



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel International GCSE
In Urdu (4UR0) Paper 1

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General Marking Guidance

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

Question Number	Answer	Mark
1	<p>Sentences testing grammatical knowledge This part of the paper is marked out of fifteen.</p> <p>3 marks per sentence 2 X 5 = 10 marks</p> <p>Deduct ½ mark for each minor error.</p>	(15)

Question Number	Answer	Mark
1(a)	<p>I'm happy to invite you to my birthday party.</p> <p>میرے لیے آپ کو اپنی سالگرہ پارٹی میں دعوت دینا خوشی کا باعث ہے۔ / میں آپ کو اپنی سالگرہ پارٹی میں بلانے پر / دعوت دینے پر / خوش ہوں۔</p>	(2)

Question Number	Answer	Mark
1(b)	<p>They have not yet completed their homework.</p> <p>انہوں نے ابھی تک اپنا ہوم ورک / گھر کا کام / اسکول کا کام مکمل / ختم / نہیں کیا ہے۔ صرف 'کام' غلط ہے۔ اسکے علاوہ 'ابھی تک' لازمی ہے</p>	(2)

Question Number	Answer	Mark
1(c)	<p>She is the most talented person I have known.</p> <p>میرے جاننے والوں میں / میری جان پہچان کے لوگوں میں / وہ سب سے زیادہ ذہین / ذہین ترین / ہے / شخصیت / عورت / خاتون / ہنر والی / ہنر مند / ہونہار / با صلاحیت / سب سے زیادہ قابل / ہے۔ ٹیلنٹڈ / ہنر کار / ہنر دار غلط ہے۔</p>	(2)

Question Number	Answer	Mark
1(d)	<p>I will start to learn driving when I am seventeen.</p> <p>میں سترہ سال کا / کی ہو جانے پر / ڈرائیونگ سیکھنا شروع کروں گا / کروں گی۔ / میں سترہ سال کی عمر میں / سے ڈرائیونگ سیکھنا شروع کروں گا / کروں گی۔</p>	(2)

Question Number	Answer	Mark
1(e)	We are counting the days before we can go on holiday. ہم اپنی تعطیلات/چھٹیوں/پر جانے سے پہلے کے دن گن رہے ہیں۔ جانے کے دن میں 'کے' لازمی ہے۔	(2)

(5 additional marks are available for the quality of language in your answers)

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 worthy 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	7-9

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.	
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 worthy 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

Question Number	Answer - Translation into Urdu:	Reject
2	<p>عزیزہ صرف چودہ سال کی عمر ہی سے/میں افغانی نوجوانوں کے لیے تعلیم اور بنیادی حقوق کا پیغام پھیلانے کے لیے بہت پر امید ہے۔ وہ پہلے ہی پچیس ہزار افغان مہاجرین بچوں کے اسکول جانے میں درپیش قانونی رکاوٹیں عبور کرنے میں کامیاب ہو چکی ہے اور اس نے اس بات/امر کو بھی یقینی بنایا کہ مقامی انتظامیہ اس کے کیمپ کو نلکوں کے ذریعے پانی کی فراہمی/دستیابی/سپلائی کا انتظام کرنے کے لیے حامی بھرے/تیار ہو جائے، جہاں ایک سو سے زیادہ خاندان آباد/رہائش پذیر ہیں/رہتے ہیں۔</p> <p>'یہ بچے جنگ کے دوران پیدا ہوئے ہیں/جنگ کے دنوں کی/زمانے کی پیداوار ہیں۔ ان بچوں نے جنگ کے سالوں کے دوران بہت ہی زیادہ تکالیف/اذیتیں اٹھائیں/برداشت کیں۔ میں انہیں تعلیم حاصل کرنے کی/اہمیت/افادیت کے بارے میں مشورے دیتی ہوں اور نصیحتیں کرتی ہوں' اس نے دری زبان میں کہا، 'کیونکہ ہمارے خاندان والے تعلیم یافتہ نہیں ہیں اس لیے ہمیں انہیں بھی بات چیت کے ذریعے سمجھانا پڑتا ہے/منانا پڑتا ہے/قائل کرنا پڑتا ہے!'/ ان سے بات کرنا پڑتی ہے اور قائل بھی کرنا پڑتا ہے۔</p> <p>عزیزہ کے لیے یہ ایک بہت ہی مشکل کام ہے/عزیزہ کو ایک انتہائی مشکل امر کا سامنا کرنا پڑ رہا ہے۔ جہاں وہ اپنے بہت ہی قدامت پسند/روایت پسند بزرگوں کو اپنا طریقہ زندگی بدلنے کے لیے راغب کرنے/مائل/قائل کرنے کے لیے کوشاں ہے۔ عزیزہ کی اس پُر اعتمادی/اپنی ذات پر بھروسے/اعتماد نے وہاں پر موجود ایک بین الاقومی انسانی ہمدردی کی تنظیم کے نمائندے کو متاثر کیا اس نے کہا کہ 'وہ شروع سے ہی بہت خاص تھی؛ وہ دوسروں کے مقابلے میں زیادہ سوچتی تھی اور ٹھیک/صحیح قسم کے سوالات کرتی تھی، رفتہ رفتہ/آہستہ آہستہ وہ دوسرے تمام بچوں کی نمائندہ بن گئی/نمائندگی کرنے لگی!'</p> <p>وہاں کی 'شوری' یعنی مقامی مشاورتی کونسل کے اجلاس/میٹنگز میں، عزیزہ نے اپنے کیمپ کے بچوں اور کابل کے دوسرے علاقوں میں اسی طرح کے درپیش اہم ما کو فوری طور پر پیش کیا/</p> <p>بیان کیا/واضع کیا۔ جن میں سب سے اہم مسئلہ نلکے کے ذریعے حاصل ہونے والے صاف پانی کی کمی/غیر دستیابی/غیر موجودگی کا تھا۔ جس کی وجہ سے/جسکا مطلب تھا کہ بچوں کو دور دراز سے/کافی فاصلے سے پانی سے بھرے بھاری برتن/ڈبے اٹھا کر اپنے خاندان/گھروالوں کے لیے لانے پڑتے تھے۔ عزیزہ کا شکریہ کہ اب صاف پانی کی ایک پائپ لائن کیمپ تک آگئی ہے جو وہاں پر ر والے/رہائش پذیر تمام خاندانوں کے زیر استعمال/استعمال میں ہے۔</p>	(25)

Question 3– Translation into English

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

Transmission	Mark
No language worthy 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 worthy 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

Question Number	Answer - Translation into English:	Reject
3	<p>There is a village in Holland where there are no roads at all for going to each other's home, for shopping or going anywhere. The people of this village use small boats in the beautiful canals to go to each other's houses or for shopping or they walk on foot as wooden bridges are made over these canals. All the cars are kept outside the village.</p> <p>The residents are having this lifestyle since centuries/ villagers are living this life for hundreds of years/ centuries and they all are quite happy with their simple life. The village is surrounded by greenery, beautiful houses and water. The length of its canals is four miles. Many farmhouses of this village were built in the eighteenth century.</p> <p>During severe winter, when water is frozen in the canals, people do ice-skating instead of boats.</p> <p>There is no doubt that due to its' uniqueness, extraordinary beauty and attraction, it is the focal point of tourists from all over the world. It is also known/called as the Venice of the Netherlands. Apart from cycling and boating, 'guided tours' are also arranged/available for tourists through its canals. Which provides an insight to the charming and attractive rural lifestyle of this village. This village became very famous when a Dutch filmmaker portrayed this village in his movie in 1958.</p>	<p>Rivers/lake/ lakes are not acceptable</p> <p>(25)</p>

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 worthy 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 except for 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 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 worthy 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
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Question Number	Answer	Mark
4	<p>Communication and Content:</p> <p>4a Please ensure the essay covers only 'employment' not 'business' in the essay.</p> <p>Care must be taken in rewarding marks based on the relevancy of the composition with the given topic.</p> <p>4b Again, in this topic the value and the status of mother has not been asked.</p> <p>Students must write specifically about how they help when their mother is very busy</p> <p>4c In this essay, the specific thing asked must be written in details and no other details which have not been asked directly in the topic.</p> <p>4d Think how your friends are celebrating their special festivals with their dad. Think about their feelings (happiness, excitement, warmth, fulfilment, joy etc.)</p> <p>In your case, you are celebrating without your dad. Now imagine what are you missing? List all those things you are missing. Write how you feel about it?</p> <p>Quality of language: Accuracy, fluency and use of appropriate vocabulary and grammar</p>	<p>(20)</p> <p>(15)</p>

