

**OXFORD AQA**

INTERNATIONAL QUALIFICATIONS

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**INTERNATIONAL GCSE**

**URDU**

**9264/1**

Paper 1 Reading, grammar and meaning

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Mark scheme

Additional specimen

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Version: 1.1 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](http://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 (English or Urdu)

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 Urdu. 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	Part	Answer	Total marks
01	1	3	10 1 mark for each correct response AO1 = 10
	2	4	
	3	1	
	4	2	
	5	4	
	6	3	
	7	1	
	8	4	
	9	2	
	10	2	

Question	Part	Answer	Marks
02	1	<p>ہار پہنائے کچھ پھل دیے</p> <p>(Award one mark for each correct point)</p>	<p>2</p> <p>AO1 = 2</p>

Question	Part	Answer	Marks
02	2	<p>نجات تمہیں سے ہے۔ میرید پور کے فرزند خوش آمدید ہندوستان کو اس وقت عمل کی ضرورت ہے</p> <p>(Award one mark for each correct point)</p>	<p>3</p> <p>AO1 = 3</p>

Question	Part	Answer	Marks
02	3	<p>دوبارہ مصافحہ کیا اس کے ہاتھ کو بوسہ دیا</p> <p>(Award one mark for each correct point)</p>	<p>2</p> <p>AO1 = 2</p>

Question	Part	Answer	Marks
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02	4	<p>تمام ہال آنکھوں کے سامنے چکر کھانے لگا، دل نے زور زور سے دھڑکنا شروع کیا، ہونٹ خشک ہوتے محسوس ہوئے</p> <p>(Award one mark for each correct point)</p>	3 AO1 = 3
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Question	Part	Answer	Marks
02	5	<p>جی چاہا کہ زور زور سے رونا شروع کر دوں۔                      بے بسی کے عالم میں ہونٹ کاٹتے لگے</p> <p>(Award one mark for each correct point)</p>	<p>2</p> <p>AO1 = 2</p>

Question	Part	Answer	Marks
02	6	<p>Personal feelings about their first day at school</p> <p>Opinion about taking part in school council election</p> <p>Reason for taking part in school council election</p> <p>(Award one mark for each relevant point)</p>	<p>3</p> <p>AO1 = 3</p>



Question	Part	Answer	Marks
04	1	اگلے سال مہنگائی میں بہت اضافہ ہوگا۔	1 AO2 = 1

Question	Part	Answer	Marks
04	2	مجھے میری امی امتحان میں میری کامیابی پر ایک انگوٹھی تحفے میں دیں گی۔	1 AO2 = 1

Question	Part	Answer	Marks
04	3	میں کل اسکول جلدی جاؤں گا اور شام دیر سے واپس آؤں گا۔	1 AO2 = 1

Question	Part	Answer	Marks
04	4	کل دھند بہت ہوگی اور گاڑی چلانا خطرناک ہوگا۔	1 AO2 = 1

Question	Part	Answer	Marks
04	5	عمر ان کے ہاتھ سے بوتل گرے گی اور وہ ٹوٹ جائے گی۔	1 AO2 = 1

Question	Part	Answer	Marks
04	6	قلی مسافروں کا سامان اٹھائے گا اور ریل گاڑی کی طرف چل پڑے گا۔	1 AO2 = 1

Question	Part	Answer	Marks
04	7	مصور ہنستے ہوئے بچے کی بڑی مہارت سے بنائے گا۔	1 AO2 = 1

Question	Part	Answer	Marks
04	8	نغمہ نگار فلم کے لیے اچھے گیت لکھے گا۔	1 AO2 = 1

Question	Answer	Marks																																													
05	<p>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.</p> <p><b>Conveying key messages</b></p> <table border="1" data-bbox="347 440 741 863"> <thead> <tr> <th>Total ticks</th> <th>Mark</th> </tr> </thead> <tbody> <tr><td>10</td><td>10</td></tr> <tr><td>9</td><td>9</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>1</td><td>1</td></tr> <tr><td>0</td><td>0</td></tr> </tbody> </table> <p><b>Application of grammatical knowledge of language and structures</b></p> <table border="1" data-bbox="347 919 1767 1412"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5</td> <td>Excellent knowledge of vocabulary and structures, highly accurate</td> </tr> <tr> <td>4</td> <td>4</td> <td>Good knowledge of vocab and structures; generally accurate</td> </tr> <tr> <td>3</td> <td>3</td> <td>Reasonable knowledge of vocab and structures; more accurate than inaccurate</td> </tr> <tr> <td>2</td> <td>2</td> <td>Limited knowledge of vocab and structures; generally inaccurate</td> </tr> <tr> <td>1</td> <td>1</td> <td>Very limited knowledge of vocab and structures; highly inaccurate</td> </tr> <tr> <td></td> <td>0</td> <td>The language produced does not meet the standard required for Level 1.</td> </tr> </tbody> </table>	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	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.	<p><b>15</b></p> <p><b>AO2 = 15</b></p>
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**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. انسان تعلیم کی وجہ سے بنیادی علم اور مہارتیں سیکھ کر صحیح اور غلط میں تمیز کر سکتا ہے۔
2. تعلیم کے بغیر کوئی قوم ترقی نہیں کر سکتی۔
3. کوئی بھی معاشرہ لڑکوں اور لڑکیوں کو ایک جیسی تعلیم مہیا کیے بغیر ترقی نہیں کر سکتی۔
4. تعلیم یافتہ عورتیں نسلوں کی بہتر پرورش کرنے کے علاوہ عملی زندگی میں بھی حصہ لینے کے قابل ہوتی ہیں۔
5. بچے کے لیے والدین اور اس کے گھر کا ماحول پہلی تعلیمی درس گاہ ہوتی ہے۔
6. دنیا بھر میں پرائمری تعلیم ہر بچے کی بنیاد، شخصیت، شعور اور تخلیقی صلاحیت کے لیے بہت ضروری ہوتی ہے۔
7. معیاری نظام تعلیم انسان کو تنقیدی اور منطقی سوچ کی مہارتیں سکھا کر اس کو اپنی زندگی میں موثر فیصلے کرنے کے قابل بناتا ہے جو اس کے مستقبل کے لیے اچھا ہے۔
8. انسان پڑھ لکھ کر اور ریاضی کا علم سیکھ کر ایک چھوٹا کاروبار شروع کرنے کے علاوہ کسی بھی مسئلے پر رائے دینے کی صلاحیت اسے با اختیار اور پراعتماد بناتی ہے۔
9. تعلیم ہی نسل، جنس، مذہب، سماجی طبقے، یا خواندگی کی سطح کی پرواہ کیے بغیر انسان کو دوسروں کے خیالات کا احترام کرنا سیکھاتی ہے۔
10. کسی بھی قوم میں خواندگی کی شرح ہی انسانی اور اقتصادی ترقی میں اہم کردار کرتی ہے۔

Section C

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<b>06</b>	<p>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.</p> <p><b>Conveying key messages</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Total ticks</th> <th style="text-align: center;">Mark</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">19/20</td><td style="text-align: center;">10</td></tr> <tr><td style="text-align: center;">17/18</td><td style="text-align: center;">9</td></tr> <tr><td style="text-align: center;">15/16</td><td style="text-align: center;">8</td></tr> <tr><td style="text-align: center;">13/14</td><td style="text-align: center;">7</td></tr> <tr><td style="text-align: center;">11/12</td><td style="text-align: center;">6</td></tr> <tr><td style="text-align: center;">9/10</td><td style="text-align: center;">5</td></tr> <tr><td style="text-align: center;">7/8</td><td style="text-align: center;">4</td></tr> <tr><td style="text-align: center;">5/6</td><td style="text-align: center;">3</td></tr> <tr><td style="text-align: center;">3/4</td><td style="text-align: center;">2</td></tr> <tr><td style="text-align: center;">1/2</td><td style="text-align: center;">1</td></tr> <tr><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> </tbody> </table> <p><b>Application of grammatical knowledge of language and structures</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Response</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>5</b></td> <td style="text-align: center;">5</td> <td>Excellent knowledge of vocabulary and structures, highly accurate</td> </tr> <tr> <td style="text-align: center;"><b>4</b></td> <td style="text-align: center;">4</td> <td>Good knowledge of vocab and structures; generally accurate</td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;">3</td> <td>Reasonable knowledge of vocab and structures; more accurate than inaccurate</td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;">2</td> <td>Limited knowledge of vocab and structures; generally inaccurate</td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;">1</td> <td>Very limited knowledge of vocab and structures; highly inaccurate</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>The language produced does not meet the standard required for Level 1.</td> </tr> </tbody> </table>	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	Level	Marks	Response	<b>5</b>	5	Excellent knowledge of vocabulary and structures, highly accurate	<b>4</b>	4	Good knowledge of vocab and structures; generally accurate	<b>3</b>	3	Reasonable knowledge of vocab and structures; more accurate than inaccurate	<b>2</b>	2	Limited knowledge of vocab and structures; generally inaccurate	<b>1</b>	1	Very limited knowledge of vocab and structures; highly inaccurate		0	The language produced does not meet the standard required for Level 1.	<p><b>15</b></p> <p><b>AO2 = 15</b></p>
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### Notes

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### 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.

### Indicative Content

1. حال ہی میں، میں اپنے خاندان کے ساتھ ایک مختصر چھٹی کے لیے
2. آئس لینڈ گیا تھا۔
3. ہم نے وہاں ایک ہفتے سے بھی کم
4. وقت گزارا
5. لیکن یہ شاندار مقامات اور
6. قدرتی حسن کو دیکھنے کے لیے کافی تھا۔
7. ہم نے پہاڑوں سے نیچے گرتے ہوئے شاندار آبشار
8. قومی عجائب گھر، گرم پانی کے چشمے
9. کالی ریت کا ساحل
10. بلند و بالا آتش فشاں ،
11. اور دلکش گلشیر دیکھے۔
12. میرے لیے چھٹی کی خاص بات
13. وہیل مچھلیوں کو دیکھنا تھا۔
14. یہ ایک منفرد
15. اور یادگار تجربہ تھا
16. آئس لینڈ ایک بہت مہنگا ملک ہے۔

17. خاص کر کھانے کی قیمتیں
18. صحت کا نظام بہت اچھا ہے
19. لیکن وہ اعلیٰ تعلیم کے نظام کو
20. بہتر بنانے پر کام کر رہے ہیں۔