



# Mark Scheme (Results)

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Paper 03: Listening, Reading and writing in Urdu

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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.

## Paper 3 marking principles and mark scheme

### SECTION A and section B questions 5(a)/5(b): marking principles

- For open response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases where appropriate.

Example of short phrases with two or more words:

- to become a soldier (verb/noun)
  - christian (values) (adjective/noun).
- When responding to open response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to give an accurate response to the question.

Example:

<b>Text:</b>	I mainly eat fruit and veg to stay healthy.
<b>Question:</b>	According to the text, what does a healthy diet consist of?
<b>Rewardable answer:</b>	Mainly eating fruit and veg.
<b>Non-rewardable answer:</b>	I mainly eat fruit and veg to stay healthy.

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in Section A or questions 5a) and 5b) in Section B. Therefore errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

## Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *Elsa wrote/composed the text.*
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:
  - *To the farms (1)*

### AND

- *Because there wasn't enough machinery/ there was a lack of machines (1)*

Use OR to show the various answers where there are more possibilities than available marks:

Any **one** of:

- *Sharon was scared of spiders (1)*

### OR

- *Lydia found the spiders ugly (1)*
- Any parts of an answer that are not essential are bracketed for example: *On the school walls (in France).*
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

## SECTION A mark scheme (listening comprehension)

Question number	Answer	Mark
1(i)P	<b>B is correct</b> A is incorrect because it is about housing C is incorrect because it is about employment D is incorrect because it is about institutions	(1)C

Question number	Answer	Mark
1(ii)R	<b>C is correct</b> A is incorrect because it is not relevant B is incorrect because it is about public D is incorrect because it is about working with other countries	(1)E

Question number	Answer	Mark
1(iii)R	<b>D is correct</b> A is incorrect because it is opposite to the answer B is incorrect because it is about making rich more richer C is incorrect because it is about only providing for rich	(1)D

Question number	Answer	Mark
1(iv)I	<b>A is correct</b> B is incorrect because it is about transport C is incorrect because it is about money D is incorrect because it is about facilities	(1)E

Question number	Answer	Mark
2(i)	<b>B is correct</b> A is incorrect because it is about business people C is incorrect because it is about government D is incorrect because it is opposite to the answer	(1)A

Question number	Answer	Mark
2(ii)	<b>D is correct</b> A is incorrect because it is about bank B is incorrect because it is about charities C is incorrect because it is about themselves	(1)B

Question number	Answer	Mark
2(iii)	<b>C is correct</b> A is incorrect because it is about plane tickets B is incorrect because it is about holidays	(1)c

	D is incorrect because it is about traveling many times a year	
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<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(iv)</b>	<b>A is correct</b> B is incorrect because it is about prices C is incorrect because it is about politics D is incorrect because it is about people going abroad	<b>(1)E</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(v)</b>	<b>D is correct</b> A is incorrect because it is about children B is incorrect because it is about culture C is incorrect because it is about government	<b>(1)E</b>

Question number	Answer	Reject	Mark
3(a)(i)	تفریح کا اہم حصہ بن گیا ہے برا نہیں سمجھا جاتا		(1)E

Question number	Answer	Reject	Mark
3(a)(ii)	سینما میں نئی آنے والی فلم کا ذکر -		(1) E

Question number	Answer	Reject	Mark
3(a)(iii)	سینما میں جا کر فلم دیکھی جائے -		(1)D

Question number	Answer	Reject	Mark
3(a)(iv)	خیالی زندگی کی تلاش میں اپنا قیمتی وقت ضائع کرتے ہیں ان کی توجہ تعلیم سے ہٹ جاتی ہے -		(2)B B

Question number	Answer	Reject	Mark
3(a)(v)	عجیب و غریب فیشن کرنے لگتی ہیں -		(1)D

Question number	Answer	Reject	Mark
3(b)(i)	پاکستانی سینما نے معیاری اور بہترین فلمیں متعارف کرانے میں اہم کردار ادا کیا ہے -  نئی فلمیں حقیقت کے قریب بنائی جا ئیں/ سبق آموز  کئی مہینے پہلے سے تیاری		(3) A C C



Question number	Answer	Reject	Mark
3(b)(ii)	<p>شادی کی تیاری اور اخراجات اکثر خاندانوں کو مشکل میں ڈال دیتے ہیں</p> <p>امیر لوگ کروڑوں روپے شادی پر خرچتے ہیں۔</p> <p>غریب لوگ پیسہ نہ ہونے کی وجہ سے شادی نہیں کر پاتے</p>		(3) A C A

Question number	Answer	Reject	Mark
4(a)	<p>لاکھوں محنت کش افراد کو ان کے حقوق نہیں ملتے۔</p> <p>روزگار بڑی مشکل سے ملتا ہے۔</p> <p>کوئی اور دوسرا ذریعہ بھی نہیں</p> <p>(any two)</p>		BB (2)

Question number	Answer	Reject	Mark
4(b)	<p>مزدور بہت غریب ہوتے ہیں۔</p>		(1) C

Question number	Answer	Reject	Mark
4(c)	<p>مزدوروں سے زیادہ گھنٹے کام کرواتے ہیں۔</p> <p>اگر کوئی بیمار ہو تو چھٹی بھی نہیں دی جاتی۔</p> <p>اگر چھٹی لی جائے تو اس کی تنخواہ کاٹی جاتی ہے۔</p> <p>(any two)</p>		(2) E E

Question number	Answer	Reject	Mark
4(d)	<p>جہاں قانون پر عمل نہیں کیا جاتا۔</p>		(1) D

Question number	Answer	Reject	Mark
4(e)	حکومت بغیر اطلاع کے چھاپے مارے - قانون توڑنے والوں کو جرمانہ کرے۔		(2) A A

Question number	Answer	Reject	Mark
4(f)	مال فراہم کرنے والے مزدوروں کے حقوق کا خیال رکھیں یا ان سے کم تنخواہ پر زیادہ کام نہ لیں		(1) E

**SECTION B mark scheme (listening, reading and writing)**

Question number	Answer	Reject	Mark
<p><b>5(a)</b> <b>(i), (ii), (iii), (iv)</b></p>	<p>Any <b>four</b> of the following:</p> <ul style="list-style-type: none"> <li>• آپس میں میل جول بڑھتا ہے -</li> <li>• تہوار خوشیاں بانٹنے کا نام ہے -</li> <li>• دوستوں/رشتے داروں کو قریب لانے اور محبتیں بڑھانے کا بھی ذریعہ ہیں</li> <li>• مختلف زبانیں سیکھنے اور ثقافتوں کو جاننے میں بھی مددگار ثابت ہوتے ہیں -</li> <li>• تہوار ہمارے ذہنوں کو تناؤ سے نجات دیتے ہیں / مثبت خیالات کو پروان چڑھا کر منفی سوچ کو ختم کرتے ہیں۔</li> <li>• مصروف زندگی میں تفریح کا ذریعہ بنتے ہیں</li> <li>• کئی لوگوں کے لیے کاروبار کا موقع بنتے ہیں</li> </ul> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific factual details that do not express what she thinks about work experience e.g.</p>	<p><b>(4)</b></p>

Question number	Answer	Reject	Mark
<p><b>5(b)</b> <b>(i), (ii), (iii), (iv)</b></p>	<p>Any <b>four</b> of the following:</p> <ul style="list-style-type: none"> <li>● تہوار صرف ایک کاروبار بن کر رہ گئے ہیں / تہواروں کو صرف پیسہ کمانے کا ذریعہ سمجھا جاتا ہے -</li> <li>● غریب لوگوں تہواروں پر بھی مشکلات کا سامنا کرتے ہیں -</li> <li>● عید کے تہوار پر ہفتوں پہلے بازاروں میں بھیڑ عروج پر ہوتی ہے -</li> <li>● غریب لوگ اس خوشی کے موقع پر محروم رہتے ہیں -</li> <li>● اپنے آپ کو کمتر محسوس کرتے ہیں -</li> <li>● تہوار لوگوں کو اکٹھا کرنے کی بجائے فاصلے پیدا کرتے ہیں -</li> </ul> <p>Accept any alternative wording that expresses this idea.</p>	<p>Specific factual details that do not express what she thinks about work experience e.g.</p>	<p><b>(4)</b></p>

## **Section B, question 5C – Listening, reading and writing task**

There are three levels-based mark grids applied to question 5C. The mark grids are:

- understand and respond to spoken language (AO1)
- understand and respond to written language, (AO2)
- accuracy and range of language (AO3)

### **General guidance on using levels-based mark schemes**

#### **Step 1: Decide on a marking band**

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you must look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark at the top of the band because of the band 5-6 content.

#### **Step 2: Decide on a mark**

- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Mark grids

### Understand and respond to spoken language (AO1 – 6 marks)

- This mark grid assesses the student’s understanding of spoken language and how well they use information from it to evaluate and draw conclusions.

### Understand and respond to written language (AO2 – 6 marks)

- This mark grid assesses the student’s understanding of written language and how well they use information from it to evaluate and draw conclusions.

The two mark grids for AO1 and AO2 are presented side-by-side. This is because of the interconnection of the task in that students need to compare information that they hear to the information that they read. They need to do this in order to weigh up the views in both sources to be able to write their evaluation and come to cohesive conclusions.

### Indicative content

- When deciding how to reward the answer you should consult these mark grids as well as the indicative content associated with the question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Understand and respond to spoken language (AO1)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material		
1-2	<ul style="list-style-type: none"> <li>• Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation.</li> <li>• Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>• Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation.</li> <li>• Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation.</li> <li>• Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>• Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation.</li> <li>• Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Expresses relevant and substantiated judgements on the viewpoints in the spoken source showing clear evaluation.</li> <li>• Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>• Expresses relevant and substantiated judgements on the viewpoints in the written source showing clear evaluation.</li> <li>• Draws convincing conclusions on written source, consistent with evaluation of viewpoints.</li> </ul>

## Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1-2	<ul style="list-style-type: none"><li>Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.</li><li>Limited sequences of accurate language; errors occur that often prevent meaning being conveyed.</li></ul>
3-4	<ul style="list-style-type: none"><li>Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.</li><li>Some accurate sequences of language; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
5-6	<ul style="list-style-type: none"><li>Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.</li><li>Frequent sequences of accurate language; errors occur that occasionally hinder clarity of communication.</li></ul>
7-8	<ul style="list-style-type: none"><li>Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.</li><li>Accurate language throughout most of the response; errors occur that rarely hinder clarity of communication.</li></ul>
9-10	<ul style="list-style-type: none"><li>Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.</li><li>Accurate language throughout; any errors do not hinder clarity of the communication</li></ul>

### Additional guidance

**Complex language** is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways

**Variation in use of grammatical structures/ varied use of vocabulary:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments/interest the reader. The writing will become more difficult to read with ease as the reader has to stop and re-read to understand the message.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example some gender and adjectival agreements, as long as they do not include mismatch of cases (e.g. είδαν οι καλοι φίλους)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



**Indicative content: Question 5(c)****Students must evaluate the points of view in both 5(a) and 5(b)**

Question number	Indicative content
5(c)	<ul style="list-style-type: none"><li>Any answer that describes Aisha's point of view in positive or negative terms consistent with the information presented in the source material, for example, agreement with the view that festival bring people together.</li><li>Any answer that describes Ali's point of view in positive or negative terms consistent with the information presented in the source material, for example, disagreement with the view that festival brings people together.</li></ul>

**Additional Guidance – Example student answer to 5(c)**

The example below demonstrates what a student might include in their answer to 5(c) and how it may be structured. The *Comment* column demonstrates how the answer meets the requirements of the assessment criteria in the two mark grids *Understand and respond to spoken language* and *Understand and respond to written language*.

Example student answer	Comment
میں عائشہ کی بات سے اتفاق کرتا / کرتی ہوں کیونکہ میرا خیال ہے کہ تہواروں کی وجہ سے ہمارا آپس میں میل جول بڑھتا ہے۔ تہوار خوشیاں پانے اور بانٹنے کا نام ہے۔ میرا خیال ہے کہ تہوار دوستوں اور رشتہ داروں کو قریب لانے اور محبتیں بڑھانے کا بھی ذریعہ بنتے ہیں۔ میں سمجھتا/ سمجھتی ہوں کہ تفریح کے علاوہ یہ مختلف زبانیں سیکھنے اور ثقافتوں کو جاننے میں بھی مددگار ثابت ہوتے ہیں۔	Expresses judgements on the viewpoints in the spoken source
میں علی کی بات سے اتفاق کرتا / کرتی ہوں کیونکہ میرا خیال ہے کہ تہوار صرف ایک کاروبار بن کر رہ گئے ہیں اور تہواروں کو صرف معاشی طور پر سود مند سمجھا جاتا ہے۔ اس کے علاوہ میرا خیال ہے کہ ماضی میں تہواروں کی ایک اہم خصوصیت یہ تھی کہ یہ لوگوں کو سستی تفریح فراہم کرتے تھے مگر غریب لوگوں تہواروں پر بھی مشکلات کا سامنا کرتے ہیں۔	Expresses judgements on the viewpoints in the written source

<p>میں سمجھتا/ سمجھتی اسی طرح تہواروں پر پابندی لگنے سے کئی لوگ اپنی روزی کمانے سے محروم ہو جائیں گے۔</p> <p>میں سمجھتا/ سمجھتی ہوں کہ تہوار لوگوں کو یکجا کرنے کی بجائے سماجی تفریق پیدا کرتے ہیں۔</p>	<p>Draws conclusions consistent with own viewpoints made about the spoken and written sources.</p>
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