

Mark Scheme Summer 2008

GCE

GCE Urdu (6825/01)

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.

A2 Unit 5: Paper 1 – Topics and Texts

2 hours A 15%

Unit description

Students will be required to answer **two** questions in the target language on topics or texts chosen from the prescribed list in the specification. The lists will include a range of socio-historical and literary topics and contemporary and classical texts; students will attempt **two** answers, of at least 250 words in the target language: the answer may be on *either* two topics *or* two texts *or* one topic and one text, to be chosen from the list of prescriptions on pages 46–83. Students will be required to demonstrate their knowledge and understanding of the culture and/or society of the target-language countries or communities, and of the topics/texts which represent them. They will be required to demonstrate the ability to organise and develop their ideas on the chosen topics/texts, and to show the ability to write accurately and effectively in the target language in response to essay titles.

Students are not permitted to take any books or texts into the examination room.

Assessment

Students will be assessed for: **knowledge and understanding, organisation and development of ideas and quality of language** including grammar and structures as detailed in this specification.

Up to 45 marks will be awarded for each question using the grids on the following pages. The grids reward **what** the students have learned and understood and **how** they have organised their material and developed their ideas.

Answers which are totally irrelevant or can be given no credit for content will be awarded no marks for either content or language.

Total for the paper: 90 marks.

Content

In the first grid the following qualities will be rewarded:

- knowledge and understanding of the topic/text
- grasp of the implications and scope of the question
- relevance
- clarity of thought and expression
- ability to analyse and substantiate points
- independent judgement
- insight into the topic/text.

Mark	Knowledge and understanding (AO4)
27–30	Excellent k/u. Highly relevant and perceptive. Excellent ability to analyse and to substantiate points in depth. Excellent insight into the topic/text. Very high degree of independent judgement.
24–26	Very good k/u, showing ability to analyse in depth. Clearly expressed and largely relevant; points well substantiated. Very good degree of independent judgement.
21–23	Good k/u. Sound ability to analyse and substantiate points but tends to lack originality. Mostly relevant with minor lapses. Good degree of independent judgement.
18–20	Adequate k/u. Shows ability to analyse and substantiate points but is inconsistent. Minor digressions. Beginnings of independent judgement.
15–17	Satisfactory k/u. Modest ability to analyse and substantiate points. Some irrelevance and lack of clarity at times.
12–14	Moderate k/u but significant omissions. Some ability to analyse and substantiate points. Contains some irrelevance/ inaccuracy. Attempts to evaluate but treatment often too factual.
9–11	Limited k/u. A small amount of relevant material presented, showing limited ability to analyse and substantiate points. Tends to be predominantly descriptive/narrative.
5–8	Very limited k/u. A very small amount of relevant material presented but often confused. Little ability to analyse and substantiate points.
1–4	Minimal k/u. Mostly irrelevant and/or confused. Almost no ability to substantiate points.
0	Completely irrelevant.

k/u = knowledge and understanding of the society/culture of the TL country/community

In the second grid the following qualities will be rewarded:

- organisation and control of material
- logic and coherence of argument
- ability to develop argument and ideas.

Mark	Organisation and development of ideas (AO2)
8/9	Excellent o/d. Material very effectively marshalled and developed within a carefully planned framework. Logical sequence of ideas. Skilfully controlled throughout.
7	Very good o/d. Material very well planned and sequenced. Good control and coherently presented argument.
6	Good o/d of material and effective sequencing of ideas. Generally well constructed with minor lapses.
5	Satisfactory o/d of material. Development patchy and/or unambitious. Ideas not always effectively sequenced.
4	Some o/d. Development of ideas impeded at times by lack of ability to organise material logically. Rambling and/or repetitive at times.
3	Limited o/d. Attempts to construct an argument. Limited ability to draw conclusions.
2	Very limited o/d. Structure lacks coherence. Very limited ability to draw conclusions.
1	Minimal o/d. Structure almost wholly lacking in coherence. No ability to draw conclusions.
0	So ill organised and lacking in coherence that no credit can be given.

o/d = organisation and development

Language

Skills to be rewarded will include:

- ability to communicate intelligibly
- accuracy
- variety of structures
- appropriateness of language
- lexical range
- fluency.

Mark	Quality of language (AO3)
5/6	Excellent communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy.
4	Very good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures and good use of idioms.
3	Satisfactory to good communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis. Structures often well handled.
2	Some communication achieved but lacks comprehensibility at times. Limited linguistic range; basic sentence construction. Register often inappropriate.
1	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate.
0	No rewardable language.

Answers which are totally irrelevant or can be given no credit for content will be awarded no marks for either content or language.

GCE URDU – UNIT 5.1

TRANSLATION OF PAPER INTO ENGLISH

The following are twenty questions under ten headings. Answer any two of these questions in Urdu but beware of the fact that you can answer only one of the two questions given under the same heading. Each answer should consist of at least 250 words where as there is no fixed limit of maximum words.

**You should read the question thoroughly before writing your answer
and your answer must be relevant to the task (s) in the question.**

TOPICS

1. The Emergence of Independence

- (a) Write in detail about the Pakistan Resolution. What changes were brought about by the passing of this resolution in the independence movement?

OR

- (b) Write a comprehensive essay on the Khilafat Movement. In your opinion how did this movement contribute to the political awakening of the Muslims of the sub-continent?

2. Urdu Films and TV Dramas – 1940 to the present

- (a) Write in detail about the increasing influence of the Western culture on Urdu films and TV dramas. Express your views, giving examples, about good and bad aspects of this influence.

OR

- (b) Describe the main differences between new and old Urdu films. In your opinion, what are the reasons of these differences. Write in detail giving appropriate examples.

3. A Region in the South Asian Subcontinent

- (a) Describe the problems created by rapidly increasing population in anyone region of the subcontinent. Give suggestions for solving these problems.

OR

- (b) Throw light on means of transportation in any one region prescribed in the course. What steps are necessary to be taken to modernize and improve these means?

4. Urdu in Britain

- (a) Discuss the status of Urdu as a community language in Britain. How do you visualize the future of Urdu in Britain?

OR

- (b) Describe the Urdu programmes of your favourite Asian TV Channel. Why do you like the Urdu programmes of this channel as compared to other channels? Express your views in detail.

5. Poetry

- (a) Throw light on the work of any 'Nazmgo' poet prescribed in the course. Which aspects of his/her poetry you like the most and why?

OR

- (b) Describe the characteristic features of Urdu ghazal. In your opinion what are the reasons of the popularity of ghazal in Urdu. Write in detail quoting from the work (s) of poet (s) included in the course.

TEXTS

6. Mirza Ruswa – Umrao Jan Ada

- (a) Describe in detail the characters of Khanum and Boaa Hussaini. How these two characters influenced the life of Umrao Jan.

OR

- (b) What do we learn about the characters of Gohar Mirza and Nawab Sultan after reading the novel. Compare these two characters in detail.

7. Nazir Ahmed – Mir'aat ul'Uroos

- (a) Describe Asghari's Character in the novel. With reference to the events express your views in detail about strong and weak aspects of her character.

OR

- (b) Narrate the Muslim Society illustrated in 'Mir'aat ul' Uroos'. Write your opinion in detail about the status of women in that society.

8. Imtiaz Ali Taj - Anarkali

- (a) Describe in detail Anarkali's character. Compare her character with that of Dilaram and explain the basic difference between the two.

OR

- (b) Throw light on Saleem's character in 'Anarkali'. Which aspects of his character you like or dislike the most.

9. Khadija Mastoor – Angan

- (a) Describe chami's character in 'Angan'. Do you agree with the statement that this is the most lively character of the novel?

OR

- (b) Describe Aliya's character in 'Angan'. Is it true that the whole story of the novel revolves around Aliya? Discuss in detail.

10. A Selection of Short Stories

- (a) Throw light on the characters of Fazloo and Maryan in 'Raees Khana'. Express your detailed opinion about the tussle between poverty and love depicted by Ahmed Nadeem Qasmi in this short story.

OR

- (b) Describe Shami's character in 'Garam Kot'. Express your views in detail about the manner in which Bedi has portrayed the sentiments of love and sacrifice in this short story.