



Mark Scheme (Results)

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In Urdu (9UR0)

Paper 3: Listening, reading and writing in Urdu

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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:

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

Question number	Answer	Mark
1(i)P	B	(1)

Question number	Answer	Mark
1(ii)	C	(1)

Question number	Answer	Mark
1(iii)	D	(1)

Question number	Answer	Mark
1(iv)	A	(1)

Question number	Answer	Mark
2(i)	B	(1)

Question number	Answer	Mark
2(ii)	D	(1)

Question number	Answer	Mark
2(iii)	C	(1)

Question number	Answer	Mark
2(iv)	A	(1)

Question number	Answer	Mark
2(v)	D	(1)

Question number	Answer	Reject	Mark
3(a)(i)	ہر پل با خبر رکھنا تفریح مہیا کرنا		(2)

Question number	Answer	Reject	Mark
3(a)(ii)	ٹی وی مقبول نہیں تھا۔	ٹی وی نہیں تھا	(1)

Question number	Answer	Reject	Mark
3(a)(iii)	ہر صوبے کے لباس / تہذیب سے واقف ہو گئے۔	صوبہ ضروری ہے	(1)

Question number	Answer	Reject	Mark
3(a)(iv)	مختلف علاقوں کی ثقافت کو لوگوں کے سامنے لایا گیا ہے۔		(1)

Question number	Answer	Reject	Mark
3(a)(v)	صحت اور کھیلوں کے بارے میں۔		(1)

Question number	Answer	Reject	Mark
3(b)(i)	گھروں میں تو صبح سے رات تک ٹی وی زندگی کا اہم حصہ آپس میں گفتگو نہیں کر سکتے اکھٹے کھانا نہیں کھا سکتے قیمتی وقت ٹی وی کے سامنے ضائع بچے کھیل کود / پڑھائی سے محروم	C C A	(3)

Question number	Answer	Reject	Mark
3(b)(ii)	چیزیں / غیر ضروری اشیاء خریدنے کی خواہش گھر کے اخراجات بڑھ جاتے ہیں۔ زیادہ کام کرنا پڑتا ہے۔	C A A	(3)

Question number	Answer	Reject	Mark
4(a)	گاؤں ایک کنبے کی طرح ہوتا تھا۔ سب ایک دوسرے کی عزت / محبت کرتے تھے۔		(2)

Question number	Answer	Reject	Mark
4(b)	غریب جاگیردار کی زمین پر ہل چلا کر گندم اگاتے تھے۔		(1)

Question number	Answer	Reject	Mark
4(c)	جاگیردار کو زمین کے استعمال کے بدلے پیسے / گندم۔		(1)

Question number	Answer	Reject	Mark
4(d)	خوشی اوو غمی کے موقع پر جاگیردار غریبوں کی مدد کرتا تھا۔ گاؤں کے لوگ اپنی جان کی پرواہ کیے بغیر جاگیردار کے لیے سب کچھ کرنے کو تیار ہوجاتے۔		(2)

Question number	Answer	Reject	Mark
4(e)	بچوں کو تعلیم کے لیے گاؤں سے باہر بھیجنا علاج کے لیے کہیں جانا ہو۔		(2)

Question number	Answer	Reject	Mark
4(f)	غریب لوگوں کے بچوں کی شادی کے اخراجات کی ذمہ داری لے لیتے تھے۔		(1)

SECTION B

Question number	Answer	Reject	Mark
5(a) (i), (ii), (iii), (iv)	Any four of the following: <ul style="list-style-type: none"> • انہیں مالی طور پر اس کا فائدہ ہوتا ہے۔ / کرائے کی بچت ہوتی ہے۔ / اخراجات میں کمی آتی ہے۔ • اکتھے رہنے سے آپس میں پیار بڑھتا ہے۔ • کام کاج میں ہاتھ بٹا سکتے ہیں۔ • مشکل میں ایک دوسرے کی مدد کر سکتے ہیں۔ • بچوں کو تنہائی کا احساس نہیں ہوتا • والدین ، دادا اور دادی کی رہنمائی میں بچوں کی تربیت اچھی ہوتی ہے۔ <p>(Any other appropriate phrasing of the above points is acceptable)</p>	Specific factual information which is not related to the text.	(4)

Question number	Answer	Reject	Mark
<p>5(b) (i), (ii), (iii), (iv)</p>	<p>Any four of the following:</p> <ul style="list-style-type: none"> ● آج کل خاندان سمٹ کر میاں بیوی اور بچوں پر مشتمل ہو گیا ہے۔ ● مشترکہ خاندانی نظام میں رہتے ہوئے ذاتی زندگی بہت متاثر ہوتی ہے۔ ● اس نظام میں گھر کے اکثر فیصلے کسی ایک فرد کے ہاتھ میں ہوتے ہیں۔ ● معمولی باتوں پر بحث کرنے سے بہتر ہے کہ علیحدگی اختیار کر لی جائے۔ ● مشترکہ خاندانی نظام میں رہنا ممکن نہیں رہا جس کا ایک بڑا سبب دنیا میں بڑھتی ہوئی آبادی ہے۔ ● دادا، دادی کے بے جا لاڈ پیار سے بچے اور بگڑ جاتے ہیں۔ <p>Accept any alternative wording that expresses this idea.</p>	<p>Specific factual details which is not related to the text.</p>	<p>(4)</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">• Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation.• Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints.	1-2	<ul style="list-style-type: none">• Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation.• Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.
3-4	<ul style="list-style-type: none">• Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation.• Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints.	3-4	<ul style="list-style-type: none">• Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation.• Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.
5-6	<ul style="list-style-type: none">• Expresses relevant and substantiated judgements on the viewpoints in the spoken source showing clear evaluation.• Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints.	5-6	<ul style="list-style-type: none">• Expresses relevant and substantiated judgements on the viewpoints in the written source showing clear evaluation.• Draws convincing conclusions on written source, consistent with evaluation of viewpoints.

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">Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language; errors occur that often prevent meaning being conveyed.
3-4	<ul style="list-style-type: none">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.Some accurate sequences of language; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
5-6	<ul style="list-style-type: none">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.Frequent sequences of accurate language; errors occur that occasionally hinder clarity of communication.
7-8	<ul style="list-style-type: none">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.Accurate language throughout most of the response; errors occur that rarely hinder clarity of communication.
9-10	<ul style="list-style-type: none">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.Accurate language throughout; any errors do not hinder clarity of the communication

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">Any answer that describes Noreen'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 joint family system is beneficial.Any answer that describes Adam'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 joint family system is beneficial.

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 نورین کی بات سے اتفاق کرتا /کرتی ہوں کیونکہ میرا خیال ہے کہ مشترکہ خاندانی نظام سے مالی طور پر فائدہ ہوتا ہے۔ کرائے کی بچت ہوتی ہے اور اخراجات میں کمی۔ اکٹھے رہنے سے آپس میں پیار محبت بڑھتا ہے اور گھر کے افراد کام کاج میں ایک دوسرے کا ہاتھ بٹا سکتے ہیں۔	Expresses judgements on the viewpoints in the spoken source
میں آدم کی بات سے اتفاق کرتا /کرتی ہوں کیونکہ میرا خیال ہے کہ مشترکہ خاندانی نظام میں رہتے ہوئے ذاتی زندگی بہت متاثر ہوتی ہے کیونکہ گھر کے اکثر معاملات اور فیصلے کسی ایک فرد کے ہاتھ میں ہوتے ہیں ہر روز کی لڑائی اور معمولی باتوں پر بحث کرنے سے بہتر ہے کہ علحیدگی اختیار کر لی جائے۔	Expresses judgements on the viewpoints in the written source
اس طرح سے پورا خاندان اکٹھا بھی رہ سکتا ہے اور ہر کوئی اپنی ذاتی زندگی سے بھی لطف اندوز ہوسکتا ہے اور بچوں کی تربیت میں بھی زیادہ مشکل نہیں ہو گی۔	Draws conclusions consistent with own viewpoints made about the spoken and written sources.