
GCSE

Urdu

Unit 1 Listening Higher
Mark scheme

4645
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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

LISTENING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers in English

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information without ambiguity.
 - (b) Where a student has given alternatives or additional information in answer, the following criteria should be applied:
 - if the alternative/addition does not contradict the key idea or make it ambiguous, accept;
 - if the alternative/addition contradicts the key idea or makes it ambiguous, reject.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one section, a student may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, students are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2. / means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where students are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.

4. In multiple choice questions where students must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
5. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
 - **NFP** = no further penalty
6. Where a student has crossed out an answer and what was underneath remains legible then it should be assessed. Where part of an answer is crossed out then only what remains should be considered.
7. Where a student spells the answer in such a way that it is a word in the target language, no credit can be awarded.
8. If a student offers two different responses in English eg dog (cat) or dog/cat, no credit can be awarded.

GCSE Listening Higher Tier

Question	Accept	Marks	Reject / Notes
1 (a)	P+N	1	

Question	Accept	Marks	Reject / Notes
1 (b)	P	1	

Question	Accept	Marks	Reject / Notes
1 (c)	N	1	

Question	Accept	Marks	Reject / Notes
1 (d)	N	1	

Question	Accept	Marks	Reject / Notes
1 (e)	P	1	

Question	Accept	Marks	Reject / Notes
2	C	1	

Question	Accept	Marks	Reject / Notes
3	B	1	

Question	Accept	Marks	Reject / Notes
4 (a)	Name calling/bad names/horrible names/nickname (in bad sense)	1	Bullying, teasing on its own, scared and bothered

Question	Accept	Marks	Reject / Notes
4 (b)	The girls used to make fun of her./mocked/made jokes of her /mocked her/make	1	

	a mockery out of her		
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Question	Accept	Marks	Reject / Notes
4 (c)	She ignored them. Mind her own business/focus/didn't pay attention	1	

Question	Accept	Marks	Reject / Notes
5 (a)	He doesn't get on with his teachers. Does not like teachers/hate teachers	1	Not good teachers/teachers do not like him. Does not enjoy school

Question	Accept	Marks	Reject / Notes
5 (b)	Poor/bad exam results/will affect his grades/exams, fail exam, impact on his grades	1	

Question	Accept	Marks	Reject / Notes
5 (c)	He doesn't agree with his mother (1) and he thinks he is intelligent/ bored. He is not happy at school/does not enjoy school.(1)	2	Doesn't like school

Question	Accept	Marks	Reject / Notes
6	Glass	1	Bottles

Question	Accept	Marks	Reject / Notes
7	Walks to the shops/ school/ she walks and does not use other transport	1	Walks on its own

Question	Accept	Marks	Reject / Notes
8 (a)	P+ N	1	

Question	Accept	Marks	Reject / Notes
8 (b)	P	1	

Question	Accept	Marks	Reject / Notes
8 (c)	N	1	

Question	Accept	Marks	Reject / Notes
8 (d)	N	1	

Question	Accept	Marks	Reject / Notes
9 (a)	C	1	

Question	Accept	Marks	Reject / Notes
9 (b)	E	1	

Question	Accept	Marks	Reject / Notes
9 (c)	F	1	

Question	Accept	Marks	Reject / Notes
9 (d)	A	1	

Question	Accept	Marks	Reject / Notes
10 (a)	Problem: Not interested in environmental issues (1) Impact: Increase in pollution (1)	2	

Question	Accept	Marks	Reject / Notes
10 (b)	Problem: Sea level rise/ (1) Impact: Affecting/damaging the crops production//fields/farms (1)	2	Overflow of water/

Question	Accept	Marks	Reject / Notes
10 (c)	Problem: Deforestation/cutting the trees (1) Impact: Rise in temperature (1)	2	Damaging forest

Question	Accept	Marks	Reject / Notes
10 (d)	Problem: Air pollution / unexpected or unseasonal rain (1) Impact: Floods/Destroying human habitats or similar (1)	2	Seasonal rain

Question	Accept	Marks	Reject / Notes
11 (a)	To see her ill grandmother	1	grandmother

Question	Accept	Marks	Reject / Notes
11 (b)	A spiral/bendy staircase / not straight stairs	1	Very narrow/steep/broken/damaged

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Question	Accept	Marks	Reject / Notes
11 (c)	Historical palace / Museum / Museum of Islamic history	1	

Question	Accept	Marks	Reject / Notes
11 (d)	She didn't stop praising/admiring the kings/complement the kings/proud of kings who built these places	1	

Question	Accept	Marks	Reject / Notes
11 (e)	Overrun by (too many) tourists /famous for tourism /	1	

Question	Accept	Marks	Reject / Notes
11 (f)	They take advantage of tourists not knowing the prices/take advantage of tourists (1) (so) you need to bargain with them. You should negotiate the price (1)	2	Negotiate/discuss on its own

Question	Accept	Marks	Reject / Notes
11 (g)	Tourism improves/plays an important role in Turkey's economy.	1	