

OXFORD AQA

INTERNATIONAL QUALIFICATIONS

INTERNATIONAL GCSE

URDU

9264/1

Paper 1 Reading, grammar and meaning

Mark scheme

Specimen

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.

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

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Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers

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. 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.

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. The following general principles should be applied in relation to answers in the target language in Sections A and 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.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A**Question 1 AO1**

Question	Accept	Mark
1.1	2	1 Mark for each correct response
1.2	1	
1.3	1	
1.4	3	
1.5	1	
1.6	1	
1.7	3	
1.8	4	
1.9	4	
1.10	1	

Question 2 AO1

Question	Accept	Mark
02.1	<p>آسانی سے ملازمت مل سکتی ہے ہنر سیکھ سکتے ہیں اپنا ذاتی کاروبار شروع کر سکتے ہیں۔</p> <p>(Award max. two marks for any two points)</p>	2

Question	Accept	Mark
02.2	<p>کمپیوٹر کورسز سلانی کڑھائی کھانا پکانا ڈرائیونگ پینٹنگ اور ڈیزائننگ</p> <p>(Award max. three marks for any three points)</p>	3

Question	Accept	Mark
02.3	<p>نئی تعلیم کا بڑھتا ہوا رجحان روزگار / ملازمتوں / کام کے مواقع پیدا کرنا زیادہ سے زیادہ ہنرمند افراد تیار کرنا</p> <p>(Award max. two marks for any two points)</p>	2

Question	Accept	Mark
02.4	<p>حکومت یونیورسٹیوں کے ذریعے فنی تعلیم کا انتظام کر سکتی ہے۔ حکومت ٹیکنیکل کالجوں میں فنی تعلیم کا انتظام کر سکتی ہے۔ نجی اداروں کی فنی تعلیم کے فروغ میں حوصلہ افزائی کر سکتی ہے۔</p> <p>(Award max. two marks for any two points)</p>	2

Question	Accept	Mark
02.5	<p>اپنے ہنر سے روزی کھاتے ہیں۔ حقارت کی نگاہ سے دیکھنا برا فعل ہے۔ جاپان نے انہی ہنر مند افراد کی مدد سے ترقی کی ہے۔</p> <p>(Award one mark for each point)</p>	3

Question	Accept	Mark
02.6	<p>طلبہ کی دلچسپی کے مطابق - مثال کامپیٹولوجی اچھی تنخواہ کاروباری مواقع</p> <p>(Award one mark for naming any technical education and two marks for its benefits)</p>	3

Section B

Question 3 AO2

Question	Accept	Mark
03.1	معنی: بے وقوف بنانا (درست معنی کے مطابق ہر جملے کا ایک نمبر دیا جائے)	1

Question	Accept	Mark
03.2	معنی: رونادھونا	1

Question	Accept	Mark
03.3	معنی: ٹکڑے ٹکڑے ہونا	1

Question	Accept	Mark
03.4	معنی: ہمت ہار جانا	1

Question	Accept	Mark
03.5	معنی: شرمندہ ہونا	1

Question	Accept	Mark
03.6	معنی: سستے داموں بیچنا	1

Question	Accept	Mark
03.7	معنی: راز کھلانا	1

Question	Accept	Mark
03.8	معنی: بحث کرنا	1

Question	Accept	Mark
03.9	معنی: بہت اُونچا ہونا	1

Question	Accept	Mark
03.10	معنی: مرنے کے قریب ہونا	1

Question 4 AO2

Question	Accept	Mark
04.1	اگلے سال سخت سردی پڑے گی۔	1
04.2	اگلی صدی کا انسان جدید ٹیکنالوجی سے واقف ہوگا۔	1
04.3	میں کل رات جلدی سو جاؤں گا اور صبح جلدی اٹھوں گا۔	1
04.4	بارش بہت تیز ہوگی سیلاب آنے کا ڈر ہوگا۔	1
04.5	عمر کھڑکی پر گیند مارے گا اور شیشہ ٹوٹ جائے گا۔	1

Question 5 AO2

The summarised response is assessed for Conveying key messages (10 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below.

[15 marks]

Conveying key messages

Total ticks	Mark
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Excellent knowledge of vocabulary and structures, highly accurate
4	4	Good knowledge of vocab and structures; generally accurate
3	3	Reasonable knowledge of vocab and structures; more accurate than inaccurate
2	2	Limited knowledge of vocab and structures; generally inaccurate
1	1	Very limited knowledge of vocab and structures; highly inaccurate
	0	The language produced does not meet the standard required for Level 1.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures.

Key messages

The summarised response is divided into 10 key messages (see below). As a general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.

Indicative content

1. زیادہ سگریٹ نوشی، الرجی یا موٹاپا خراٹوں کی وجوہات ہیں۔

2. بچوں کی سوچنے اور سمجھنے کی صلاحیتیں کم ہوتی ہیں پڑھائی میں بھی مشکلات ہوتی ہیں اور وہ تخلیقی کام بھی نہیں کر سکتے۔

3. خراٹے لینا ایک غیر ارادی فعل ہے جس طرح چھینکنا یا کھانسنہ۔

4. بعض حکماء کا کہنا ہے کہ خراٹے انسان اس وقت لیتا ہے جب حلق میں زبان ایک خاص رخ میں آجاتی ہے اور یہ انداز بالکل غرارہ کرنے یا کھنکھارنے یا غرانے کا سا ہوتا ہے۔

5. خراٹوں کے بارے میں مختلف لوگوں کی مختلف آراء ہیں۔ یہ ایک غیر نفسیاتی عارضہ ہے۔

6. خراٹوں سے چھٹکارا مختلف طریقوں سے حاصل کیا جاسکتا ہے۔ اگر انسان یہ فیصلہ کر لے کہ میں خراٹے نہیں لوں گا، تو خراٹوں سے نجات پائی جاسکتی ہے۔

7. جدید تحقیق کے مطابق خراٹے لینا اور دانتوں کی بیماریاں ہر انسان اور حیوان میں پائی جاتی ہیں۔

8. خراٹوں کی بیماری کا امیر، غریب، بادشاہ، وزیر اعظم اور صدر سب شکار ہو سکتے ہیں۔

9. خراٹے لینے والوں کے پاس سونے والے لوگوں کی نیند خراب ہوتی ہے لیکن وہ شکایت نہیں کرتے۔

10. زیادہ خراٹے لینے والوں کے ٹانسلز، زبان بڑی اور گردن کے قریب زیادہ وزن ہوتا ہے یا جن کا وزن ہوتا ہے۔

Section C

Question 6 (Translation from English to Urdu) AO2

The translated response is assessed for Conveying key messages (10 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below.

[15 marks]

Conveying key messages

Total ticks	Mark
19/20	10
17/18	9
15/16	8
13/14	7
11/12	6
9/10	5
7/8	4
5/6	3
3/4	2
1/2	1
0	0

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Excellent knowledge of vocabulary and structures, highly accurate
4	4	Good knowledge of vocab and structures; generally accurate
3	3	Reasonable knowledge of vocab and structures; more accurate than inaccurate
2	2	Limited knowledge of vocab and structures; generally inaccurate
1	1	Very limited knowledge of vocab and structures; highly inaccurate
	0	The language produced does not meet the standard required for Level 1.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 20 key messages. As a general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.

Question	Key idea	Mark
6.2	<p>1. تعلیم اپنے بارے میں اور اپنے ارد گرد کے لوگوں اور چیزوں کے بارے</p> <p>2. میں دریافت کرنے کا عمل ہے۔</p> <p>3. در حقیقت</p> <p>4. ہم ہر ایک سے کچھ نہ کچھ سیکھتے ہیں</p> <p>5. ہم اس دن سے سیکھنا شروع کرتے</p> <p>6. جس دن ہم پیدا ہوتے ہیں</p> <p>7. نہ کہ ہم اسکول جانے کے پہلے دن سے</p> <p>8. ہر روز ہمارے پاس،</p> <p>9. نئے نئے تجربات ہوتے ہیں</p> <p>10. جیسے پرندوں کا گھونسلہ تلاش کرنا،</p>	10

11. اپنے پڑوس میں نئی گلی دریافت کرنا

12. - کسی کے ساتھ دوستی کرنا

13. جسے ہم پہلے پسند نہیں کرتے تھے۔

14. نئے تجربات

15. اس وقت اور بھی زیادہ مزے کے ہوتے ہیں

16. جب ہم انہیں دوسرے لوگوں کے ساتھ بانٹتے ہیں۔

17. یہ تعلیم ہے۔

18. ہمارے آس پاس کے لوگوں کی دلچسپی

19. ہمیں چیزوں کو زیادہ سے زیادہ دریافت کرنے کی

20. ترغیب دیتی ہے