

# Mark Scheme with Examiners' Report

## GCE O Level Urdu (7648)

June 2005

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## URDU 7648, MARK SCHEME

The table below shows how marks are distributed throughout the paper.

| Question | Transmission Communication/Content | Quality of Language | Total for Question |
|----------|------------------------------------|---------------------|--------------------|
| 1        | 15%                                | 10%                 | 25%                |
| 2        | 15%                                | 10%                 | 25%                |
| 3        | 10%                                | 5%                  | 15%                |
| 4        | 20%                                | 15%                 | 35%                |

### Assessment criteria and mark scheme

Assessment criteria reflect the standard expected at GCE O level. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each grid. References to 'standard' should be interpreted in this context.

**Minor errors** include, for example, the **occasional** omission of accents, incorrect gender, article, slight spelling errors.

**Major errors** include, for example, the **consistent** mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Marks are awarded positively using the following assessment grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate performance may require a 'best fit' mark.

## Question 1 and Question 2: Translation

|       | Transmission   |
|-------|--|
| 13-15 | Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.   |
| 10-12 | 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.   |
| 7-9   | 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. |
| 4-6   | Only the more straightforward 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.  |
| 1-3   | Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.  |
| 0     | No language worthy of credit.  |

|      | Quality of Language   |
|------|---|
| 9-10 | 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 use. Very pleasant to read overall, although not necessarily faultless.   |
| 7-8  | A high level of accuracy overall with however 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.  |
| 5-6  | 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. Problems at times with tense use.<br>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.   |
| 3-4  | 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. |
| 1-2  | A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little of credit.  |
| 0    | No language worthy of credit.   |

### Question 3 - Practical application of grammar

Five sentences each worth 2 marks, plus a global mark for Quality of Language. Marks are awarded for **Communication** as well as for **Quality of Language**. Please refer to the following grids:

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

The Quality of Language grid is applied **GLOBALLY** to all five sentences.

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

#### Question 4 - Writing

This question attracts marks for **Communication and content** and **Quality of Language**. Please see the following grids:

|       | <b>Communication and content</b>   |
|-------|--|
| 17-20 | 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.<br>A coherent piece of writing which is pleasant to read.  |
| 13-16 | 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 sequence 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.<br>May be a little pedestrian and predictable or somewhat over-ambitious at times.                      |
| 9-12  | Majority of task completed with, however, 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.  |
| 5-8   | 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. |
| 1-4   | 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.  |
| 0     | No language worthy of credit.  |

|       | Quality of Language  |
|-------|--|
| 13-15 | 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 referents. 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.   |
| 10-12 | 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 referents. Manipulates language to suit the task at hand with, however, 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.       |
| 7-9   | Fairly accurate in simple language however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time referents. 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. |
| 4-6   | 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 referents limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives, and/or adverbial phrases. Not easy to read.  |
| 1-3   | 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 referents. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.  |
| 0     | No language worthy of credit.  |



## URDU 7648, CHIEF EXAMINER'S REPORT

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### General Comments

The standard of this paper was broadly similar to the previous years. Two unconnected passages for translation into English and Urdu in Questions 1 and 2 were fairly within the range of candidates' experiences. The length of these passages was appropriate. The majority of the candidates used the opportunity to produce good and proper translations. A few key words were used to differentiate between good and average performances from candidates. Outstanding pieces of good, proper and idiomatic translations were seen, mainly from large centres.

The English to Urdu translations in Question 2(a) was fairly accessible and straight forward to translate. The passages, however, did contain one or two more difficult words. This provided a good balance in the paper as it helped to differentiate between good and average performance from candidates. The majority of the candidates understood the translation passages very well. The overall standard and quality of English was high, but the candidates' use of Urdu has shown very little improvement. On some scripts translations into Urdu were less accurate than translations into English; candidates from smaller centres occasionally struggled to achieve a minimal standard of performance in their responses. In a few instances, words and phrases were left out of translations altogether, which inevitably caused candidates to lose marks. Many candidates lost marks for simple mistakes and misspelling simple, commonly-used words.

For example, in a few cases candidates attempted to use Phonetic Urdu when translating from English, eg 'Barr-e-Saghir', the Urdu word for 'Indian subcontinent', in Question 1. This indicated that these candidates understood the text in Urdu but could not translate it into English.

In Questions 1, 2 and 3, the continuing tendency to gloss over difficult words and phrases or to miss these out altogether was evident. When marking scripts, all answers were read carefully before awarding marks in accordance with the agreed marking scheme.

Normally, proper translations that include the essential words to convey the message of the text score high marks. The best kind of translation is usually written in complete sentences that keep within the context of the passage, avoiding any literal translation or transliteration of commonly known words, and is written in a precise and accurate way in the language required.

A few candidates appeared to be insufficiently prepared for the examination. Such candidates either left too many gaps in their translations, missed out whole paragraphs altogether, or were unable to understand or follow the rubric. In one or two cases candidates did not attempt all the questions set, therefore scoring very low marks.

### Question 1: Translation from Urdu to English

- (a) This passage was about 'The Creation of Pakistan'. The general message of the text was adequately conveyed by the majority of candidates and was well-translated. There were only a small number of candidates who struggled to produce a proper translation. In this context some candidates missed the more obvious words and phrases and ended up with strange translations, eg 'Ramadan-ul-Mubarak' was translated as 'Merry Ramadan'; '27<sup>th</sup> night' was written as '27<sup>th</sup> day'. Once again, this demonstrates the impossibility of predicting what candidates will understand and write.
- (b) This was a short passage about 'Taxis in Dubai'. The majority of candidates translated it very well. Only a few words were wrongly translated, eg 'December' as 'September', '10,000 Dirhams' as '100 Dirhams', and '30%' as '3%'. In a few cases, glossing over key words was evident.

### Question 2: Translation from English to Urdu

- (a) The first passage was about 'Blindness in Children' and was fairly accessible to most candidates. It included a few key words and phrases in the text to differentiate between good and average performances from candidates. Some words and phrases were mistranslated, eg 'one and a half million' was translated as 'one and a half thousand' or as 'ten and a half million'. Similarly, 'hundreds of thousands of children' brought up a range of strange translations. In a few instances Urdu numbers were written in the opposite order, which made them meaningless.
- (b) The second passage, a shorter one about the 'Performing Qurbani at Eid-ul-Adha', was also well translated by the majority of candidates. However, some candidates used a variety of wild guesses when attempting to translate 'ritual', 'Ummah', 'pleasure' and 'footsteps'. Also, many candidates continued to make basic spelling errors when translating simple Urdu words.

### Question 3: Grammatical Sentences

This section was well attempted by the majority of candidates who, on average, scored quite highly.

- (a) Some candidates translated the phrase 'it was' as 'that was'.
- (b) This was usually well attempted by most candidates. However, the key words 'want to visit' was sometimes translated as 'want to go'.
- (c) In this sentence the main phrase was 'have you been'.
- (d) Many candidates missed the key phrase 'swept them away'.
- (e) Most candidates performed well, though many mistranslated the phrase 'one hundred and fifty thousand'.

### Question 4: Essay or Letter

As usual, in this question there was a choice between three essay topics (narrative, imaginative and discursive) and a letter based on a given stimulus. The most popular choice among candidates was (a) 'My most memorable experience'. Although it seemed very simple, some candidates did not perform well. The second most popular topic was (b) 'Who is my best friend?'. It was very well attempted by the majority of candidates who chose it. The third most popular choice was (d) 'A letter to your older brother'. Again, some well-balanced essay writing was seen here. The least popular choice was (c) 'Why I dislike my own food', where candidates explained why they disliked their own traditional curries.

It is important to maintain a realistic, natural and systematic approach when writing either an essay or a letter. The ability to plan and present a well-balanced essay with an introduction, argument and conclusion, as well as demonstrate a good command of the language and expression, was evident in most cases.

## URDU 7648, GRADE BOUNDARIES

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| Grade                          | A  | B  | C  | D  | E  |
|--------------------------------|----|----|----|----|----|
| Lowest mark for award of grade | 70 | 61 | 53 | 48 | 37 |

**Note:** Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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