



GCSE
URDU
8648/LH

Paper 1 Listening Higher Tier

Mark scheme

June 2021

Version: 1.0 Final



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 Examiner.

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.

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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. 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. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required 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 an answer, the following criteria should be applied: – if the alternative/addition does not contradict the key idea/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 (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.
2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.
3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.
4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.
5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.
6. In questions which are T/F/? or ✓/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate).

7. The following general principles should be applied in relation to answers in the target language in Section B:

- (a) Incorrect personal pronouns – accept (unless this causes ambiguity).
- (b) Incorrect possessive adjectives – accept (unless this causes ambiguity).
- (c) Wrong gender – accept (unless this causes ambiguity).
- (d) Infinitive – will normally communicate without ambiguity, so should be accepted.
- (e) Wrong tense – accept as long as student comprehension is not in question.
- (f) Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

| Question | Key idea | Accept | Reject | Mark |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|
| 01 | <p>Advantage: Nowadays, it is so easy to shop online/online shopping. (Any one)</p> <p>Disadvantage: Risk of wrong goods delivered/card details stolen. (Any one)</p> | <p>Advantage: Nowadays, it is so easy to shop online/online shopping. (Any one)</p> <p>Disadvantage: Risk of wrong goods delivered / card details stolen. (Any one)</p> | | 2 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|
| 02 | <p>Advantage: Teaching/books are all electronic in schools. (Any one)</p> <p>Disadvantage: Health issues when students work for too long on a computer.</p> | <p>Advantage: Teaching/books are all electronic in schools. (Any one)</p> <p>Disadvantage: Health issues when students work for too long on a computer.</p> | | 2 |

| Question | Accept | Mark |
|----------|-----------------------|------|
| 03.1 | A (Playing badminton) | 1 |

| Question | Accept | Mark |
|----------|------------------|------|
| 03.2 | F (Saving money) | 1 |

| Question | Accept | Mark |
|----------|-------------------|------|
| 03.3 | C (Wasting money) | 1 |

| Question | Past problem | Current problem | Future problem | Mark |
|----------|----------------------------------------|-----------------------------------|------------------------------------------------------------------------|------|
| 04 | Lack/shortage of educated young people | No jobs for educated young people | Disappointment/danger of educated youths losing hope about future jobs | 2 |

| Question | Accept | Mark |
|----------|----------------------------------|------|
| 05 | C (singers are popular in India) | 1 |

| Question | Accept | Mark |
|----------|--------------------------|------|
| 06 | B (not popular in India) | 1 |

| Question | Accept | Mark |
|----------|----------------------------------------------------------------------------------------------------------------------------|------|
| 07 | B, D, F (in any order) B (went to Karachi with her family.) D (could only meet relatives.) F (did some shopping.) | 3 |

| Question | Key idea | Accept | Reject | Mark |
|----------|-------------------|-------------------|--------------------|------|
| 08 | Dumping of sewage | dumping of sewage | Any other response | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|----------------------------------------|----------------------------------------|-----------------------|------|
| 09 | (They get) various diseases/infections | (They get) various diseases/infections | All kinds of diseases | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---------------------------------------|---------------------------------------|--------|------|
| 10 | Recycling (the polluted/sewage water) | Recycling (the polluted/sewage water) | | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|----------|--------|--------|------|
| 11 | Dowry | Dowry | | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|-----------|-----------|--------|------|
| 12 | Education | Education | | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---------------|---------------|--------|------|
| 13 | Equal/similar | Equal/similar | | 1 |

| Question | Accept | Mark |
|----------|--------------|------|
| 14 | P (positive) | 1 |

| Question | Accept | Mark |
|----------|---------------------------|------|
| 15 | P+N (positive + negative) | 1 |

| Question | Accept | Mark |
|----------|---------------------------|------|
| 16 | P+N (positive + negative) | 1 |

| Question | Accept | Mark |
|----------|--------------|------|
| 17 | N (negative) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--------------|--------------|--------|------|
| 18.1 | Unemployment | Unemployment | | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|-------------------------------------------|----------------------------------------------------|--------|------|
| 18.2 | Domestic/family dispute/quarrels/violence | Domestic/family dispute/quarrels/violence/problems | | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|
| 19 | Advantages: Improves student's education (performances). Improve their skills to work with others. Improvement in mental ability. (Any two details) | Advantages: Improves student's education (performances). Improve their skills to work with others. Improvement in mental ability. (Any two details) | | 2 |
| | Disadvantages: Use illegal drugs to improve performance. Use of illegal drugs adversely affect their own health. Unfair to other players. (Any two details) | Disadvantages: Use illegal drugs to improve performance. Use of illegal drugs adversely affect their own health. Unfair to other players. (Any two details) | | 2 |

| Question | Accept | Mark |
|-----------------|---------------------------------------------------------|-------------|
| 20.1 | C (Protecting the environment by planting trees) | 1 |

| Question | Accept | Mark |
|-----------------|-----------------------------------------------------------|-------------|
| 20.2 | D (Training people how to keep their houses clean) | 1 |

| Question | Accept | Mark |
|-----------------|----------------------------------------------|-------------|
| 20.3 | F (Teaching students about recycling) | 1 |

| Question | Accept | Mark |
|----------|------------|------|
| 21.1 | S (Shamim) | 1 |

| Question | Accept | Mark |
|----------|-----------|------|
| 21.2 | J (Javed) | 1 |

| Question | Accept | Mark |
|----------|-------------|------|
| 21.3 | K (Karamat) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------|------|
| 22.1 | Birds arrive (only in winter) Birds stay for a short time (Two details) | Birds arrive (only in winter) Birds stay for a short time (Two details) | animals | 2 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--------------------------------------------------------|--------------------------------------------------------|--------|------|
| 22.2 | Trained hunters (for hunting) Arab tourists / Arabs | Trained hunters (for hunting) Arab tourists / Arabs | | 2 |

| Question | Accept | Mark |
|----------|------------------------|------|
| 23.1 | B (ذاتی کاروبار کرنا۔) | 1 |

| Question | Accept | Mark |
|----------|-----------------|------|
| 23.2 | D (ڈاکٹر بننا۔) | 1 |

| Question | Accept | Mark |
|----------|-----------------|------|
| 24.1 | A (شاندار لگا۔) | 1 |

| Question | Accept | Mark |
|----------|--------------|------|
| 24.2 | C (جیت گئی۔) | 1 |

| Question | Accept | Mark |
|----------|---------------------------------------|------|
| 25.1 | A (کام اور آرام کا وقت بدل لیتے ہیں۔) | 1 |

| Question | Accept | Mark |
|----------|---------------------------------------------|------|
| 25.2 | B (دفتر اور دکانیں دوپہر کے بعد کھلتے ہیں۔) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|----------------------------------------|----------------------------------------|--------|------|
| 26.1 | تیل / چکنائی اور چینی سے بھرپور غذا | تیل / چکنائی اور چینی سے بھرپور غذا | | 2 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--------------------------------------|--------------------------------------|--------|------|
| 26.2 | آرام آرام سے کھانا اور باتیں نہ کرنا | آرام آرام سے کھانا اور باتیں نہ کرنا | | 2 |

Total marks = 50