

Mark Scheme (Results)

Summer 2010

GCE

GCE Urdu (6UR04) Paper 1
Unit 4: Research, Understanding and Written Response in Urdu



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No	Question	Answer
1	With the spread of education	تعلیم پھیلنے کے ساتھ
2	in Pakistan,	پاکستان میں
3	educated people	تعلیم یافتہ / پڑھے لکھے لوگ
4	are shifting	منتقل ہو رہے ہیں
5	to the towns	شہروں میں
6	from the villages.	گاؤں / دیہات سے
7	They want to	وہ چاہتے ہیں
8	have the	حاصل کرنا
9	comforts of city life.	شہری زندگی کا آرام / آسائشیں
10	Moreover,	اس کے علاوہ
11	agriculture sector	زرعی شعبہ
12	cannot provide	نہیں فراہم کر سکتا
13	employment	روزگار
14	to any more people.	مزید لوگوں کو -
15	People are changing over	لوگ جا رہے ہیں
16	from agriculture to trade,	زراعت سے تجارت ،
17	banking , computing,	بنکاری ، کمپیوٹنگ
18	transport and	ٹرانسپورٹ اور
19	other jobs	دوسرے کاموں میں
20	which are mostly	جو اکثر
21	found in towns.	شہروں میں پائے جاتے ہیں -
22	This tendency	اس رجحان نے
23	has created	پیدا کر دیے ہیں
24	many economic and	کئی اقتصادی اور
25	social problems	سماجی مسائل
26	in the towns,	شہروں میں
27	like shortage of accommodation,	مثلاً کسی رہائش ،
28	electricity, drinking water	بجلی ، پینے کے پانی
29	and educational and medical	اور تعلیمی اور طبی
30	facilities.	سہولتوں کی

Q1: TRASLATION.

- ①* پاکستان میں تدلیم پھیلنے کے ساتھ بڑھے لکھے / تعلیم یافتہ لوگ
- ⑥ گاؤں / دیہات سے شہروں میں منتقل ہو رہے ہیں / جا رہے ہیں۔
- ②* وہ شہری زندگی کا آرام / آسائشیں حاصل کرنا چاہتے ہیں۔
- ③ اس کے علاوہ زرعی شعبہ (زرعت / کھیتی باڑی) مزید اور لوگوں کو
- ④ دوزگار فراہم نہیں کر سکتا۔
- ④ لوگ زراعت سے تجارت / کاروبار اور بینکاری / بینکنگ / کمپیوٹنگ /
- ← ٹرانسپورٹ اور دوسرے کاموں میں جا رہے ہیں۔ جو زیادہ تر / اکثر
- شہروں میں پائے جاتے ہیں / دوزگار ہیں / پائے جاتے ہیں۔
- ⑤* اس رحمان نے شہروں میں کئی اقتصادی اور سماجی مسائل پیدا
- ← کر دیے ہیں مثلاً رکشوں، بجلی، پینے کے پانی اور تعلیمی اور طبی / صحت
- کی سہولتوں کی کمی۔

30 Marks

Section B

Mark	Range and application of language — Creative/discursive essay (A03)
0	No rewardable range and application of language.
1-2	Inadequate range of lexis and structures; very limited ability to manipulate language.
3-4	Restricted range of lexis and structures; limited ability to manipulate language.
5-6	An adequate range of lexis and structures; successful manipulation of language/attempts to handle complex structures not always successful.
7-8	A wide range of appropriate lexis and structures; successful manipulation of language.
9-10	Rich and complex language; very successful manipulation of language.

Mark	Accuracy of the target language — Creative/discursive essay (A03)
0	Language so inaccurate that no reward is possible.
1	Accuracy only in the simplest form; a high incidence of basic error.
2	Communication impaired at times by basic errors, eg agreements, verb forms; some familiar language is accurate.
3	A number of major errors made, without impairing communication significantly; familiar forms and structures usually accurate.
4	Few errors, mostly of a minor nature.
5	High degree of accuracy with minimal and minor errors.

Mark	Understanding and response — Creative essay (A02)
0	No rewardable understanding or response.
1-3	Largely irrelevant; minimal use of stimulus.
4-6	Some relevant points made; unimaginative use of stimulus.
7-9	Satisfactory understanding of question and response to stimulus.
10-12	Good to very good understanding of question and response to stimulus.
13-15	Very good to excellent understanding of question and imaginative response to stimulus.

Mark	Understanding and response — Discursive essay (A02)
0	No rewardable understanding or response.
1-3	Minimal understanding of question or relevant discussion.
4-6	Limited understanding of question.
7-9	Satisfactory understanding of question; some implications of questions addressed.
10-12	Good to very good understanding of question; main implications of question addressed.
13-15	Very good to excellent understanding of question; implications of question fully grasped.

Mark	Organisation and development — Creative/discursive essay (A02)
0	No rewardable organisation and development.
1-3	Minimal organisation and development; answer largely disorganised.
4-6	Limited organisation and development; structure lacks coherence.
7-9	Organisation and development not always logical and clear.
10-12	Organisation and development logical and clear.
13-15	Extremely clear and effective organisation and development of ideas.

Section C

Mark	Reading, research and understanding (A02)
0	No rewardable material presented.
1–6	Minimal understanding; almost no evidence of reading and research.
7–12	Limited understanding; little evidence of reading and research.
13–18	Adequate understanding; some evidence of reading and research.
19–24	Good to very good understanding; clear evidence of in-depth reading and research.
25–30	Very good to excellent understanding; clear evidence of extensive and in-depth reading and research.

Mark	Organisation and development (A02)
0	No rewardable organisation and development.
1–2	Limited organisation and development; structure almost wholly lacking in coherence.
3–4	Some organisation and development; may be rambling and/or repetitive.
5–6	Adequate organisation and development of material; development patchy and/or ambiguous.
7–8	Good organisation and development; material well planned and sequenced with minor lapses.
9	Very good organisation and development; material very effectively marshalled and developed within a carefully planned framework.

Mark	Quality of language (A03)
0	No rewardable language.
1	Very basic level of communication; language often breaks down because of lack of linguistic knowledge and/or ability to use structures; very inaccurate.
2	Some communication achieved on a basic level but often lacks comprehensibility; limited linguistic range; basic sentence construction; register often inappropriate.
3–4	Satisfactory communication; inaccurate language occasionally impedes comprehensibility; fair range of appropriate lexis; structures often well handled.
5	Good communication; errors rarely impede comprehensibility; language mainly accurate and appropriate; good range of lexis and structures; good handling of complex structures and use of idioms.
6	Very good communication; language almost always fluent, varied and appropriate; wide range of lexis and structures; high level of accuracy.

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