td>
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<tr>
<td>F</td>
<td>United Nations and other organisations endorse memorable dates.</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Modern lifestyle helps us to remember important dates in history.</td>
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</tr>
</tbody>
</table>

Answer the following questions in English.

(ii) Why are we reminded of the importance of certain dates?

(iii) Why is mother tongue losing its importance?

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS
بہرام کا تجربہ۔ دو جم تھے۔

مندرجہ ذیل میں میں عمارات کو پڑھی۔

بچھے میں سنے ایک سبھی مارکز میں میں تین نشان تے کم کیا یہ اچھا تجربہ تھا مگر میں ہفتے تک کام کیا۔

ہمارے متشربہ میں کم کرنا پہچانا تھا۔

ہر وقت غصّے میں ہی دکھائی دیتا تھا۔

درست جواب پہ ہی نہ کتنا نشان آگے۔
مثال: کام کتنے عرصے سے کیا رہا؟

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(i)

بھیت نیاہدہ ہیں ایک آیا
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(ii)

وہ کم کے کہ کام-
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(v) 

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(v) 

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</table>

(Total for Question 7 = 5 marks)
لہور، وادی سوات، وادی کاغان، وادی شندور، پاکستان کے علاوہ لاہور کو پاکستان کا دل بھی کہا جاتا ہے۔ تاریخی مقامات اور چھوٹے چھوٹے سے بہت سب سے زیادہ بھی اس کی روح کا بہار ہے۔ لاہور کے لذذ کے لئے ایک شہر کا رنک کو بہت زیادہ ہے۔

<table>
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<th>B</th>
<th>C</th>
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<tr>
<td>یہاں 3700 میٹر کی بلندی پر ہے۔ جہاں پولو کے مقابلے کے لئے پر مشورہ میں ہے۔</td>
<td>(e)</td>
<td></td>
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</tr>
</tbody>
</table>

اگر آپ چھوٹے چھوٹے سے بہت بہت کھپر جس کی دلچسپی ہے تو (c)

اگر آپ کو نئے نئے تجربات پہلوئی کی سواد کے لئے پر مشورہ میں ہے (b)

خیال کی جا سکتا ہے کہ چھوٹے چھوٹے سے بہت بہت کھپر جس کی دلچسپی ہے (d)

مزے دار چھوٹے چھوٹے سے بہت بہت کھپر جس کی دلچسپی ہے (b)

(Total for Question 8 = 5 marks)
پبلک ٹرانسپورٹ اور ماحولیات

ہمیں باقاعدہ نظام سب سے اہم کردار اداکرتا ہے۔ آج کل انہوں نے سفر کو تیز اور آرام دہ تبدیل کیا ہے۔ گمر آمدورفی کے ہیں۔ انہوں نے ذیلی ہند کی بھر مسمار ماحولیاتی آلودگی ممکنہ کچھا رہے تھے۔ ان کی اپنی عوائق سواری کے علاوہ ہیں۔ انہوں نے فی دریا سے لگنے کے لئے یہ آمدورفی کا انتظام زیادہ کرنا پڑتا ہے۔ اس کے نتیجے میں ماحولیاتی آلودگی نیکلا ہے۔

ہمیں کوئی دیانجہ الحاقیت کا امکان ہیں۔ مہیا جاتے ہیں۔ پاکستان کے دوسرے بنے شہر لاہور کو ممکنہ ایک شرید ممکنہ جماعت ہے۔

یک سال کے بعد شہر کی خوشگردی سے اضافت ہوا۔ ان کی اور نئی اور تازیہ بڑی گڑھ وجیہ اس کے ساتھ استعمال ہے۔

پاکستان کے دوسرے بنے شہر لاہور کو ممکنہ ایک شرید ممکنہ جماعت ہے۔

یک سال کے بعد شہر کی خوشگردی سے اضافت ہوا۔ ان کی اور نئی اور تازیہ بڑی گڑھ وجیہ اس کے ساتھ استعمال ہے۔

لاہور میں ماحولیاتی آلودگی نیلہ ہے۔ ان ممکنہ جماعت کی خوشگردی سے اضافت ہوا۔ ان کی اور نئی اور تازیہ بڑی گڑھ وجیہ اس کے ساتھ استعمال ہے۔

لاہور میں ماحولیاتی آلودگی نیلہ ہے۔ ان ممکنہ جماعت کی خوشگردی سے اضافت ہوا۔ ان کی اور نئی اور تازیہ بڑی گڑھ وجیہ اس کے ساتھ استعمال ہے۔

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پبلک ٹرانسپورٹ اور ماحولیات

یہ سوالوں کا جواب اردو میں لکھیں۔ کمل ذائقہ کہا ضروری خمال...

1. عبارت کے مطابق کسی ملک کی ترقی کے لیے سب سے ضروری کیا ہے؟

2. ایک گاڑی کا استعمال کرنے سے لوگوں کون ساتو مشکلات دیکھیں جتیں؟

3. لاہور میں پہلی ٹرانسپورٹ کا موجودہ نظام لوگوں کے لیے کیون ہیں؟

4. حکومت کے مطابق جدید ٹرانسپورٹ کے لیے سب سے بدا مطلب کیا ہے؟

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS
10 Translate this passage into English.

Pakistan ke achar aksolon mein mobaail fon ka aastmaan mnaa se bhe to aap or mein mery kran hana ne bhataa.
Kohi kohi ke pas dzali mobaail fon bnaa banne meh wo tajam kheen kare. Sabe aas ka tala aastmaan
chhein kare uro oh uro sa pas dhanvi meh mera gheet. Meri keela mein aar pyaendori sruf
mobail fon ke ual aastmaan yeh bho lot ziade mafir saart chyed.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS

TOTAL FOR PAPER = 50 MARKS
GCSE Urdu Higher tier

Paper 3 mark scheme
There are no marks for quality of language or spelling in this paper, therefore errors in the Urdu script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied an Urdu word or name.

### SECTION A

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Reject</th>
<th>Mark</th>
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<td>1(a)</td>
<td>Rawalpindi</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>1(b)</td>
<td>more than twenty</td>
<td>twenty</td>
<td>(1)</td>
</tr>
<tr>
<td>1(c)</td>
<td>due to Eid</td>
<td>puppet show</td>
<td>(1)</td>
</tr>
<tr>
<td>2(a)</td>
<td>did not get time/chance</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>2(b)</td>
<td>to read modern literature</td>
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<td>(1)</td>
</tr>
<tr>
<td>2(c)</td>
<td>Her brother’s books</td>
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</tr>
<tr>
<td>2(d)</td>
<td>regrets it/feels sorry about it</td>
<td></td>
<td>(1)</td>
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<td>3(a)</td>
<td>Amir</td>
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<td>Arooj</td>
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<td>Question number</td>
<td>Answer</td>
<td>Reject</td>
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</tr>
<tr>
<td>3(c)</td>
<td>used the internet</td>
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<tr>
<td>3(d)</td>
<td>did not encourage him to learn new language</td>
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<td>(1)</td>
</tr>
<tr>
<td>3(e)</td>
<td>translator</td>
<td></td>
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<td>Abid</td>
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<td>5(c)</td>
<td>Hasan</td>
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<td>5(d)</td>
<td>Sadia</td>
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<td>Answers</td>
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<tr>
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<td>to stay in touch with their culture</td>
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<td>5(f)</td>
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<td>A, E, F</td>
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<td>6(ii)</td>
<td>to remember their historical background</td>
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<td>(1)</td>
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<tr>
<td>6(iii)</td>
<td>More/increased use of national languages</td>
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<td>(1)</td>
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<td>Sadia</td>
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<td>to stay in touch with their culture</td>
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**SECTION B**

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<td>7(iii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>7(iv)</td>
<td>A</td>
<td>(1)</td>
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<td>7(v)</td>
<td>B</td>
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<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
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<tr>
<td>8(c)</td>
<td>شہیدرپاک</td>
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<td>پیلکٹ نہ ہے پہروے</td>
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<td>زیادہ شریف / زیادہ کاگان شریف / زیادہ حادثات کامکان / زیادہ حادثاں</td>
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<td>آبادی کے اضافہ</td>
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<td>9(d)</td>
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SECTION C

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<th>Indicative content</th>
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</table>
| 10              | The use of mobile phones in most Pakistani schools is prohibited but my cousin in Lahore told me that a lot of children have their own mobile phones that they don't declare.  
Not everyone uses it inappropriately and some use it to get help with their studies.  
In my opinion, if this ban is on inappropriate use of mobile phones it would be more useful.                                                                 | (7)  |

**Mark** | **Descriptor**                                                                                                                                                                                                 |
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<tbody>
<tr>
<td>0</td>
<td>No rewardable communication.</td>
</tr>
<tr>
<td>1–3</td>
<td>The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.</td>
</tr>
<tr>
<td>4–6</td>
<td>The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.</td>
</tr>
<tr>
<td>7</td>
<td>The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.</td>
</tr>
</tbody>
</table>
Please check the examination details below before entering your candidate information.

Candidate surname
Other names
Centre Number
Candidate Number

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time: 1 hour 25 minutes

You do not need any other materials.

Instructions
• Use black ink or ball-point pen.
• Fill in the boxes at the top of this page with your name, centre number and candidate number.
• Answer either Question 1(a) or Question 1(b) and either Question 2(a) or Question 2(b) and Question 3.
• Answer the questions in the spaces provided – there may be more space than you need.
• Write your answers in full sentences.
• You must not use a dictionary.

Information
• The total mark for this paper is 60.
• The marks for each question are shown in brackets: – use this as a guide as to how much time to spend on each question – you should spend approximately 15 minutes on the translation question.

Advice
• Read each question carefully before you start to answer it.
• Check your answers if you have time at the end.
Please check the examination details below before entering your candidate information

<table>
<thead>
<tr>
<th>Candidate surname</th>
<th>Other names</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Centre Number</th>
<th>Candidate Number</th>
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</tbody>
</table>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time: 1 hour 25 minutes

Paper reference 1UR0/4H

Urdu

PAPER 4: Writing in Urdu

Higher Tier

You do not need any other materials.

Instructions

• Use black ink or ball-point pen.
• Fill in the boxes at the top of this page with your name, centre number and candidate number.
• Answer either Question 1(a) or Question 1(b) and either Question 2(a) or 2(b) and Question 3.
• Answer the questions in the spaces provided – there may be more space than you need.
• Write your answers in full sentences.
• You must not use a dictionary.

Information

• The total mark for this paper is 60.
• The marks for each question are shown in brackets:
  – use this as a guide as to how much time to spend on each question
  – you should spend approximately 15 minutes on the translation question.

Advice

• Read each question carefully before you start to answer it.
• Check your answers if you have time at the end.
1. (a) کا کلاس پاکستانی دوست ہے۔ اس کو ایک چھوٹا چھوٹا میل میں آنے کے لئے پہلی کو ایک چھوٹا چھوٹا میل میں چھوٹا چھوٹا میل کے بارے میں ایک ایک

My local area

• اپنے علاقے کے بارے میں معلومات
• اپنے علاقے کی سڑکوں (لاک گاہوں و چند کو پرکش کیا ہے)
• اپنے علاقے کی کئی کو کل روشنی تکمیل کریں گا

تقریباً 80 سے 90 افغانی اورو مالی کریں گا

(20)
If you answer Question 1(b) put a cross in the box ☐.

Future plans

پاکستانی نوجوانوں کی ایک ویب سائٹ مستقبل کے اراکین کے بارے میں آپ کی رائے لپیٹی رہی ہے ان کے لیے آپ گھر سے مستند ہیں:

مضمون میں مذکر دوئی پاکستانی نوجوانوں کی ایک ویب سائٹ مستقبل کے اراکین کے بارے میں

- جو معاہدہ لینے میں شرطہ کے بارے میں
- اسکول کے مضامین بتو کے سپ سے زیادہ لنگرے
- مستقبل کے بارے میں آپ کے لیے ارادہ
- یوپیسی میٹیکل دائری ہے/ ہے
- مغربی 80 سے 90 الفاظ اور مضمون کیلئے تقریباً 80 سے 90 الفاظ اور مضمون کیلئے

(Total for Question 1 = 20 marks)
Future plans

تھے پسند مستقبل کے اِرادوں کے بارے می آپ کی ریاست مضمون لکھیں۔

الفاظ اردو

ئیٹ مستقبل کے اِرادوں کے بارے می آپ کی ریاست

کے بارے می یں۔
Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box ☐.

A charity in Lahore

آپ نیکہ جو آپ ادارے کی مدد کر رہے ہوں جو اسکولم نے ہیں جو کئی بچوں کو منت ناشین ہوئے ہیں۔

نوجوانوں کو مدد کے لئے قابل کر ن کی خاطر ایک رک کی بائیک لگھی۔

بلوگ بین مندرجہ ذیل پانی ضرور شاہ کریں:

• پاکستانی اسکولوں میں بیٹے واسطہ آلات کا حصول کی تفصیل
• آپ کی عقلی کی اس ادارے کا کام کی بنی بیوی
• آپ اس ادارے کے لئے اور کا کریں گے اویں
• نوجوانوں کے طرف ناشین کا بیوی کرنا چاہئے
• ایک خیال کی وضاحت واجب۔

تقریباً 130 سے 150 انقدر اندوں میں لگھی۔
If you answer Question 2(b) put a cross in the box ☐.

Technology

آپ پاکستانی اخبار فیکسٹوور کی موضوع پر نویں اول کے نتائج پر چھپنے جا رہیں اخبار پر دیکھیں کے لیے ایک ریکارسی فاصلہ:

خیال کرنے والے فل دل کی حسن ضرور شامل کریں:

• حال تک اخبار خریدنی ہوئی کئی چنی فیکسٹوور کی بہت پر چھپنے نے کے استعمال کی
• نویں اول ہیں چنی فیکسٹوور کی کئی استعمال کرنا چاہئے نہیں/پیشہ ور
• اگلے پندرہ فیکسٹوور کے استعمال کریں گے/گی
• آئین-آئین خریداری کے بارے میں آپ کی رائے:
• پائہ خیال ہوگا وضاحت وہاں کے کمک

تقریباً 130 ے 150 افغان امریکی مالہ کمیسیون

(28)
آپ کا/کی مقصود

(Total for Question 2 = 28 marks)
Ali goes to a modern school in the centre of Karachi. He studies ten subjects and his favourite subject is Science. Yesterday he went to the science museum on a school trip which he really enjoyed. Next year he will work hard to pass his exams, because his teacher said that it’s important to prepare well.

(Total for Question 3 = 12 marks)

TOTAL FOR PAPER = 60 MARKS
GCSE Urdu Higher tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • Communicates brief information relevant to the task with little development  
       • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
       • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
       • Variable use of appropriate register and style |
| 4–6  | • Communicates information relevant to the task, with development of the occasional key point and idea  
       • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
       • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
       • Appropriate use of register and style is evident but with inconsistencies |
Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)
For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 7–9  | • Communicates information relevant to the task, with development of some key points and ideas  
      • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
      • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
      • Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| • Communicates information relevant to the task with expansion of key points and ideas  
      • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
      • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
      • Appropriate use of register and style throughout, with minimal inconsistency |

Additional guidance

**Creative language use:** examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual thoughts, ideas and opinions:** this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Register and style definition:** *informal register and style* – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
**Question 1: linguistic knowledge and accuracy mark grid – Higher tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Uses straightforward grammatical structures, some repetition  
       - Produces brief, simple sentences, limited linking of sentences  
       - Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | - Uses mostly straightforward grammatical structures, occasional repetition  
       - Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
       - Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | - Different examples of straightforward grammatical structures are evident  
       - Produces some extended sentences that are linked with familiar, straightforward conjunctions  
       - Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | - Some variation of grammatical structures, occasional complex structure  
       - Produces frequently extended sentences, well linked together  
       - Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

**Additional guidance**

**Complex** grammatical structures are considered to be:
- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.
Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Question 2 – Higher tier (28 marks)

For this question, students’ work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see Additional guidance).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas  
      | Some effective adaptation of language to narrate, inform, interest/convince  
      | Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language  
      | Appropriate use of register and style with the occasional inconsistency |
| 5–8  | Communicates some detailed information relevant to the task, frequently effective development of key points and ideas  
      | Frequently effective adaptation of language to narrate, inform, interest/convince  
      | Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language  
      | Appropriate use of register and style with few inconsistencies |
| 9–12 | Communicates detailed information relevant to the task, with mostly effective development of key points and ideas  
      | Mostly effective adaptation of language, to narrate, inform, interest/convince  
      | Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language  
      | Predominantly appropriate use of register and style |
Question 2: communication and content mark grid – Higher tier

LINGUISTIC KNOWLEDGE AND ACCURACY

Communication and content criteria contained in two mark grids:

For this question, students' work is marked by Pearson using assessment requirements of the two mark grids for this question (see below). There is no rewardable words more than recommended in the word count. All work produced by the student must be marked.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words. (See.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 13–16 | • Communicates detailed information relevant to the task, with consistently effective development of key points and ideas  
• Consistently effective adaptation of language to narrate, inform, interest/convince  
• Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language  
• Consistent use of appropriate register and style throughout |

Additional guidance

**Creative use of language** – examples of creative language use are:

• using language to create an effect  
• using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes  
• using language to express thoughts, ideas, feelings and emotions  
• using language to inform and narrate ideas, thoughts and points of view to maintain interest  
• applying a variety of vocabulary and structures to maintain interest  
• using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Adaptation of language to narrate, inform, interest/convince**: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

**Register and style definition: formal** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, ‘text speak’, inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
**Question 2: linguistic knowledge and accuracy mark grid – Higher tier**

<table>
<thead>
<tr>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language  
- Occasional sequences of fluent writing, occasionally extended, well-linked sentences  
- Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication |
| 4–6  | - Some variation of grammatical structures, including some repetitive instances of complex language  
- Prolonged sequences of fluent writing, some extended, well-linked sentences  
- Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9  | - Uses a variety of grammatical structures, including some different examples of complex language  
- Predominantly fluent response; frequent extended sentences, mostly well linked  
- Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12| - Uses a wide variety of grammatical structures, including complex language  
- Fluent response throughout with extended, well-linked sentences  
- Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

**Additional guidance**

*Complex* grammatical structures are considered to be:
- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE  
- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language.

*Straightforward* grammatical structures are considered to be:
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

*Errors:* students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.
Errors that **do not hinder clarity**:  
- errors that do not affect meaning, for example gender, adjectival agreements  
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:  
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:  
- errors that mean the reader cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb  
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student’s response across the whole paragraph should be considered.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>• Meaning of some individual words or phrases is conveyed; frequent</td>
</tr>
<tr>
<td></td>
<td>omissions/incorrectly communicated words and phrases/mother-tongue</td>
</tr>
</tbody>
</table>
|      | interference
|      | • Some straightforward structures are accurate but regular errors          |
|      | prevent meaning of individual phrases/sentences being conveyed            |
| 4–6  | • The meaning of the passage is partially communicated, some words         |
|      | and phrases are omitted/incorrectly communicated                           |
|      | • Language and structures are accurate in some phrases and sentences       |
|      | but some errors prevent meaning being conveyed                             |
| 7–9  | • The meaning of the passage is mostly communicated, occasional words      |
|      | are omitted/incorrectly communicated                                       |
|      | • Mostly accurate language and structures; errors occur that              |
|      | occasionally hinder clarity and in rare instances prevent meaning          |
|      | being conveyed                                                            |
| 10–12| • The meaning of the passage is fully communicated                        |
|      | • Consistently accurate language and structures, any errors do not         |
|      | hinder clarity                                                             |

<table>
<thead>
<tr>
<th>Question number</th>
<th>Example response</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>علم کتابی کے مرکزی ایک جدید اسکول جیتہے۔ وہ مماثلت پر ہماخیہی اور ایک کاپیدہ مضمون</td>
</tr>
<tr>
<td></td>
<td>ماں کے سے تھا تاکہ اسکول نکلا ہوا ہے۔ ماں گانگا میں گھیرے اس کے لئے ہواکا ہا گھمارہیاگا گئی ہے۔</td>
</tr>
<tr>
<td></td>
<td>احتیاط کی کامیابی کے لئے لڑہ ہمت کرگا ہیں کہ اس کے انتہائے Según نہ کہا چکا گیا کہ اچھی طریقہ تاریکھ کرنا</td>
</tr>
</tbody>
</table>
|                 | بہت ضروری ہے۔
Additional guidance

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that *do not hinder clarity*:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that *hinder clarity*:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that *prevent meaning being conveyed*:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.