

FOR OFFICIAL USE



National  
Qualifications  
SPECIMEN ONLY

Mark

**SQ40/N5/01**

**Urdu  
Reading and Writing**

Date — Not applicable

Duration — 1 hour and 30 minutes



\* S Q 4 0 N 5 0 1 \*

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

Total marks — 50

**SECTION 1 — READING — 30 marks**

Read all THREE texts and attempt ALL questions.

**SECTION 2 — WRITING — 20 marks**

Write your answer in the space provided on Pages ten and eleven.

When you are told to do so, open your paper and write your answers clearly, **in English**, in the spaces provided.

Use **blue** or **black** ink.

You may use an Urdu dictionary.

Before leaving the examination room you must give this booklet to the Invigilator. If you do not, you may lose all the marks for this paper.



\* S Q 4 0 N 5 0 1 0 1 \*

## SECTION 1 — READING — 30 marks

## Text 1

You read a travel blog by Amir who has travelled to Dubai for an arts festival.

یہ کیسا میری جھٹھیوں کا پہلا دن تھا۔ میں صبح آٹھ بجے اپنے گھر سے نکلا اور مائچسٹر ایئر پورٹ جانے کے لئے بس پکٹری۔ جب وہاں پہنچا تو استقبال پر بیٹھی عورت نے بتایا کہ دھند کی وجہ سے میری دوپٹی جانے والی پرواز دو گھنٹے دیر سے جائے گی۔

اور جب میں دوپٹی پہنچا تو وہاں بھی ایک مسئلے کا سامنا کرنا پڑا، میں نے تو سنا تھا کہ دوپٹی کی بسیں تیز رفتار اور قابل اعتبار ہوتی ہیں لیکن یہ دیکھ کر حیران رہ گیا کہ میرا یہ سفر بہت ناخوشگوار گزرا۔ ایئر کنڈیشنر کام ہی نہیں کر رہا تھا اور میری طبیعت بھی خراب ہو گئی تھی۔ لیکن کم از کم ہم وقت پر پہنچ گئے۔

جیسے ہی میں بس سے باہر نکلا بے حد گرمی، سورج کی تیز چمک، بسوں اور گاڑیوں کے شور کا سامنا کرنا پڑا۔

اپنا سامان ہوٹل میں رکھنے کے بعد میں شہر کے مرکزی حصے کی طرف چلا گیا۔ یہاں لوگ ناچ رہے تھے، کچھ لوگ اپنے شو کے کتا بچے دے رہے تھے اور سینکڑوں میرے جیسے سیاح بھی گھوم پھر رہے تھے۔ میں کل جنوبی افریقہ سے آئے ہوئے نوجوان موسیقاروں کے ایک گروپ کو سنوں گا، امید ہے کہ یہ شام بہت دلچسپ ہوگی۔ اور اُس کے اگلے دن میں جدید مصوری کی نمائش دیکھوں گا۔



\* S Q 4 0 N 5 0 1 0 2 \*

## Text 1 Questions

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

- (a) What was the problem with Amir's flight? Mention any **one** thing.

1

---

- (b) Amir had a problem during the journey by coach.

2

Which statements are true? Tick **two** correct boxes.

The air conditioning was not working.	
The coach was crowded and noisy.	
He felt ill.	
The coach arrived late.	

- (c) Apart from the heat, what struck him as he got off the coach? Mention **two** things.

2

---



---

- (d) Amir then checked in at his hotel.

- (i) Where did he go immediately after this?

1

---

- (ii) What did he see there? Mention any **two** things.

2

---



---

- (e) What has he planned for the rest of his stay? Mention **two** things.

2

---



---

Total marks 10



\* S Q 4 0 N 5 0 1 0 3 \*

## Text 2

You read an article about the use of technology in the classroom.



کمرہ جماعت میں ٹیکنالوجی مدد کرتی ہے یا رکاوٹ ڈالتی ہے؟  
 آج کے دور میں ہم ٹیکنالوجی کے بغیر نہیں رہ سکتے۔ اس کا استعمال تندر یا اوڈن کو چلانے کے  
 پروگرام سے لے کر ریل گاڑی کے ٹکٹ لینے اور والدہ کی سالگرہ پر پھول بھیجنے تک ہر جگہ ہوتا ہے۔  
 جدید طرز کے کمرہ جماعت میں بھی ٹیکنالوجی استعمال ہوتی ہے لیکن سوال یہ ہے کیا اس سے  
 پڑھائی میں مدد ملتی ہے یا رکاوٹ پیدا ہوتی ہے؟  
 پڑھائی میں مدد لینے کے لئے لیپ ٹاپ اور ٹیبلیٹ کے استعمال کی کئی اچھی وجوہات ہیں۔ لکھے  
 ہوئے نوٹس گم ہونے کا ڈر نہیں ہوتا، ان کی مدد سے مشکل الفاظ کے معنی دیکھ سکتے ہیں اور مشکل  
 سوالات کے جوابات جلدی سے مل جاتے ہیں۔  
 اگر آپ کو کلاس میں ہاتھ اٹھا کر استاد کے سوال کا جواب دینے میں شرم محسوس ہو رہی ہے تو آپ اس نئی  
 ٹیکنالوجی کی مدد سے استاد کو جواب بھیج سکتے ہیں۔ اس کے علاوہ آپ گھریلو کمپیوٹر کے ذریعے  
 آن لائن (Online) پڑھائی کی کلاسیں لے سکتے ہیں۔

لیکن کیا تعلیم کا مقصد صرف حقائق کے بارے میں جاننا اور صحیح جوابات دینا ہی ہے۔ اگر استاد اور شاگرد

صرف ٹیکنالوجی کے ذریعے ہی ایک دوسرے سے بات چیت کریں تو کلاس میں آمنے سامنے بیٹھ کر  
اُستاد اور شاگرد کے درمیان قائم ہونے والے رشتے کا کیا ہوگا؟  
اس میں کوئی شک نہیں کہ ٹیکنالوجی کی وجہ سے کلاس میں بہت مدد ملتی ہے لیکن اساتذہ کو اس بات کا خیال  
رکھنا چاہیے کہ اس کا استعمال محتاط طریقے سے کریں ورنہ ٹیکنالوجی سے فائدے کی بجائے نقصان ہو  
سکتے ہیں۔

## Questions

- (a) The writer states that we cannot live without technology today. What examples does he give? Mention **three** things. 3

---



---



---

- (b) What does he suggest a laptop or tablet is good for? Mention any **two** things. 2

---



---

- (c) Why might technology be good for shy people? Mention any **two** things. 2

---



---

- (d) The writer asks a question about the purpose of education. Complete the sentence below. 2

Is education really all about \_\_\_\_\_  
and \_\_\_\_\_ ?



Text 2 Questions (continued)

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

- (e) Which statement best describes the writer's view of technology in the classroom? Tick (✓) the correct box.

1

Teachers need to use technology to engage their learners.	
There is too much technology used in classrooms.	
Teachers should use this essential technology with care.	

Total marks 10



\* S Q 4 0 N 5 0 1 0 6 \*

## Text 3

You read an article which offers advice on how to perform well in a job interview.



آپ اپنے بہترین کپڑے پہن کر وقت پر پہنچ گئے۔ لیکن کیا صرف یہی کافی ہے؟ یہاں پر آپ کو انٹرویو کے لئے کچھ غیر واضح باتوں کی یاد دہانی کرائی جا رہی ہے۔

آپ نہ صرف اچھے کپڑے پہننے کی طرف توجہ کریں بلکہ اس بات کا خاص خیال رکھیں کہ یہ کپڑے آپ کے جسم کی مناسبت سے سہلے ہوں اور ان کے ساتھ باقی بناؤ سنگھار کی چیزیں بھی موزوں ہوں۔ یاد رکھیں بات کرتے وقت مسکرائیں اور صاف آواز میں بولیں۔ شاید آپ اس بات پر حیران ہوں کہ انٹرویو لینے والے عام لوگ ہی ہوتے ہیں اور ہو سکتا ہے کہ وہ بھی گھبرائے ہوئے ہوں۔

انٹرویو کرنے والوں کے لئے آپ کے پاس ہمیشہ کچھ سوالات ہونے چاہیں تاکہ یہ ظاہر ہو کہ آپ کو اس نوکری میں دلچسپی ہے۔ اس بات کا خیال رکھیں کہ کل وقت کا ۵۰٪ آپ گفتگو کریں اور جو سوالات کئے جائیں صرف انہی کے جوابات دیں۔ اس طرح انٹرویو کرنے والے کو پتا چلے گا کہ آپ ایک اچھے سننے والے بھی ہیں۔

مسٹر احمد ایک مینجر ہیں اور انہوں نے کئی انٹرویو لئے ہیں۔ وہ کہتے ہیں کہ بہترین امیدوار وہ ہوتے ہیں جو آرام و تسلی سے بات کریں اور اپنے آپ کو بنا کر پیش نہ کریں۔ اُن کا کہنا ہے کہ سب سے بدترین امیدوار مجھے وہ ملا جس نے انٹرویو کے دوران اپنا موبائل فون بٹا دیا۔ میرا مشورہ یہ ہے کہ آپ ایمانداری سے بات کریں ہو سکتا ہے وہ آپ کے بارے میں پہلے ہی دوسروں سے معلومات حاصل کر چکے ہوں۔



### Text 3 Questions

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

- (a) Apart from wearing your best clothes, what should you remember about the way you look? Mention **two** things.

2

---



---

- (b) What might surprise you about interviewers? Mention **two** things.

2

---



---

- (c) Why, according to the article, should you always have some questions prepared? Tick (✓) the correct box.

1

It will give you some time to think and relax.	
It will show that you are interested in the job.	
It will show that you are a good listener.	

- (d) What does the figure 50% refer to?

1

---

- (e) Who, according to Mr Ahmad, are the best candidates? Mention **two** things.

2

---



---

- (f) What happened in the worst interview he conducted?

1

---

- (g) Why is it important to be honest?

1

---

Total marks 10



\* S Q 4 0 N 5 0 1 0 8 \*



## SECTION 2 — WRITING — 20 marks

You are preparing an application for the job advertised below and you write an e-mail in Urdu to the company.

ہمیں اپنے فیصل آباد والے ہوٹل میں استقبالیہ کے لئے کام کرنے والوں کی ضرورت ہے۔  
ہمارے ہوٹل میں ٹکلی اور غیر ٹکلی ہر طرح کے مہمان آتے ہیں اس لئے آپ کو اچھی  
اُردو اور انگریزی ضرور آنی چاہیئے۔  
آپ کو ہمارے فنکشن ہال میں عید اور سالگرہ پر انتظامات بھی کرنے ہوں گے۔  
مزید معلومات کے لئے ہم سے اس ای میل پر رابطہ کریں۔  
[info@shaleemarhotel.com](mailto:info@shaleemarhotel.com)

To help you to write your e-mail, you have been given the following checklist of information to give about yourself and to ask about the job.

You must include all of these points:

- Personal details (name, age, where you live)
- School/college/education experience until now
- Skills/interests you have which make you right for the job
- Related work experience
- Your specific language skills
- Your experience of working at functions or events

Use all of the above to help you write the e-mail in Urdu. The e-mail should be approximately 120–150 words. You may use an Urdu dictionary.



ANSWER SPACE FOR SECTION 2

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN



\* S Q 4 0 N 5 0 1 1 0 \*

ANSWER SPACE FOR SECTION 2 (continued)

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

[END OF SPECIMEN QUESTION PAPER]



\* S Q 4 0 N 5 0 1 1 1 \*



National  
Qualifications  
SPECIMEN ONLY

**SQ40/N5/01**

**Urdu  
Reading and Writing**

## Marking Instructions

---

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purpose, written permission must be obtained from SQA's Marketing team on [marketing@sqa.org.uk](mailto:marketing@sqa.org.uk).

Where the publication includes materials from sources other than SQA (ie secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the user's responsibility to obtain the necessary copyright clearance.

## Part One: General Marking Principles for National 5 Urdu Reading

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions.
- (d) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Part Two: Marking Instructions: Section 1 — Reading

Text 1

Question			Expected response	Max mark	Additional guidance
1	a		<ul style="list-style-type: none"> <li>Running <u>two hours</u> late</li> <li>Late <u>due to the fog</u></li> </ul> <i>One mark for one of these points</i>	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
1	b		<ul style="list-style-type: none"> <li>The air conditioning was not working</li> <li>He felt ill</li> </ul>	2	
1	c		<ul style="list-style-type: none"> <li>the brightness of the sun</li> <li>the noise of the traffic or buses and cars</li> </ul>	2	
1	d	i	<ul style="list-style-type: none"> <li>town's main street/part</li> </ul>	1	
1	d	ii	<ul style="list-style-type: none"> <li>people dancing</li> <li>people handing out leaflets for shows</li> <li>hundreds of tourists (just like him)</li> </ul> <i>One mark each for up to two of these points</i>	2	
1	e		<ul style="list-style-type: none"> <li>to hear a group of <u>young musicians/musicians from South Africa</u></li> <li>to visit the modern art exhibition</li> </ul>	2	

## Text 2

Question			Expected response	Max mark	Additional guidance
2	a		<ul style="list-style-type: none"> <li>• (from) programming your oven</li> <li>• (to) collecting/taking a ticket at the railway station</li> <li>• (to) buying flowers (for your mother's birthday )</li> </ul>	3	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
2	b		<ul style="list-style-type: none"> <li>• You never lose your notes</li> <li>• You can look up difficult words</li> <li>• <u>Quickly</u> find answers (to complicated questions)</li> </ul> <p><i>One mark each for up to two of these points</i></p>	2	
2	c		<ul style="list-style-type: none"> <li>• They can use technology to give their answer</li> <li>• <u>instead of</u> raising their hand</li> <li>• take online classes from home</li> </ul> <p><i>One mark each for up to two of these points</i></p>	2	
2	d		<ul style="list-style-type: none"> <li>• learning/having to know facts</li> <li>• getting your answers right</li> </ul>	2	
2	e		<ul style="list-style-type: none"> <li>• Teachers should use this essential technology with care</li> </ul>	1	

### Text 3

Question			Expected response	Max mark	Additional guidance
3	a		<ul style="list-style-type: none"> <li>• Make sure your clothes fit correctly</li> <li>• Make sure your accessories are fine/appropriate</li> </ul>	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
3	b		<ul style="list-style-type: none"> <li>• They are just people</li> <li>• They may be nervous too</li> </ul>	2	
3	c		<ul style="list-style-type: none"> <li>• It will show that you are interested in the job</li> </ul>	1	
3	d		<ul style="list-style-type: none"> <li>• (Try to) speak for only 50% of the time</li> </ul>	1	
3	e		<ul style="list-style-type: none"> <li>• They are relaxed</li> <li>• They don't try to be somebody else</li> </ul>	2	
3	f		<ul style="list-style-type: none"> <li>• (The candidate) answered his mobile during the interview</li> </ul>	1	
3	g		<ul style="list-style-type: none"> <li>• They might have found out about you from others</li> </ul>	1	



### Part Three: General Marking Principles for National 5 Urdu Writing

Task: E-mail application for a job in this country or abroad, including information specified in six bullet points.

Assessment process:

Candidates will write a piece of extended writing in the modern language by addressing six bullet points. These bullet points will follow on from a job-related scenario. The bullet points will cover the four contexts of society, learning, employability and culture to allow candidates to use and adapt learned material. The first four bullet points will be the same each year and the last two will change to suit the scenario. Candidates need to address these ‘unpredictable bullet points’ in detail to access the full range of marks.

With reference to *Content*, *Accuracy* and *Language resource*, assess the overall quality of the candidate’s response and allocate it to a pegged mark. It is important to assess how candidates have addressed bullet points and detail in relation to this as highlighted in bold in *Content*.

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Very good	20	<p>The job advert has been addressed in a full and balanced way. The candidate uses detailed language.</p> <p>The candidate addresses the advert completely and competently, <b>including information in response to both unpredictable bullet points.</b></p> <p>A range of verbs/ verb forms, tenses and constructions is used.</p> <p>Overall this comes over as a competent, well thought-out and serious application for the job.</p>	<p>The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors.</p> <p>Where the candidate attempts to use language more appropriate to Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</p>	<p>The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</p> <p>Some modal verbs and infinitives may be used.</p> <p>There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order.</p> <p>There may be a range of tenses.</p> <p>The candidate uses co-ordinating conjunctions and/or subordinate clauses where appropriate.</p> <p>The language of the e-mail flows well.</p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Good	16	<p>The job advert has been addressed competently.</p> <p>There is less evidence of detailed language.</p> <p>The candidate uses a reasonable range of verbs/verb forms.</p> <p>Overall, the candidate has produced a genuine, reasonably accurate attempt at applying for the specific job, <b>even though he/she may not address one of the unpredictable bullet points.</b></p>	<p>The candidate handles a range of verbs fairly accurately.</p> <p>There are some errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where appropriate.</p> <p>Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</p> <p>There may be one or two examples of inaccurate dictionary use, especially in the unpredictable bullet points.</p>	<p>There may be repetition of verbs.</p> <p>There may be examples of listing, in particular when referring to school/college experience, without further amplification.</p> <p>There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</p> <p>The candidate keeps to more basic vocabulary, particularly in response to either or both unpredictable bullet points.</p>
Satisfactory	12	<p>The job advert has been addressed fairly competently.</p> <p>The candidate makes limited use of detailed language.</p> <p>The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like, I go, I play.</i></p>	<p>The verbs are generally correct, but may be repetitive.</p> <p>There are quite a few errors in other parts of speech — gender of nouns, cases, singular/ plural confusion, for instance.</p> <p>Prepositions may be missing, eg <i>I go the town.</i></p>	<p>The candidate copes with the first and third person of a few verbs, where appropriate.</p> <p>A limited range of verbs is used.</p> <p>Sentences are basic and mainly brief.</p> <p>There is minimal use of adjectives, probably mainly after <i>is</i> eg <i>Chemistry is interesting.</i></p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
		<p>The candidate copes fairly well with areas of personal details, education, skills, interests and work experience but does not deal fully with the two unpredictable bullet points <b>and indeed may not address either or both of the unpredictable bullet points.</b></p> <p>On balance however the candidate has produced a satisfactory job application in the specific language.</p>	Overall, there is more correct than incorrect.	<p>The candidate has a weak knowledge of plurals.</p> <p>There may be several spelling errors, eg reversal of vowel combinations.</p>
Unsatisfactory	8	<p>The job advert has been addressed in an uneven manner and/or with insufficient use of detailed language.</p> <p>The language is repetitive, eg <i>I like, I go, I play</i> may feature several times.</p> <p>There may be little difference between Satisfactory and Unsatisfactory.</p> <p><b>Either or both of the unpredictable bullet points may not have been addressed.</b></p> <p>There may be one sentence which is not intelligible to a sympathetic native speaker.</p>	<p>Ability to form tenses is inconsistent.</p> <p>There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion, for instance.</p> <p>Several errors are serious, perhaps showing mother tongue interference.</p> <p>The detail in the unpredictable bullet points may be very weak.</p> <p>Overall, there is more incorrect than correct.</p>	<p>The candidate copes mainly only with the personal language required in bullet points 1 and 2.</p> <p>The verbs “is” and “study” may also be used correctly.</p> <p>Sentences are basic.</p> <p>An English word may appear in the writing.</p> <p>There may be an example of serious dictionary misuse.</p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Poor	4	<p>The candidate has had considerable difficulty in addressing the job advert. There is little evidence of the use of detailed language.</p> <p>Three or four sentences may not be understood by a sympathetic native speaker.</p> <p><b>Either or both of the unpredictable bullet points may not have been addressed.</b></p>	<p>Many of the verbs are incorrect.</p> <p>There are many errors in other parts of speech — personal pronouns, gender of nouns, cases, singular/ plural confusion, prepositions, for instance.</p> <p>The language is probably inaccurate throughout the writing.</p>	<p>The candidate cannot cope with more than one or two basic verbs.</p> <p>The candidate displays almost no knowledge of the present tense of verbs.</p> <p>Verbs used more than once may be written differently on each occasion.</p> <p>Sentences are very short.</p> <p>The candidate has a very limited vocabulary.</p> <p>Several English words may appear in the writing.</p> <p>There are examples of serious dictionary misuse.</p>
Very poor	0	<p>The candidate is unable to address the job advert.</p> <p><b>The two unpredictable bullet points may not have been addressed.</b></p> <p>Very little is intelligible to a sympathetic native speaker.</p>	<p>Virtually nothing is correct.</p>	<p>The candidate may only cope with the verbs <i>to have</i> and <i>to be</i>.</p> <p>Very few words are written correctly in the modern language.</p> <p>English words are used.</p> <p>There may be several examples of mother tongue interference.</p> <p>There may be several examples of serious dictionary misuse.</p>

**[END OF SPECIMEN MARKING INSTRUCTIONS]**