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# GCSE

# URDU

Unit 4 Writing  
Report on the Examination

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## General Comments

It was very encouraging to see that the majority of the schools/colleges were well prepared for the Writing Controlled Assessment this year. There were examples of work of excellent quality, showing evidence of thorough preparation for the component. Students were able to produce original and detailed responses to some interesting tasks, offering points of view together with justification and using a range of complex structures with a high degree of accuracy. There were various different titles used, including: Holidays, School, Home and environment, Leisure, Relationships with others, Lifestyles and Teenage Issues. Some schools/colleges decided to use the titles from the specification and these were handled well.

A good number of students submitted work that was well developed and well structured. There was also some evidence where the submitted work indicated that the students were not well prepared to complete the task according to the specification. In some cases, the students were not given clear and sufficient bullet points to develop their chosen task by including opinions. Consequently, some students scored low marks, despite the fact that they had included a lot of information. Some more able students could not secure a high mark because they produced only one task. Schools/colleges need to ensure that students are given opportunities to produce two pieces of work in order to achieve their full potential.

## Task Planning

The use of Task Planning Forms is optional but beneficial for students if used correctly. Teachers are reminded that conjugated verbs must not be used and if they are they should be obliterated from the Task Planning Form. Good examples of Task Planning Forms were seen where students had numbered each word. Teachers are advised to spend time with their students modelling what is and what is not permissible on a Task Planning Form. Schools/colleges are also reminded that the task title must be written on the Task Planning Form.

## Use of Dictionaries

The use of a dictionary can be very useful but only if used sensibly. Some students may lose valuable time looking for one or two words. It is advised that students are trained in the use of bilingual dictionaries in order to avoid misuse and potential failure to achieve marks.

## Assessment

### Content

Schools/colleges are advised to study the criteria for assessment and ensure that preparation for tasks matches what is required for each band of marks. Where able students were not scoring 13–15 marks, it was because the responses were not always **fully** relevant and they were not always conveying information clearly (and this is where Accuracy can be affected by Content). The key phrase in the 10–12 band is ‘convey **a lot** of information clearly’ and in the 7–9 band ‘**quite a lot** of information clearly communicated’. Students who scored at the 4–6 band and the 1–3 band generally produced short pieces of work containing errors that impeded communication.

The maximum marks for Content are 15 and to secure a reasonable mark students need to give 2+ opinions with reasons and for higher marks they need to give a detailed response with at least two opinions/ideas/points of view expressed and explained in some detail.

### Range of Language

Where students scored well, there was evidence of good preparation and familiarity with the production of complex sentences and a variety of verb tenses. However, errors in tense formation and inaccuracies in spelling were common with some students. It is in these areas that a lack of precision and inappropriate vocabulary prevents students from scoring marks in the top bands.

Students who appropriately scored 5–6 used simple connectives effectively and this should be encouraged.

### **Accuracy**

The marks of 3-4 were the most common marks awarded. Students had the ability to produce language that communicated a message so that ‘the intended meaning was clear’ but in many cases errors were not generally occurring in complex sentences. The verb and tense formations were usually correct in most cases.

### **Administration**

Most schools/colleges followed the GCSE Instructions for the June 2014 Examinations and Controlled Assessments and the tasks were very well presented. In addition, teachers are encouraged:

- to collate each student's work – i.e. the two tasks - together with the Candidate Record Form and the Task Planning Form. The use of treasury tags to keep portfolios together is preferred as paper clips and plastic wallets cause significant handling problems.
- to make sure the examiner receives the full Controlled Assessment Task sheet relevant to the student or group. Marking cannot begin until the examiner knows what the students are writing about.
- to remind students to write neatly as poor handwriting can affect marks.
- to send the work in the same candidate order as on the Attendance List, as would be done for a terminal examination paper.
- to check that the students have correctly filled in the Candidate Record Form and the Task Planning Form. There were errors with candidate numbers this year.
- to ensure students have written the following information on each piece of work:
  - centre number
  - candidate number
  - student name
  - component code (46454)
  - task title.
- to remember that they should not write on the students' work (i.e. marks they may have awarded).
- to adhere to the deadlines given by AQA.
- to note that the following items must be sent to the AQA examiner:
  - students' work (2 tasks per student) clearly labelled as Task 1 and Task 2
  - the task sheets
  - Task Planning Forms (if used)
  - Candidate Record Forms (signed)
- to make use of exemplar material.

### **Task Titles**

The majority of teachers are devising tasks that elicit quality responses that score high marks. The most effective titles are those that are broad and general. Schools/colleges are reminded that for this component it is the response to the title that is assessed and that in order for students to score highly, responses need to be 'fully relevant and detailed'. Where titles have more than one element to them, for example 'Work and Education' or 'My home and local area', both elements need to be addressed in detail for high marks to be awarded. In some cases one element was addressed fully with often only a few lines relating to the other element. This impacts negatively on marks.

Schools/colleges are also reminded that although the bullet points are there only as a guide to students, they should nonetheless refer directly to the title. This was not always the case and again this had a negative impact on the marks awarded.

All schools/colleges have a Controlled Assessment Adviser and teachers are strongly advised to get tasks checked and approved. Details of Controlled Assessment Advisers can be obtained from the Languages team at [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk).

### **Task Planning Forms (TPF)**

The best examples were where students had written useful prompts that matched the paragraphs they were going to write. Again, teachers are reminded that they should check TPFs carefully before they are used, as there are still those that are used and submitted with conjugated verbs that have not been totally obliterated. This impacts on the award of marks, as sentences containing conjugated verbs taken from the TPF are excluded from the assessment of the task.

### **Content**

Pieces of writing which are too long can create more scope for error. For top marks, the work needs to be fully relevant and detailed and clear communication is paramount. Where students failed to score marks, it can be due to the inclusion of too much irrelevant material, the lack of detail in the response and messages that cause delay in or breakdown of communication. The latter is where inaccuracy can impact on marks for Content.

### **Range of Language**

Students need to show that they are able to produce complex language and structures. A wide range of tense usage is also encouraged. The creation of longer sentences with good use of connectives is also advised. A lack of variety of language impacts negatively on marks. Vocabulary is sometimes simple and teachers might consider alternatives to the usual words that students choose.

### **Accuracy**

Students fail to score marks mainly due to incorrect formation of tenses and omissions.

### **Further support/advice**

Teachers should be aware of the following advice:

- Make sure everything students write is relevant to the title and that the bullet points take this into account
- Keep task titles simple, with a clear focus and make use of your Controlled Assessment Adviser
- Avoid over complicated titles, where a student can easily be distracted into writing irrelevant material
- Keep titles simple but if the title has two or more elements, make sure students cover each of them sufficiently
- Ensure that all students know what is meant by a conjugated verb

- Check TPFs more carefully before the student completes the task
- Stress to students the importance of correct spelling on the TPF
- Where TPFs are used, students should be encouraged to use the full 40 words and ensure they cover the full content of the task
- Do not promote quantity at the expense of clarity
- Prepare language which is commensurate with the student's ability. Lower ability students can be disadvantaged through trying to use complex structures with which they struggle to communicate effectively
- Be realistic about what can be produced in one session of an hour
- Encourage students to write neatly and legibly
- Advise students to work on a range of ways of expressing opinions and of justifying them
- Advise students to think about what they are going to write about and, when appropriate to the students' linguistic ability, how they can introduce a range of tenses to the material they produce
- Advise students not to attempt sentences that are too complex if they are not able to reproduce them accurately from memory
- Suggest using a TPF; advise students to use the bullet points and to write a few key words next to each
- Make sure students complete the piece within the 60 minutes, allowing time for checking their work
- Practise using verb tables in the dictionary with students in advance of Stage 3.

### **Further support**

At the time of publication of results, schools/colleges will receive the total mark out of 60 for Unit 4 as well as the UMS score for the unit. In order to access the breakdown of the mark out of 60 (ie the mark out of 30 per task and the mark awarded for each assessment criterion), schools/colleges must register with e-AQA and use the Enhanced Results Analysis (ERA).

Further examples of completed writing tasks with marks and video commentaries from the 2011 examination are available in the Secure Key Materials (SKM) area of e-AQA. Further support materials will be published on the subject pages of our website in the autumn term 2014.

### **Guidance Notes for Examiners**

The following guidance, provided to examiners during the examining period, is reproduced below for information.

### **Assessment issues**

#### **1. Task Planning Forms (TPF)**

If more than 40 words have been used, examiners will ignore when awarding a mark, the parts of the student's response (ie the phrases or clauses) which use words noted on the TPF beyond the first 40.

If a conjugated verb appears on the TPF, examiners will ignore the clause(s) where that verb is used when awarding a mark for Range of Language and Accuracy. If the sentence (with the conjugated verb discounted) still communicates, then it may be counted towards the mark for Content. The same applies to the use of codes.

**2. Exactly what do examiners mark?**

- They mark the student's response **to the title**.
- They do **not** mark a response to the bullet points which have the status of guidance. The student may choose to ignore the bullet points completely.
- The response must be relevant to the title.

**3. Must the title relate directly to the Contexts defined in the specification?**

No. The title can be anything.

**4. How do examiners identify the title?**

- The title is the task.
- The task and the scene-setting may seem blurred or merged together. The focus is the task.
- See examples in *Additional Exemplar Tasks: Controlled Assessment Writing and Speaking* on our website within Example answers for your language at <http://www.aqa.org.uk/subjects/urdu/gcse/urdu-4645/past-papers-and-mark-schemes> where the task and scene setting are clearly separated

**5. What is a relevant response?**

- The response must be relevant to the task.
- Students are not penalised for not responding to the scene setting details.

**6. And what if there is a significant amount of irrelevant material?**

- It would affect the mark for CONTENT.
- Only the material which is relevant should still be assessed for RANGE OF LANGUAGE and ACCURACY.

**7. What if a student has omitted an entire aspect of the title?**

A student with the task 'Home, local area and special occasions' who writes nothing about home area, for example, could be considered to have completed two thirds of the task. The piece could therefore be eligible for the 10-12 band for Content, assuming the piece fulfils the criteria for that band in other ways. This would still allow the student access to all mark bands for language.

**8. What if there is a significant duplication of material across the two pieces of work submitted?**

- The same material cannot be credited twice.
- Incidental and occasional overlap do not count as duplication.

**9. What if it is clear the student's entire response is identical (ie exactly the same, word for word) to model answers in a textbook or to the wording of tasks from other students at the same centre?**

The work would be referred to our Irregularities/Malpractice Department.

**10. Does the number of words affect assessment?**

- The quality not the quantity of work affects the assessment outcome.
- 200-350 words across both tasks if aiming at grades D-G, 400-600 if aiming at grades A\*-C, is for **guidance** only.
- Obviously, the shorter the assignment, the more difficult it becomes to meet the upper bands of assessment criteria for CONTENT (and therefore other categories).
- There is no *upper* limit on the number of words. The whole piece will be read and marked by the examiner.

**11. How does the CONTENT mark affect the marks for RANGE OF LANGUAGE and ACCURACY?**

Content Mark	Maximum Mark for Range of Language	Maximum Mark for Accuracy
0	0	0
1–3	1–4	1-2
4–6	1–6	1-3
7–9	1–8	1-4
10–12	1–10	1-5
13–15	1–10	1-5

**12. The criteria for assessment**

All of the criteria should be considered when deciding on a mark, but the following guidelines will prove particularly useful.

**(a) Content**

**General Overview**

If the descriptor fits the piece exactly, then the examiner will award the middle mark in the band. If there is strong evidence of the descriptors and/or the examiner had been considering the band above, the highest of the three marks would be awarded. If there is just enough evidence and/or the examiner had been considering the band below, then the lowest mark in the band would be awarded.

**13-15 marks**

- Students provide a **fully relevant** and **detailed** response with **almost all** information conveyed **clearly** and **developed**.
- They must offer ideas / opinions / points of view (minimum 2) and at least two of them must be explained or justified.
- The piece should have a well organised structure, ie a sound ordering of ideas but **not** necessarily a formal essay structure or an introduction, conclusion, etc.

**10-12 marks**

- The response will be **mostly** relevant and **a lot** of information will still be provided and conveyed **clearly** and will **generally** be developed.
- There is a requirement to give **and explain** ideas / opinions / points of view (minimum 2)

**7-9 marks**

- The response will be **generally** relevant with **quite a lot** of information conveyed **clearly**.
- There will still be evidence of an ability to **develop** ideas.
- There is a requirement to give opinions / points of view (minimum 2).



## 4-6 marks

- The response is **limited** but **some** relevant information will be conveyed.
- There will be **some development** of basic ideas.
- There is a requirement to give opinions (minimum 2). These could be very simple, eg: 'I like French. I like Spanish. France is good.' = 3 simple opinions.

## 1-3 marks

- The response is **very limited** with **little** relevant information conveyed.
- There will be **no real structure**.

## 0 marks

- No relevant information is communicated in a coherent fashion. If zero is awarded for Content, zero must also be awarded for Range of Language and Accuracy.

**Detailed Consideration of Issues**

- i) **Relevance** This refers to relevance to the title (ignoring scene-setting, etc). Examiners look out particularly for the following scenarios:

- The piece on a specific topic that strays into other areas (eg *My School Routine* should not have long digressions on work experience or future career).
- The piece with a title covering a range of topics which only mentions one of them (eg the title is *School and Future Career* but the student only mentions 'school').
- The piece which starts with a long preamble about the student which is not relevant to the title.
- Work where there is a significant duplication of material across the two tasks submitted. The same material cannot be credited twice. Examiners do not count incidental and occasional overlap as duplication.
- Examiners are aware of the principle of balance. The piece on *My holiday last summer* which includes a couple of sentences on what the student generally does/will do next year is perfectly acceptable but if the student takes  $\frac{1}{3}$  of the piece talking about what (s)he usually does and  $\frac{1}{3}$  of the piece dealing with next year's plans then the work should not be judged 'fully relevant' unless the student has been able to link this material clearly to the title. Similarly with the task on *My Work Experience* where a large part of the piece is taken up with what the student will do next year.
- Irrelevant material in the work is taken into account in awarding the marks, even if there is sufficient relevant material to meet the recommended word length. For example, if a student has written 600 words and 300 words are relevant to the title, the examiner cannot simply ignore the 300 words of irrelevant material and deem the piece to be fully relevant.

In practice, the vast majority of tasks will be fully relevant but many will not score in the top band for Content because of other limitations. However, any piece which is not judged fully relevant cannot be awarded a mark in the top band. Where it is obvious from the task sheet that the bullet points have led the student into including irrelevant material, the examiner will treat the lack of relevance as leniently as possible. Material which is deemed irrelevant will be discounted when assessing Range of Language and Content.

**ii) Information conveyed**

- It is necessary to consider the amount of information given and the extent to which it is developed. (Development of information/ideas means going beyond a basic response to give additional detail.)

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Note that a piece which does not reach the recommended length specified in the specification (minimum 200 words across both pieces for grades G-D, minimum 400 words across both pieces for grades C-A\*) is unlikely to score highly for Content, ie a piece of less than about 100 words is likely to fall into the Limited or Poor band, a piece of less than about 200 words is unlikely to score above the Sufficient band. However, a piece of 200+ words will in theory have access to the full mark range. The examiner is assessing primarily quality rather than quantity and precision and clarity of expression are more important than the number of points made.

- There is no *upper* limit on the number of words. The whole piece will be read and marked.

### iii) Expression and explanation of ideas/points of view/opinions

- Ideas, points of view and opinions must be viewed as one notion and are the same for assessment purposes.
- To score 4+ for Content there must be at least **two** opinions/points of view/ideas expressed.
- To score 10+ for Content, at least **two** opinions must be expressed **and explained / justified**. At a basic level, explanation of an opinion is most likely to consist of a statement of the opinion followed by the word '*because*' in Urdu, but more able students may find more subtle ways of justifying their opinions. For example, the explanation may come before the opinion (see below).

**Information/Opinions – Examples**

13-15 marks	<b>Detailed</b> response – almost all information <b>developed</b> . A number (at least <b>two</b> ) opinions expressed <b>and explained</b> in some detail.	<i>Sheffield mein aap bahot kuch ker sakte hain isliye mujhe wahan bahot maza aata hey. Wahan theatre,disco,bar aur ice rink hein magar meri pasandida jaga sheher ka cinema hey. Aam tor pe main wahan apne doston k saath hafte k din jata hun,khas tor per ager woh draoni film dikha rahe hon. Hamein draoni filmen achi lagti hen wo rumani filmon se ziada dilchasp hoti hen. Chun k yahan bahot kuch dilchspi ka saman hey isliye ye naujawanon k liye behreen jaga hey..</i>
10-12 marks	<b>A lot</b> of information- <b>generally developed</b> . At least <b>two</b> opinions expressed <b>and explained</b> .	<i>Sheffield mein aap bahot kuch ker sakte hain isliye mujhe wahan bahot maza aata hey. Wahan theatre,disco,bar aur ice rink hein magar meri pasandida jaga sheher ka cinema hey. Aam tor pe main wahan apne doston k saath hafte k din jata hun,khas tor per ager woh draoni film dikha rahe hon. Hamein draoni filmen achi lagti hen wo rumani filmon se ziada dilchasp hoti hen. Chun k yahan bahot kuch dilchspi ka saman hey isliye ye naujawanon k liye behreen jaga hey.</i>
7-9 marks	<b>Quite a lot</b> of information. At least <b>two</b> opinions. <b>Some development</b> of information and opinions.	<i>Mujhe Sheffield men rehna pasand hey. Ye aik karkhanon ka sheher hey magar dilchasp hey. Main apne doston k saath sheher k cinema mein draoni filmen dekhna pasand kerta hun.</i>
4-6 marks	<b>Limited</b> response – <b>some</b> information – <b>some development</b> . At least <b>two</b> basic opinions expressed	<i>Main Sheffield mein rehta hun. Sheffield bada hey. Ismen karkhane hen.Mujhe Sheffield pasand hey. Mujhe cinema pasand hey.</i>
1-3 marks	<b>Very limited – little</b> information. <b>Few or no</b> basic opinions	<i>Main Sheffield mein rehta hun. Sheffield bada hey.</i>
0 marks	<b>No</b> relevant information communicated.	<i>Mera ghar Sheffield.Meara dost hey Aslam.</i>

**iv) Clarity of expression** In order to gain a mark of 7+ for Content, there is a requirement that information, opinions and development of points be conveyed **clearly**. The following are the factors most likely to affect clarity of expression:

- incorrect choice of vocabulary/dictionary errors.
- gross grammatical errors which hinder communication. Errors with verb endings, particularly the wrong person of the verb, are particularly important here.

- omissions of words, phrases or whole sentences. These generally occur where the student has attempted to learn by heart a draft version of the task and remembered it imperfectly so that the sense of the sentence or paragraph is impaired.
- (occasionally) gross errors of punctuation

v) **Organisation** For the top Content band there is a requirement that the piece should have a **well organised structure**. Pieces scoring in the bottom band may have **no real structure**. Note the following points:

- A well organised structure means a sound ordering of ideas but not necessarily a formal essay structure with an introduction, conclusion, etc.
- Students are, however, required to produce a continuous piece of writing rather than a series of answers to the bullet points on the task sheet. A piece which cannot be fully understood without reference to the task sheet is unlikely to demonstrate a well organised structure.
- In the vast majority of cases, the requirement for a piece placed in the top band for Content to have a well organised structure will not be an issue. It will be other factors which determine whether it scores in the top band and many pieces placed in lower bands will also be well organised.

13-15 marks	Well organised structure	<i>Aam tor per main chuttiyun mein apne ghar walon k saath France jata hun. Umuuman wahan hum August mein do hafton k liye taherte hen aur hum aik musafir khane mein rehte hen. Mager pichle saal hamne Spain jaane ka faisla kia aur hum Madrid k aik hotel mein tehre.</i>
10-12 marks (and below)	(Structure less well organised – can only be fully understood by reference to the task sheet)	<i>Main apne doston k saath chuttiyun men France jata hun. Humwahan August men do hafta aik musafir khane men taherte hain.</i>
1-3 marks	No real structure	<i>Main France jata hun. Hum Spain men thay. Hum Madrid men thay. Main apne ghar walon k saath jata hun. Hum aik hotel men taherte hen.</i>

### Content – Summary

- **Content not fully relevant** Examiners will not award a mark above 12
- **Structure obviously not well organised** Examiners will not award a mark above 12
- **Fewer than 2 opinions explained** Examiners will not award a mark above 9
- **Only one opinion or no opinions expressed** Examiners will not award a mark above 3
- **Deciding on a mark within the Content band** If the descriptor fits the piece exactly examiners will award the middle mark in the band. If there is strong evidence of the descriptors and/or examiners considered the band above, then examiners will award the highest of the three marks; if there is only just enough evidence and/or examiners considered the band below, then examiners will award the lowest mark.

In the top (Very Good) band, a performance which matches the descriptor **exactly** will be awarded the middle mark of 14; the top mark (15) **comfortably** fulfils all of the criteria and *may* even go beyond them.

	Relevance	Information conveyed	Opinions expressed / explained	Clarity of expression	Organisation
<b>Very Good</b> 13-15 marks	Fully relevant	Detailed response – almost all information developed	A number (at least <b>two</b> ) opinions expressed <b>and explained</b> in some detail.	Almost all information conveyed clearly	Well organised structure
<b>Good</b> 10-12 marks	Mainly relevant	A lot of information - generally developed	At least <b>two</b> opinions expressed <b>and explained</b>	A lot of information conveyed clearly	(Structure less well organised – can only be fully understood by reference to the task sheet)
<b>Sufficient</b> 7-9 marks	Generally relevant	Quite a lot of info - some development	At least <b>two</b> opinions. Some development of opinions.	Some information conveyed clearly	
<b>Limited</b> 4-6 marks	Some relevant information	Limited response- some information – some development	At least <b>two</b> basic opinions expressed	Clarity of expression generally a problem	
<b>Poor</b> 1-3 marks	Little relevant information	Very limited - little information	Few or no basic opinions expressed		No real structure
0 marks	No relevant information communicated in a coherent fashion				

## (b) Range of Language

### General Overview

- The immediate future (ie *main jaon ga*, etc) counts as a future tense. A present tense verb with a future time marker (eg *main kal ja raha hun...*) does not.

### 9-10 marks

- A variety of **tenses** must be used **successfully**. This means two or more tenses and a minimum of one instance of a tense use which is other than the default tense used. The tenses could come from the same time frame (for example the preterite and the imperfect) but a greater range of tenses will add to the complexity of the language used. An overall judgement needs to be made as to whether “verb tenses are used successfully.” There needs to be evidence that the candidate can communicate messages successfully in more than one tense. There may be minor spelling errors but provided they do not prevent communication they can be credited.
- The use of different tenses is not a ‘passport’ to the 9-10 band.
- There must be evidence of **successful use of complex sentences**. This could be:
  - use of subordinating conjunctions (but this is not an absolute requirement)
  - use of adverbial phrases (*aahistah say*, *tayzi say*, etc).
  - use of conjunctions and connectives (eg *awr*, *yaa*, *laykin*, *magar* etc.)

- There needs to be a **wide range of vocabulary**. This means that students will not be too repetitive in the words they use.

## 7-8 marks

- **Mainly successful** use of complex sentences. The note above about what constitutes complexity for the 9-10 band will also apply here.
- No specific requirement to use more than one tense but the use of different tenses may constitute evidence of ‘more complex sentences.’
- There must be a **good range** of vocabulary, so students in this band will again be trying to avoid repetition of the more common words.

## 5-6 marks

- There will be some attempts made at longer sentences using appropriate linking words. At this level this will often mean repeated dependence on simple connectives such as ‘and’ / ‘but’, though ‘because’ will also be found fairly frequently when candidates attempt to explain ideas and points of view. Use of other forms of complex sentences will often not be wholly successful.
- There should be **some variety** of vocabulary, though candidates will generally be using a more basic range of vocabulary than in the higher bands and there may be more repetition.

## 3-4 marks

- Language will be basic, with **short, simple sentences**. Attempts at longer sentences and more difficult constructions will usually not be successful.
- Vocabulary will generally be appropriate to the basic needs of the task but will be **limited**, with a lot of repetition and overuse of a few common verbs such as *to be*, *to have*, *to like*, *to go*.

## 1-2 marks

- Little understanding of language structure shown with just the occasional short phrase which is correctly used.
- Vocabulary will be very **basic**, with only isolated words correctly used. Vocabulary will often be anglicised.

**Detailed Consideration of Issues****i) Variety of vocabulary** Consider particularly:

- use of synonyms,
- use of ‘Higher Tier’/more sophisticated vocabulary – though remember this may vary somewhat from centre to centre depending on course books used, etc.
- dictionary use – frequent poor dictionary use is likely to have a limiting effect on the mark available

**ii) Variety of structures** Consider:

- use of infinitive constructions introduced by prepositions , adjectives ,nouns and after verbs
- use of object pronouns
- use of connectives such as *ta k*
- use of adverbs and adverbial phrases
- use of comparative expressions banisbat
- use of demonstrative adjectives and pronouns
- use of complex sentences and a range of tenses (v below)

**Use of complex/longer sentences** Consider:

- use of subordinate clauses
- use of the present subjunctive after verbs of wishing, command, request, etc

and, when considering use of longer sentences:

- use of co-ordinating conjunctions:

**iii) Use of tenses**

- To score 9 or 10 marks for Range of Language a variety of **tenses** must be used **successfully**. This means two or more tenses and a minimum of one instance of a tense use which is other than the default tense used. The tenses could come from the same time frame. A greater range of tenses will add to the complexity of the language used. An overall judgement needs to be made as to whether “verb tenses are used *successfully*.” There needs to be evidence that the candidate can communicate messages successfully in more than one tense. There may be minor spelling errors but provided they do not prevent communication they can be credited.
- The immediate future counts as a separate tense (and a different tense from the future. A present tense verb with a future time marker does not.
- The present subjunctive does not count as a separate tense from the present indicative. A construction using the present tense to refer to the past counts as the present tense. Similarly a construction using the present tense to refer to the future counts as the present.
- The imperfect subjunctive and the passive voice are not required for active use in this specification but should be credited if used.
- The use of different tenses is not a ‘passport’ to the 9-10 band.
- Below the 9-10 band, use of a range of tenses is a factor to take into consideration when judging use of a variety of structures/complex language.

**RANGE OF LANGUAGE – SUMMARY**

- **Only one tense used** Examiners do not award a mark above 8
- **Only one or no longer/complex sentences** Examiners do not award a mark above 4
- **The Range of Language mark must not be more than one band higher than the mark awarded for Content.**

	<b>Variety of vocabulary</b>	<b>Variety of structures</b>	<b>Use of complex / longer sentences</b>	<b>Use of tenses</b>
9-10 marks	Wide variety of vocabulary. Avoidance of repetition. Use of 'Higher Tier'/more sophisticated vocabulary	Wide variety of structures used successfully	Successful use of complex sentences – handled with confidence to produce a fluent piece of coherent language	At least two tenses used successfully
7-8 marks	Good variety of vocabulary – some attempts to avoid repetition	Good variety of structures used with some success, enabling the student to communicate with some degree of precision.	Mostly successful use of complex sentences	No requirement to use more than one tense, but, when used, a range of tenses can be considered under variety of structures
5-6 marks	Some variety of vocabulary but repetition of some common words	Some variety of structures, though more difficult structures may not always be used successfully	At least two attempts at longer sentences using appropriate linking words.	
3-4 marks	Limited vocabulary but appropriate to the basic needs of the task. A lot of repetition. Overuse of common words such as ser, tener, ir, gustar, hay, bueno. There may be poor dictionary use.	Basic language using simple structures which are rarely linked. Attempts at difficult constructions will often be unsuccessful	Sentences mainly short and simple. Attempts at longer sentences may be flawed	
1-2 marks	Very limited vocabulary, often anglicised or containing many cognates. Incorrect use of some words. Sometimes, only isolated words used correctly.	Little understanding of language structure. An occasional short phrase or sentence may be correctly used.		
0 marks	No language produced which is worthy of credit			



**Examples**

9-10 marks	<i>Main Dundee men rehta hun mujhe wo pasand hey kiyun k wahan kai qisim ki dukanen hen jo meray liye bahot zaruri hey kiyun k mujhe bazar jana bahot pasand hey. Ye sheher darya e Tay k kinaray hey aur bahot haseen hey. Dandee aik masruf sheher hey aur wahan university, theatre aur aik shandar saqafati markaz hey. Jahan kabhi kabhi Spain ki filmen dikhai jati hen. Unniswin sadi men bahot se Irish Dandee aaye isliye k Ireland men log qahet se mer rahe thay.</i>
7-8 marks	<i>Main ne jin logon k saath kaam kia, hamari ghar walon ki aik dost ka naam Aisha tha. Uske chote sunehre bal thay aur wo chashma lagati thi. Meray us k saath achay taalluqat thay aur wo itni sakht bhi nahin thi. Mustqbil mein main phul wala banna chahti hun kiyun k ye aik dilchasp hey aur mujhe phool pasand hen.</i>
5-6 marks	<i>Apne farigh waqt men main skating k liye jana pasand kerta hun kiyun k ye aasan hey. Main apne laptop per internet istemal kerta hun. Mujhe musiqi pasand hey khas tor per filmi. Mujhe fast food aur Coke pasand hey isliye k ye bahot mazedar hota hey. Mujhe tasveeren kheenchnay men bahot maza aata hey. Mujhe sigrette aur sharab se nafrat hey.</i>
3-4 marks	<i>Main glucar Justin beiber k baare men batana chahta hun. Mujhe justin bahot pasand hey. 1 March 1944 ko uski salgirah hey. Justin beiber k Chote brow bal hen aur aankhen bhi Brown hain. Justin Bieber k bhai behen nahin aur wo Canada men paida huwa..</i>
1-2 marks	<i>Hamare ghar wale aur main sehatmand thay. Khane men Phal, choosa, machli aur sabzian. Peene mein paani. Jab main chota tha main ghair sehatmand tha. Phal, choosa, machli aur sabzian nahin khata tha. Aalu chips chocolate khata tha.</i>
0 marks	<i>Mera kam pir ko khulta. Juma ko aath baje se teen baje khulta.</i>

**(c) Accuracy****General Overview**

NB. Range of tenses is assessed under RANGE OF LANGUAGE. The range of tenses is not considered when assessing Accuracy.

5 marks

- **Largely accurate.**
- Major errors only usually appear in complex structures.
- There may be some minor errors (eg gender).
- Verbs and tenses are **secure**.

4 marks

- Errors occur but the piece is **generally accurate**. Mistakes made will not generally impede communication.
- Verbs and tenses are **usually correct**.

3 marks

- **More accurate than inaccurate**, though there will often be fairly frequent errors.
- The intended **meaning is clear**.
- Verbs and tenses are **sometimes unsuccessful**.

2 marks

- **Many errors.**
- Mistakes **often impede communication.**
- Verbs are **rarely accurate.**

1 mark

- **Frequent errors.**
- Mistakes **regularly impede communication.**
- **Limited understanding** of basic linguistic structures.

#### Detailed consideration of issues

- There are only 5 marks available to cover the whole range of ability (ie 8 grades). Each mark will therefore cover a relatively wide range of performance and a mark of 5 will represent more than an A\* performance.
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content.
- Examiners are not over-influenced by the standard of accuracy in the last part of a piece – this will probably be the most inaccurate bit. If in doubt, they re-read the whole piece.
- A repeated major error (ie one where communication is impeded) should be considered each time it occurs. Repeated minor errors will incur no further penalty after the first occurrence.

		<b>Major errors</b>	<b>Minor errors</b>	<b>Verbs/tenses</b>
5 marks	<b>Largely accurate</b>	Hardly any, usually only in attempts at more complex sentences	A few (eg mistakes of gender, minor spelling mistakes)	Secure
4 marks	<b>Generally accurate</b>	A few, usually only in attempts at more complex sentences	Some	Mostly correct
3 marks	<b>More accurate than inaccurate</b>	Some gross errors but the intended meaning is clear	Fairly frequent	Sometimes correct
2 marks	<b>Many errors</b>	Many – communication is often impeded	Many errors – most sentences contain mistakes	Rarely correct
1 mark	<b>Frequent errors</b>	Frequent – errors regularly impede communication	Frequent – Limited understanding of basic linguistic structures	Limited understanding
0 marks	<b>No language produced which is worthy of credit</b> Little, if any understanding of the most basic linguistic structures			

**Examples**

5 marks	<i>Maine primary school mein lab mein tajarba kiya. Main ne 9 se 3 baje tak kaam kia aur wahan bus ya paidal gaya. Aam tor per main school ke liye main 6.30 pe utha magar practical k liye main 6.45 per utha.</i>
4 marks	<i>Pichle weekend per main apni ammi k saath ghud sawari k liye gaya. Is qism ka khel khaternak hey magar aasan aur dilchasp hey. Main restaurant mein gaya aur khane murghi aur sharbet peene. Itwar ko main doston k saath park mein gaya aur fast food khaya aur football khela.</i>
3 marks	<i>Pichle weekend per main sheher ke bazar mein gaya. Main doston, behan ke saath gaya. Hum bus pe gaye. Bahot ceezain khareedin. Phir mera dost ghar gaye. Main ne 40 pound restaurant mein kharch kiye.</i>
2 marks	<i>Aam tor per main kabhi nashta nahin kerta magar kabhi kabhi main nashta kerna chahta hun. Mera toast khana maan kehna nashta acha. Sigret peena bura aur sihat kharab.</i>
1 mark	<i>Aaindah hum gaye khana sihat bakhsh aur warzish. Ziada phalon ka ras aur kam coke aur kam khana. Fast food aur ziada sabzian..</i>
0 marks	<i>Main ne bahot sikha. Mujhe pasnd tha kiyon k bahot sikha. Log achay</i>

**Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

**Converting Marks into UMS marks**

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)