



Mark Scheme (Results)

Summer 2018

Pearson Edexcel International GCSE
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</p> <p>This part of the paper is marked out of fifteen.</p> <p>3 marks per sentence</p> <p>2 X 5 = 10 marks</p> <p>Deduct ½ mark for each minor error.</p>	(15)

Question Number	Answer	Mark
1(a)	<p>He is my most daring friend.</p> <p>وہ میرا سب سے جرات مند/دلیر / بہادر/ بے خوف /بے باک /نڈر دوست ہے۔ (لاڈلا /حوصلہ دار /بے شرم نامنظور)</p>	(2)

Question Number	Answer	Mark
1(b)	<p>Why haven't you got permission to enter the workshop yet?</p> <p>تمہیں ابھی تک ورک شاپ میں داخل ہونے کی اجازت کیوں نہیں ملی؟/تم نے ابھی تک ورکشاپ میں داخل ہونے کی اجازت کیوں نہیں لی؟ (دکان نامنظور)</p>	(2)

Question Number	Answer	Mark
1(c)	<p>She was humbled by her very great success.</p> <p>وہ اپنی بڑی/عظیم/ شاندار کامیابی پر /خوش /مطمئن / پر سکون / انکساری/ عاجزی کا اظہار کر رہی تھی/ خاکساری کا مظاہرہ کر رہی تھی/ اس کا رویہ عاجزانہ تھا۔ (ترقی ، متاثر اور نرم /ملائم نامنظور)</p>	(2)

Question Number	Answer	Mark
1(d)	The fourth round will begin when the bell sounds. گھنٹی کی آواز کے ساتھ ہی چوتھا راؤنڈ / مرحلہ شروع ہو جائے گا۔/جب گھنٹی کی آواز آئے گی تو چوتھا راؤنڈ/مرحلہ شروع ہوگا۔	(2)

Question Number	Answer	Mark
1(e)	I want to compete with the best athletes in my town. میں اپنے شہر / قصبہ کے بہترین کھلاڑیوں /بھاگنے والوں/قدم بازوں /ایتھلیٹس کے ساتھ مقابلہ کرنا چاہتا/چاہتی ہوں۔ (ٹاؤن / گاؤں / علاقہ اور ورزش کار نامنظور) (بہتر/ اچھے کھلاڑیوں ---- کے ساتھ سب سے لکھنا 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 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.	7-8

Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	
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>ایک عظیم ماں</p> <p>تھامس ایڈیسن ایک عظیم سائنسدان تھا۔ اسے بجلی کا بلب ایجاد کرنے کی وجہ سے بے حد شہرت ملی/اس کی سب سے بڑی پہچان بجلی کے بلب کی ایجاد ہے۔ ابھی جب وہ بچہ ہی تھا، ایک روز اپنے اسکول سے گھر واپس آیا اور ایک بند لفافہ اپنی والدہ/ماں کو لا کر دیا۔ اس نے کہا " میرے استاد/ٹیچر نے کہا ہے کہ یہ خط آپ (اپنی والدہ/ماں) کو دے دینا"۔</p> <p>اس کی والدہ/ماں خود بھی ایک استانی/ٹیچر تھی۔ اس نے خط کھول کر پڑھا/کھولا اور پڑھا۔ اسکی آنکھوں سے آنسو/جاری ہو گئے/ بہنے لگے۔ کچھ دیر کے بعد اس نے بلند آواز میں اُسے پڑھ کر سنایا۔ " تمہارا بیٹا نہایت ذہین/غیر معمولی ذہانت کا حامل ہے۔ یہ اسکول اس کے لیے بہت چھوٹا ہے اور ہمارے پاس اتنے قابل استاد بھی نہیں ہیں کہ اسے ٹھیک سے پڑھا سکیں۔ اس لیے آپ برائے مہربانی اسے خود ہی گھر پر پڑھا لیں"۔</p> <p>کئی سال کے بعد تھامس دنیا کا مشہور سائنسدان بن گیا/ایک عظیم سائنسدان کے طور پر ساری دنیا میں مشہور ہو گیا۔ اسی دوران میں اس کی والدہ/ماں بھی وفات پا گئی۔</p> <p>ایک روز وہ اپنے خاندان کے پرانے کاغذات میں سے کچھ ڈھونڈ رہا تھا کہ اچانک اسے وہی خط مل گیا جو اس نے اسکول سے اپنی والدہ/ماں کو لا کر دیا تھا۔ اس نے اسے کھولا اور پڑھا۔ لکھا تھا کہ "آپ کا بیٹا اپنی</p>	(25)

	<p>پڑھائی میں بالکل دلچسپی نہیں لے رہا اور کوئی ترقی نہیں کر رہا۔ ہم اسے مزید نہیں پڑھا سکتے۔ اس لیے آپ اسے گھر میں خود ہی پڑھالیں۔"</p> <p>اُسی دن تھامس نے اپنی ڈائری میں لکھا۔ " تھامس ایڈیسن اسکول میں ایک بہت ہی خراب طالب علم سمجھا جاتا تھا ، لیکن ایک عظیم والدہ/ماں نے اسے صدی کا عظیم ترین/سب سے بڑا سائنسدان بنا دیا۔"</p>	
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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>During the next few years, Insha'Allah in Pakistan great opportunities for work and employment will be created. Soon after the completion of China Pakistan Economic Corridor i.e. CPEC, the five thousand kilometres' roads/motorways will be built. On these roads/motorways, the traffic of approximately over one lakh tankers and trucks will start flowing every day carrying various goods/stuff from China to the Gwadar Port.</p> <p>Therefore, the provision of water, tea, food, and all other essential services of daily use on both sides of these roads/motorways will provide/offer business and employment opportunities for hundreds of thousands of local people at their doorstep. It will provide better employment for local people and bring prosperity among them.</p>	

	<p>Apart from that, those people working and offering/providing numerous/many services to the passing traffic along the route will require housing for them and their families, schools, hospitals, shopping centres and playing fields will need to be built. These will bring further job opportunities for running these facilities. In addition to this, new transport facilities will start too.</p> <p>Insha'Allah soon, a time will come when those working abroad will find opportunities for work or to start businesses of their own choice will earn more than what they get abroad.</p>	(25)
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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.	13-16

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.	
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.	13-15

Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.	
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