

Mark Scheme (Results)

Summer 2012

International GCSE Urdu (4UR0)
Paper 01

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Additional Mark Scheme (Specific to) Exam Paper May 2012

Please consider the following suggestions on what to accept or reject during marking candidates' responses.

Question 1a,b,c,d & e): Translation from English to Urdu

Keyword or Phrase	Accept	Reject
Q1a): excited:	بے حد خوش، بے انتہا خوش، بہت زیادہ خوش،	بے چین، پریشان، پُر خوش، ناصبر، جذباتی، شو قین، بے صبر، پُر جوش، بے قرار، بیتاب،
Q1b): did not give up:	ہار نہیں مانی، اپنی بات نہیں چھوڑی،	لڑائی کے دوران،
Q1b): during her argument	اپنی بحث کے دوران، جھگڑے کے دوران، تکرار، مکتب،	گفتگو، بات، دلائل، بیس،
Q1c): Seeing is believing	دیکھنا ہی یقین کرنا ہے۔	دیکھو گے پھر ہی مانو گے، دیکھنا ہی سچائی ہے، جو دیکھو اس پر یقین کرو،
Q1c): believing	یقین کرنا، ماننا، قبول کرنا،	
Q1d): What's the matter with you?	تمہارا/آپ کا کیا مسئلہ ہے؟ / تمہیں/آپ کو کیا بات ہے؟	تمہارا کیا معاملہ ہے؟ / مثلاً، مثلاً،
Q1e): How are we doing today?	ہیلو کلاس!، ہیلو جماعت! آج ہم کیسے ہیں؟ آج سب کیسے ہیں؟	ہیلو کلاس! آج ہم کیا کر رہے ہیں؟ آج ہم کیا کر رہے ہیں؟

Question 2a): Translation from Urdu to English

Reject	Accept	Keywords or Phrases
During previous years	Last year/previous year	گذشتہ سال
18 degrees,	severe cold wave/severe winter spell , -18 degrees, minus 18 degrees, warmest day/hottest day	سردی کی شدید لہر ، منفی اٹھارہ ڈگری گرم ترین دن
Unan	southern Europe Greece building work/construction work/development work	جنوبی یورپ یونان تعمیراتی کام
northern/eastern/southern Scotland	In western Scotland severe stormy rains continued	مغربی سکاٹ لینڈ میں شدید طوفانی بارشوں کا سلسلہ جاری تھا۔
eastern/northern/western areas of England	The most interesting thing was that /it was extremely interesting to note southern areas /regions were covered with snow 10 cm/centimetre 2 centigrade	نہایت دلچسپ بات یہ ہے کہ جنوبی علاقے برفباری کی وجہ سے برف سے ڈھکے ہوئے تھے۔ ۱۰ سنٹی میٹر ۲ سنٹی گریڈ

Question 2b): Translation from Urdu to English

Reject	Accept	Keywords or Phrase
Autumn/Summer season	Spring season	موسم بہار

<p>garden, house, flower pot, vegetables or fruits</p>	<p>Gardening get your hands dirty in the garden soil flower bed / part of garden vegetables or flowers unusual / unique Your favourite, water them, feed them, and watch them grow. enjoy them eating to learn something new and create an excuse to get good exercise in the fresh air. It is very pleasant / great way of</p>	<p>باغبانی ہاتھوں کو باغیچے کی مٹی میں گندا کرنا ہی پڑتا ہے۔ کیاری سبزیاں یا پھول منفرد اپنی پسند کی پانی دیں، کھاؤ اٹھائیں اور انہیں بڑھتا ہوا دیکھیں، مزے لے کر کھائیں۔ نئی چیز کا سیکھنا اور تازہ ہوا میں ورزش کا جواز پیدا کرنا ایک بہت ہی خوشگوار بات ہے۔</p>
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Question 3a): Translation from English to Urdu

Keyword or Phrase	Accept	Reject
Magic breakfast	جادوئی ناشتہ / جادوگری ناشتہ، میجک بریکفاسٹ 'اطلسی ناشتہ،	میجک بریکفاسٹ ؟
healthy and nutritious	صحت مند اور غذائیت سے بھرپور،	
left-overs of previous day's home food	گھر میں بچا ہوا کھانا	
lunch box	لنچ بکس / دوپہر کے کھانے کا ڈبہ،	
lentils	دال / دالیں	لیچلز،
scraps of chicken	مرغی کے بچے کھچے ٹکڑے۔	
organised	منظم، تیار، قائم، منظم کیے جاتے ہیں، ترتیب دیئے جاتے ہیں،	
breakfast clubs	ناشتے کا کلب	لنچ کلب،
tired and irritable	تھکے تھکے، تھکے ماندہ اور چڑچڑے / تنک مزاج، تنگ،	
restless	بے چین / بے قرار / بے صبر / مضطرب	
concentrate	ہمہ تن متوجہ ہونا، پوری توجہ کے ساتھ، توجہ کے ساتھ،	

Question 3b): Translation from English to Urdu

Keywords and Phrasess	Accept	Reject
encouraged to install	نصب کرنے کے لیے آمادہ کرنا / حوصلہ افزائی کرنا	
solar energy system	شمسی توانائی کا نظام، سورج کی روشنی سے حاصل کردہ توانائی،	
rooftops	چھت کے اوپر / چھتوں کے اوپر	
sell back	واپس بیچنا، واپس فروخت کرنا،	
Dependent	منحصر / تابع / وابستہ / محتاج	
earn a profit	منافع کمانا	
tax free	ٹیکس کے بغیر / ٹیکس فری	

Paper 1

Question 1 – Practical application of grammar (15 marks)

Five sentences each worth 2 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.

Quality of language	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

Question 2 and Question 3 – Translation (25 marks per question)

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

Transmission	Mark
No language worthy 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 point are transmitted successfully. Very little of 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 an 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 worthy 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. Problems at times with tense concept/time sequence. 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

Question 4 – Writing (35 marks)

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

Communication and content	Mark
No language worthy 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 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. 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 worthy 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 referents. 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 referents 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 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.	7-9
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, 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.	10-12
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.	13-15

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