

Mark Scheme (Results)

Summer 2016

Pearson Edexcel International GCSE
in Urdu (4UR0) Paper 01

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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.

Question 1: Translation from English to Urdu

Q. No.	Keyword or Phrase	Accept	Reject
1(a)	What have you been doing with my motorbike?	تم میری موٹر بائک / موٹر سائیکل کے ساتھ کیا کر رہے تھے / کیا کرتے رہے ہو / کیا کیا تھا / کیا کرتے رہے تھے؟	سائیکل / اسکوٹر
1(b)	We should never hurt any body's feelings.	ہمیں کبھی بھی کسی کے احساسات / جذبات کو چوٹ نہیں لگانی چاہیے / مجروح نہیں کرنا چاہیے / دل کو دکھانا نہیں چاہیے۔	دکھ / تاثرات
1(c)	Every day I get up early and go for a walk.	میں روزانہ / صبح / ہر روز جلدی اٹھتا ہوں اور پیدل چلتا ہوں / پیدل گھومنے کے لیے / سیر کے لیے / جاتا ہوں۔	گردش
1(d)	What hobbies did you have during your school days?	اسکول کے دنوں میں / زمانے میں / دور میں تمہارے کون سے / کیا / مشغلے / مشاغل / شوق تھے / تفریحی سرگرمیاں تھیں؟	تعلیمات / فن
1(e)	I am pleased to hear that you are going to England.	مجھے یہ سن کر خوشی ہوئی کہ تم انگلستان / انگلینڈ جا رہے ہو۔ / مجھے تمہارے انگلستان جانے کا سن کر خوشی / مسرت ہوئی۔ / میں تمہارے انگلستان جانے کا سن کر خوش ہوا / خوش ہوئی۔	لندن / برطانیہ / امریکہ

5 Marks for QoL (quality of language) are awarded using the assessment criteria grid below. It is applied globally to all five sentences. However, the following method may be used as a guide for awarding these marks:

For 9-10 marks in Communication award 5 marks for QoL.

For 7-8 marks in Communication award 4 marks for QoL.

For 5-6 marks in Communication award 3 marks for QoL.

For 3-4 marks in Communication award 2 marks for QoL.

For 1-2 marks in Communication award 1 mark for QoL.

Note: If the communication mark is 0, but the content is legible to read 1 mark must be awarded for QoL.

Question 1: Translation from English to Urdu

Five sentences each worth two marks, plus a global mark for **quality of language**. Marks are awarded for **communication** and for **quality of language**, using the following assessment criteria grids.

Communication	Mark
No relevant communication.	0
At least half the sentence is correctly communicated in the target language.	1
Fully communicated in the target language, although with some ambiguity in the expression.	2

The **quality of language** assessment criteria grid below is applied **globally** to all five sentences.

Communication	Mark
No language worthy of credit.	0
Frequent basic errors with only isolated examples of accurate language.	1
High incidence of error which impedes communication at times; inconsistent.	2
Accuracy variable with some basic errors.	3
Level of accuracy generally secure but incidence of error increase in more complex language.	4
High level of accuracy with only minor errors.	5

Q2 - Translation from English to Urdu:

Muslim contributions to Modern World

جدید دنیا میں مسلمانوں کا حصہ

Seeking knowledge is a duty of every man and woman in Islam. During the golden period of the Islamic civilisation, Muslim scholars introduced amazing inventions in almost all areas of human life. Muslims developed sciences, mathematics, medicine, technology and philosophy. Unfortunately, not many people realise how much knowledge has come from Muslim scholars.

In the 9th century, coffee was first used in Yemen. Later, it was drunk by Sufis to help them stay up during their late night prayers. The first coffee house was opened in 1334 in Istanbul. Later on, European tea houses borrowed this innovation along with its Islamic traditions. Algebra and the Arabic numbers were introduced to the world by Muslim scholars. Some of their medical discoveries are widely used even today.

Islamic culture was thriving from Persia to Spain. Baghdad was the Muslim world's centre of learning, where scientists, philosophers and scholars took guidance from the holy Qur'an and Sunnah. They combined their own culture, traditions, and knowledge with Greek philosophy and science to create a new era.

During those times, many people in Europe were wearing Persian clothes, singing Arabic songs, reading Spanish Muslim philosophy, serving, and eating food out of Turkish brassware. The traditional Arabic musical instrument with strings eventually became the guitar we use today.

This is the story of how Muslims created the Modern World.

Actual WC: 224

Required WC: 200-250

Topic area: Topic D: The modern world and the environment – current affairs

(25)

(Total for Question 2 = 25 marks)

English to Urdu translation:

Muslim contributions to Modern World

جدید دنیا میں

مسلمانوں کا حصہ

تعلیم حاصل کرنا اسلام میں ہر مرد اور عورت پر فرض ہے۔ اسلامی تہذیب کے سنہرے دور میں مسلمان علماء نے انسانی زندگی کے تقریباً ہر شعبے میں / سے متعلق حیران کن / حیرت انگیز ایجادات کیں / متعارف کرائیں۔ مسلمانوں نے سائنس 'ریاضی' 'طب' 'ٹیکنالوجی' اور علم فلسفہ میں ترقی کی۔ بد قسمتی سے بہت کم لوگوں نے اس حقیقت کو تسلیم کیا / محسوس کیا کہ کتنا علم / کس قدر علم مسلمان علماء / عالموں کے ذریعے سے / توسط سے اُن تک پہنچا ہے۔

نویں صدی عیسوی میں پہلی دفعہ کافی یمن میں استعمال کی گئی۔ جو بعد میں صوفی لوگ رات گئے لمبے وقت کی عبادت میں / کے دوران / جاگتے رہنے کے لئے پیتے تھے۔ پہلا کافی ہاؤس 1334 میں استنبول میں شروع کیا گیا۔ اسکے بعد، یورپ کے چائے خانوں نے بھی یہ نئی ایجاد / اختراع اس سے منسلک اسلامی روایات کے ساتھ اپنے ہاں رائج کر لی / مستعار لے لی۔

الجبر اور عربی نمبر / ہندسے مسلمان عالموں نے ہی دنیا میں متعارف کروائے۔ ان کی بعض طبی دریافتیں / ایجادات / انکشافات آج بھی بڑے پیمانے پر استعمال کئے جاتے ہیں / زیر استعمال ہیں۔

اسلامی ثقافت / تہذیب و تمدن فارس سے لے کر اسپین تک فروغ پا رہا تھا / ترقی کر رہا تھا / کا بول بالا تھا۔ بغداد اسلامی دنیا کا علم و ہنر / تدریسی / علمی مرکز تھا جہاں سائنسدانوں، فلسفیوں اور عالموں نے قرآن کریم اور سنت سے رہنمائی / عقل و فہم / بصیرت حاصل کی۔ انہوں نے اُسے اپنی تہذیب و تمدن 'روایات اور علم کو یونانی فلسفے سے جوڑتے ہوئے سائنس 'ریاضی اور فلسفے کے ایک نئے دور کا آغاز کیا۔

اُس زمانے میں یورپ کے بہت سے لوگ ایرانی / فارس کے بنائے ہوئے / تیار کردہ کپڑے پہنتے تھے، عربی گانے گاتے تھے، اسپین کے مسلمانوں کا فلسفہ پڑھتے تھے اور ترکی کے / میں بنے ہوئے بیتل کے برتنوں میں کھانا پیش کرتے اور کھاتے تھے۔ عرب دنیا کی روایتی موسیقی کا تاروں والا ساز ہی تھا جو آخر کار 'گٹار' کے نام سے آجکل استعمال ہوتا ہے۔

یہ ہے وہ کہانی کہ مسلمانوں نے کیسے جدید / ماڈرن دنیا کو تخلیق کیا۔

Question 2: Translation into Urdu

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worth of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worth of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of	5-6

given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Q3 - Translation from Urdu to English:

Butterfly exhibition تیلیوں کی نمائش

اگر آپ کو خوبصورت اور دلکش تیلیوں کو ایک جگہ دیکھنے کا شوق ہے، تو اگست اور ستمبر کے مہینوں میں لندن کے نیچرل ہسٹری میوزیم میں جائیے جہاں دنیا بھر سے لائی گئی بے شمار تیلیوں کی نمائش کا اہتمام کیا جاتا ہے۔ ان تیلیوں کو دیکھنے کے لئے مختلف ممالک سے لوگ لندن آتے ہیں۔ کچھ عرصہ پہلے اس میوزیم کے گارڈن میں 400 سے زائد تیلیوں کو آزاد بھی کیا گیا تھا۔ جہاں پر اس وقت موجود لوگ اپنے ارد گرد اڑتی ہوئی سینکڑوں تیلیوں کو دیکھ اور چھوسکتے تھے۔ لیکن عام طور پر ان تیلیوں کو چھونے سے منع کیا جاتا ہے، کیونکہ ان کے پر بے حد نازک ہوتے ہیں۔ ہاں البتہ اگر وہ خود بخود اڑتی ہوئی آپ کے چہرے، ہاتھوں، بازوؤں یا کپڑوں پر آکر بیٹھ جائیں تو یہ منظر بہت ہی خوشگوار ہوتا ہے۔

بچوں اور بڑوں کی عام معلومات کے لئے یہاں انڈے سے تتلی بننے کے عمل کی وضاحت کا بھی انتظام ہوتا ہے۔

اس کے علاوہ انگلینڈ کے بعض دوسرے شہروں میں بھی تیلیوں کے فارمز ہیں۔ جہاں پر تفریح کے لئے جانے والے لوگ ہزاروں رنگ برنگی تیلیوں کو اپنے ارد گرد اڑتے ہوئے دیکھ سکتے ہیں جو خود بخود آکر انکے ہاتھوں اور کپڑوں پر چند لمحوں کے لئے بیٹھ جاتی ہیں۔ کیونکہ یہ بے ضرر ہوتی ہیں، اس تجربے سے بچے، نوجوان عورتیں اور مرد اور بزرگ سب ہی بہت لطف اندوز ہوتے ہیں۔

اس کے برعکس مرکزی لندن کے "ٹرافلگر اسکوائر" میں ہزاروں کی تعداد میں موجود کبوتر وہاں پر آنے والے سیاحوں کے لئے بے حد دلچسپی کا باعث بنتے ہیں، کیونکہ وہ نہایت اطمینان سے وہاں پر آنے والے سیاحوں کے کندھوں 'سروں اور ہاتھوں پر بیٹھ جاتے ہیں۔ یہاں آنے والے سیاح ایسی حالت میں اپنی تصویریں بطور یادگار بنوا کر بہت خوش ہوتے ہیں۔

(25)

(Total for Question 3 = 25 marks)

Actual WC: 240

Required WC: 200-250

Topic area: Topic E: Social activities, fitness and health – special occasions

Urdu to English translation:

If you like to see beautiful and attractive butterflies in one place, then you should visit the Natural History Museum in London during August and September. Here, an exhibition is held of numerous butterflies brought from all over the world. People from various countries, travel to London to see these butterflies. Recently, over 400 butterflies were also freed in the garden of the museum. People present at the time were able to see and touch so many butterflies hovering around them. But usually, it is advised not to touch the butterflies because their wings are extremely delicate. However, if they come and sit on your face, hands or clothes themselves, then this feeling is very pleasant.

For the general knowledge of young and old, the process of hatching of a butterfly from its egg is also explained.

Similarly, in some other cities of England, there are also Butterfly Farms, where people can go and see thousands of colourful butterflies hovering around them, and which automatically come and sit on their hands and clothes for a few moments. As they are harmless, all children, young men, women and the elderly really cherish this experience.

On the other hand, in “Trafalgar Square” in Central London, there are thousands of pigeons present which are the centre of attention of many tourists. They come and sit comfortably on the heads, shoulders, arms and hands of the visitors. The tourists visiting the place also take photographs in the same condition as a pleasant memory to keep with them.

Actual WC: 254

Question 3: Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worth of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3

Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worth of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Q4: Essay / note writing in Urdu: (between 200 -250 words)

Either

(a) My most adventurous journey

میرا ایک نہایت ہی مہم جو سفر۔

(b) Who should keep my city clean: me or my government?

میرے شہر کو کون صاف رکھے: میں یا میری حکومت؟

(c) How can I improve my school?

میں اپنے اسکول کو کیسے بہتر بنا سکتا / سکتی ہوں؟

Or

(d) Your elder sister is inviting you to attend her child's first birthday. Due to examination time, you are unable to go. Write a note of apology giving your good reasons to ensure that she does not get upset with you.

آپ کی بڑی بہن نے آپ کو اپنے بچے کی پہلی سالگرہ میں شمولیت کی دعوت دی ہے۔ لیکن امتحانات کی وجہ سے آپ جانے سے قاصر ہیں۔ ایک معذرت کا نوٹ لکھیے اور اپنے شامل نہ ہونے کی ایسی مناسب وجوہات بتائیے کہ وہ آپ سے ناراض / خفا نہ ہوں۔

(Total for Question 4 = 35 marks)
TOTAL FOR PAPER = 100 MARKS

Question 4: (Essay or note) Writing (35 marks)

Marks are awarded for communication and content and quality of language, using the following assessment grid.

Communication and content	Mark
No language worth of credit.	0
Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.	1-4
Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.	5-8
Majority of task completed, however, with some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.	9-12
Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequences generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.	13-16
Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.	17-20

Quality of language	Mark
No language worth of credit.	0
A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time reference. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.	1-3
Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time reference limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.	4-6
Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex	7-9

<p>language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time reference. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.</p>	
<p>Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time reference. Manipulates language to suit the task at hand, however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.</p>	10-12
<p>Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time reference. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.</p>	13-15

Q4: Essay / note writing in Urdu

Communication and content (Points to consider during marking essay/note)					Marks
	My most adventurous journey	Who should keep my city clean: me or my government?	How can I improve my school?	Your elder sister is inviting you to attend her child's first birthday. Due to examination time, you are unable to go. Write a note of apology giving your good reasons to ensure that she does not get upset with you.	
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					1-2
					3-5
					6-8
					9-10
					11-12
					13-14
					15-16
					17-18
					19-20

