

Mark Scheme (Results)

Summer 2013

International GCSE Urdu (4UR0)  
Paper 01

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**Question 1a): Translation from English to Urdu**

Q. No:	Keyword or Phrase	Accept	Reject
1(a)	My aim	میرا مقصد / ارادہ / دھیان / خیال / نصب العین / عزم	کوشش / حاصل /
	achieve	کامیاب ہونا / حاصل کرنا / مقصود پا لینا /	
	the best	بہترین / عمدہ /	
1(b)	Really	واقعی / اصل میں / حقیقت میں / سچ میں /	
	carefully	احتیاط سے / سمجھداری سے / اچھے طریقے سے / ہوشیاری سے / صحیح طریقے سے / دیکھ کر	
	spend	استعمال کرتے ہیں / خرچ کرتے ہیں / صرف کرتے ہیں /	
1(c)	believe	یقین / اعتماد /	بھروسہ /
	discovered	دریافت کیا ہے / ڈھونڈا ہے / ڈھونڈ نکالا ہے / معلوم کیا ہے / تلاش کیا ہے /	انکشاف کیا ہے / ایجاد کیا ہے / کھوج کیا / لگا یا جان لیا / اختیار کیا /
1(d)	Showing off	دکھاوا / نمائش / شوخی / شیخی مارنا / شو مارنا / اترانا / شیخی بگھارنا / شوخیاں مارنا / ڈینگیں مارنا / نمود و نمائش کرنا / ریا کاری کرنا /	غرور کرنا / جتاننا /
	Bad habit	بُری عادت ہے / بُری بات ہے / بُری خصلت ہے /	بُرا طریقہ ہے /
1(e)	Good book	اچھی / عمدہ / معقول / مناسب کتاب /	
	Good companion	اچھا / اچھی ساتھی /	

Five sentences each worth 2 marks, plus a global mark for **quality of language**. Marks are awarded for **communication** and for **quality of language**, using the following assessment criteria grids.

Communication	Mark
No relevant communication.	0
At least half the sentence is correctly communicated in the target language.	1
Fully communicated in the target language, although with some ambiguity in the expression.	2

The **quality of language** assessment criteria grid below is applied **globally** to all five sentences.

Quality of language	Mark
No language worthy of credit.	0
Frequent basic errors with only isolated examples of accurate language.	1
High incidence of error which impedes communication at times; inconsistent.	2
Accuracy variable with some basic errors.	3
Level of accuracy generally secure but incidence of error increase in more complex language.	4
High level of accuracy with only minor errors.	5

## Question 2 – Translation into Urdu

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worth of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worth of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8

A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10
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### Q2(a) Translation from English to Urdu:

Keyword or Phrase	Accept	Reject
Sight seeing	تاریخی مقامات کی زیارت/ سیر و سیاحت/ مناظرہ کی سیر/ سیر	
Amazing	شاندار/ حیرت انگیز/ حیران کن/ تعجب انگیز/	
Old meets new	پُرانے کانٹے سے ملنا/ قدیم کا جدید سے ملنا/	
Historic sights	تاریخی جگہیں/ مقامات/ پرانی جگہیں/	
Masterpiece	شاہکار/ شہکار	
Turkish architecture	ترکی کافن تعمیر/	
greatest treasure	عظیم اثاثے/ خزانے/ دولت	
Several precious items	کئی انمول اشیاء/ بیش قیمت چیزیں/ قیمتی اثاثے/	
Beautifully handmade	خوبصورتی سے ہاتھ سے بنے ہوئے/ بنائے گئے/	
Made of gold	سونے کے بنے ہوئے/	
Some of silver	کچھ چاندی کے/	
Decorated with	سجایا گیا ہے/ آراستہ کیا گیا ہے/ سنوارا گیا ہے/	Sprinkled/
Diamonds	پیرے	
Precious jewels	قیمتی پتھر/ جواہرات/ لعل و جواہر/ بیش قیمت نگینے/	
Dazzling to the eye	آنکھ کو خیرہ کرنے والی/ آنکھ کو لبھانے والی/ آنکھ کو لطف دینے والی/	

### Q2(b) Translation from English to Urdu:

Keyword or Phrase	Accept	Reject
Wherever you live	آپ جہاں کہیں بھی رہتے ہوں	
Young people use the Web to meet and chat	نوجوان ویب کا استعمال کرتے ہیں ملنے/ ملاقات اور بات کرنے کے لئے	
about their future career plans,	اپنی تعلیم اور مستقبل کے منصوبوں کے بارے میں	
Among other things, with their friends	دوسری چیزوں کے علاوہ ، اپنے دوستوں کے ساتھ	
Interesting websites about education and career	دلچسپ ویب سائٹس ہیں تعلیم اور پیشے کے بارے میں	
'The Student Room' is great for discussion	'دی اسٹوڈنٹ روم' بہترین/ شاندار ہے ، گفتگو/ بحث و مباحثہ کے لئے	
About courses, exams, jobs, interviews,	کورسوں ، امتحانات، ملازمتوں، انٹرویوز کے بارے میں	
Politics and personal matters	سیاست اور ذاتی معاملات کے متعلق	
If you are going online, however,	اگر آپ آن لائن جانا چاہتے ہیں تو	
You need to be aware of that there are some dangers	آپ کو جاننا/ آگاہ ہونا / خبردار ہونا ضروری ہے کہ وہاں کچھ/ بعض خطرات ہیں/	
So take care on using the internet safely	اس لئے انٹرنیٹ کو احتیاط سے/ محفوظ طریقے سے/ خطرے سے بچ کر استعمال کریں/	

### Question 3– Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

<b>Transmission</b>	<b>Mark</b>
No language worth of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

<b>Quality of language</b>	<b>Mark</b>
No language worth of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

**Q3(a) Translation from Urdu to English:**

Keyword or Phrase	Accept	Reject
بیش قیمت اور شاندار پن	Extremely/very expensive	
خریداروں کو	Buyers	
استعمال کے دوران احتیاط کی ضرورت ہوگی	Need to be careful during use	
اس کی قیمت صرف 27000 پونڈ ہے۔	Its price is only £27,000	
18 کیرٹ کے سفید سونے کے	18 carat white gold	
76 ہیرے جڑے ہوئے ہیں	Decorated/encrusted/fixd with 76 diamonds /embedded/attached/	
لندن کے سب سے مہنگے اور شاندار اسٹور ہیرڈز	London's most expensive and prestigious/grand Store Harrods	
خریداروں کی کوئی کمی دیکھنے میں نہیں آئی	No shortage of buyers	
اس بیش قیمت پن	This extremely /most expensive pen	
برمنگھم جیولری کوارٹر	Birmingham Jewellery Quarter	
26 سالہ انگریز نوجوان نے ڈیزائن کیا	26 year old Englishman designed this	American
بیشک ایک پن پر اتنی زیادہ رقم صرف کرنا	undoubtedly spending such a huge amount of money on a pen	
ایک بڑی عجیب بات ہے	Is a strange/weird thing	
لیکن اس کے بنانے پر لگائے گئے وقت	But the time spent in making this	
بیش قیمت سازوسامان کی دستیابی	The provision of highly expensive materials	
اعلیٰ کوالٹی کی بناوٹ کو	high quality making/manufacturing	
ذہن میں رکھا جائے	Keeping in mind	
تو یہ پن یقیناً مہنگا محسوس نہیں ہوگا	Certainly, this pen will not look expensive	
دنیا میں اس طرح کی بیش قیمت	In the world for such expensive items	
نادر اشیاء کے دلدادہ لوگوں کی کوئی کمی نہیں	No shortage of people/collectors who are passionate of unique items/things	Decrease/loss
لیکن میں اپنے لئے اس پن کو خریدنے کی طاقت نہیں رکھتا	But I cannot afford/I do not have the capacity/strength/power to buy this pen	Energy

**Q3(b) Translation from Urdu to English:**

Keyword or Phrase	Accept	Reject
سالگرہ منانے کی رسم بہت پرانی ہے	The tradition/ritual of celebrating birthday is very old	
مغل بادشاہوں کے زمانے میں بچے کی پیدائش پر	During the time of Mughal kings/emperors	
ایک بہت لمبی ریشمی ڈوری کے ایک سرے پر	At one end of a long silk thread/string	Purple wire/long shiny ribbon/
چاندی کا چھلا یعنی رنگ ڈال کر اسے گرہ دے دیتے	Putting/placing a silver ring /band and placing a knot on it	
اس طرح ہر سال بچے کی پیدائش پر اس ریشمی ڈوری میں ایک اور چھلا ڈال کر اسے گرہ دے دیتے	Therefore, every year on the event of child's birthday another ring was placed and knot was made	
گرہ ڈالنے کی اس رسم کو سالگرہ کا نام دیا	The ritual of making /putting a knot was called Birthday	make it fall on the ground

گیا		
لیکن اب زمانے کے ساتھ ساتھ	But with time	
رسم و رواج بھی بدل گئے ہیں	Traditions have also changed	
آجکل سالگرہ کے موقع پر شاندار پارٹی کرتے ہیں	Nowadays, on the event of birthday big/magnificent party is arranged/organised	
اور کیک کاٹ کر خوشی مناتے ہیں	A cake is cut to celebrate	

#### Question 4 – Writing (35 marks)

Marks are awarded for communication and content and quality of language, using the following assessment grid.

Communication and content	Mark
No language worth of credit.	0
Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.	1-4
Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.	5-8
Majority of task completed, however, with some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.	9-12
Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequences generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.	13-16
Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.	17-20

Quality of language	Mark
No language worth of credit.	0
A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time reference. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.	1-3



Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time reference limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.	4-6
Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time reference. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.	7-9
Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time reference. Manipulates language to suit the task at hand, however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.	10-12
Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time reference. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.	13-15

#### Q4 Essay / letter writing in Urdu: (200 -250 words)

##### Either

(a) Do we really learn from our mistakes?

کیا ہم واقعی اپنی غلطیوں سے سیکھتے ہیں؟

(b) What can you do to stop falling into bad company?

آپ بُرے

لوگوں کی صحبت سے کیسے بچ سکتے ہیں؟

(c) Every country needs good and sincere leaders.

ہر ملک کو

اچھے اور مخلص رہنماؤں کی ضرورت ہے۔

##### Or

(d) Letter Writing in Urdu: (200 -250 words)

Your cousin has invited you to visit him in England, but you cannot go, write a letter of apology saying why you cannot go.

آپ کے کزن نے آپ کو انگلینڈ آنے کی دعوت دی ہے۔ لیکن آپ نہیں جا سکتے۔ اپنے کزن کے نام ایک خط میں اپنے نہ جانے کی وجوہات تحریر کیجیے۔

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