



**2011 Urdu**

**Higher Reading and Directed Writing**

**Finalised Marking Instructions**

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## 2011 Urdu Higher: Reading

### Marking Key

The comprehension questions are designed to find out whether the candidates have understood the main points of the passage.

In the marking schemes which follow, a bullet point designates information required for the award of 1 mark; a word or concept underlined must be evident within an answer before the mark can be awarded.

To assess an answer, tick each piece of information which constitutes a correct point. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No marks can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

The total mark awarded for each question should be written on the inside margin, at the end of the relevant question.

When the comprehension questions have been marked, marks should be totalled and written on the inside margin as a mark out of 20.

## **Section I – General Points**

Correct points should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for points written under a different heading unless they would also answer that heading. In such a case, the mark should be transferred to the total for the heading under which the mark was originally allocated.

The total number of marks scored should be written in the inner margin at the end of Section I.

2011 Urdu  
Higher – Reading and Directed Writing

Marking Instructions

Questions/Acceptable answers	Unacceptable answers	Insufficient answers
<p>Fraz says television is to be blamed for children’s anti-social behaviour.</p> <p>1. Read lines 17-33.</p> <p>(a) Mention <b>one</b> example which shows the extent to which Ameena’s children are obsessed by television. <b>1 mark</b></p> <ul style="list-style-type: none"><li>As they come back from school, they switch on the TV and watch cartoons and do not talk to her</li><li>They have their dinner in front of the TV</li><li>If she asks them to change their uniform, they do not listen to her</li></ul> <p>(Any 1)</p>		<p>Children watch cartoons They do not talk to her</p> <p>They do not change</p>

Questions/Acceptable answers	Unacceptable answers	Insufficient answers
<p><b>(b)</b> How does Ameena compare her childhood with that of her children? <b>2 marks</b></p> <ul style="list-style-type: none"> <li>• They had only one radio in their house for listening to the news or some songs</li> <li>• They used to eat their dinner with their parents</li> <li>• They listened to their parents</li> </ul> <p style="text-align: right;"><b>(Any 2)</b></p>	<p>She never had T.V.</p>	<p>They had only one radio for listening to songs</p>
<p><b>(c)</b> What happens when she wants to speak to her daughter? <b>1 mark</b></p> <ul style="list-style-type: none"> <li>• She says “Please mum, stop talking. It is my favourite programme.”</li> </ul>	<p>Her daughter doesn’t want to talk until she gets food</p> <p>They all want to watch their programme</p>	<p>She watches her favourite programme</p>

Questions/Acceptable answers	Unacceptable answers	Insufficient answers
<p>(d) Aleem Ahmed is very keen on watching television. How does he justify this? <b>1 mark</b></p> <ul style="list-style-type: none"> <li>• He is retired</li> <li>• He can get information faster than reading books</li> <li>• He is unable to go out for a walk because of joint pains</li> </ul> <p>(Any 1)</p>		<p>He cannot go out</p>

Questions/Acceptable answers	Unacceptable answers	Insufficient answers
<p>Fraz believes that families should watch less television.</p> <p>2. Read lines 34-38.</p> <p>What does Fraz think has led to families not talking to each other?</p> <ul style="list-style-type: none"> <li>Both the parents work</li> <li>They are tired when they come back from work</li> <li>They watch TV to relax and so they do not speak to their children</li> </ul> <p>(Any 2)</p> <p><b>2 marks</b></p>		<p>The parents watch too much T.V.</p> <p>They do not speak to their children</p>

Questions/Acceptable answers	Unacceptable answers	Insufficient answers
Fraz then discusses modern lifestyles.		
3. Read lines 39-47.		
(a) Why does Maryam's family not eat together? <b>1 mark</b>		
<ul style="list-style-type: none"> <li>Because of their busy routine, Maryam's family do not eat together/Maryam comes back from her job at 6.30 pm and her husband at 10 pm</li> <li>The parents/members (of her family) finish work at different times</li> </ul>	Maryam works from 6 – 10 pm They all want to watch their programmes Kids come home at 6 and husband at 10	Maryam comes back late
(b) Maryam describes her family's eating arrangement as "self-service". Why? <b>2 marks</b>		
<ul style="list-style-type: none"> <li>Whenever anyone is hungry they would take out the food from the fridge and eat/heat up food and eat</li> <li>She is so busy that her husband and children do not wish to bother her</li> <li>She prepares the food of everyone's choice on Sunday and puts in the fridge</li> </ul>		Everyone eats when hungry
(Any 2)		



Questions/Acceptable answers		Unacceptable answers	Insufficient answers
<p>(c) At weekends the family could eat together. Why does this not happen?</p> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• The younger son wants to watch his favourite programme which is on only on Sunday</li> <li>• The older children are busy with their computers</li> <li>• Her husband plays golf on Sunday</li> </ul> <p><b>(Any 2)</b></p>		<p>They want to enjoy the weekend</p>	<p>They are all very busy on Sunday</p>

Questions/Acceptable answers	Unacceptable answers	Insufficient answers
<p>Maryam also identifies mobile phones as a threat to family conversations.</p>		
<p>4. Read lines 49-55.</p>		
<p>(a) Why do teenagers find mobile phones so essential? <b>2 marks</b></p>		
<ul style="list-style-type: none"> <li>• They avoid using the home phone because parents object to the big bills</li> <li>• They get free minutes on their mobiles which they can use as they wish</li> <li>• Mobile phones can be used for many purposes like chatting, taking photos, sending messages and the Internet</li> </ul>	<p>They can talk to their friends</p>	<p>Parents get angry when their children use the home phone</p>
<p>(any 2)</p>		

Questions/Acceptable answers	Unacceptable answers	Insufficient answers
<p><b>(b)</b> What annoys Maryam when her son uses his mobile phone at meal time?</p> <p style="text-align: right;"><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• He stops eating and continues talking on the phone as if it is a phone call from a head of state who needs his help</li> <li>• He leaves his food wherever it is and answers the phone call as if he receives good news about his business</li> </ul> <p style="text-align: right;"><b>(Any 1)</b></p>		<p>He stops eating and speaks on the phone</p>

Questions/Acceptable answers	Unacceptable answers	Insufficient answers
<p>Fraz also offers a solution.</p> <p>5. Read lines 56-61.</p> <p>(a) What is the simple solution which he offers? <b>1 mark</b></p> <ul style="list-style-type: none"> <li>• Talk to your children and spend more time with them.</li> <li>• They can discuss their favourite TV programmes with you</li> </ul> <p style="text-align: right;"><b>(Any 1)</b></p> <p>(b) What are the terms of the “contract” that he suggests? <b>2 marks</b></p> <p>They will not watch TV while:</p> <ul style="list-style-type: none"> <li>• they are eating</li> <li>• doing their homework</li> <li>• parents want to talk to them</li> <li>• They should not use the mobile phone for gossip</li> </ul> <p style="text-align: right;"><b>(Any 2)</b></p>		<p>Discuss programmes of TV</p> <p>They should do their homework and not use mobile phone</p>

Questions/Acceptable answers	Unacceptable answers	Insufficient answers
<p>6. Read lines 62-65.</p> <p>What are the disadvantages of these technologies? Mention any <b>two</b>.</p> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• Eyesight gets weaker watching TV</li> <li>• Too much use of mobile phone affects the ears</li> <li>• Sitting in front of the computer can not only affect the eyes but can cause neck and back ache</li> <li>• He also suggests that parents should discuss advantages and disadvantages of these technologies</li> </ul> <p>(Any 2)</p>		<p>Eyesight gets weak</p>
<p><b>Total = 20 Marks</b></p>		

## Translation into English

The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.

Category	Mark	Description
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

7. UNIT 1

TEXT

فراز کہتے ہیں:

ایک زمانہ تھا جب ایک شہر کی خبر دوسرے شہر تک پہنچنے میں کئی دن لگ جاتے تھے کیونکہ ذرائع آمد و رفت اتنے اچھے نہ تھے۔ پھر سائنس اور ٹیکنالوجی میں ترقی ہوئی اور ہوتی ہی چلی گئی۔ پہلے ٹیلیفون آیا جس کی وجہ سے لوگوں کو تازہ اطلاعات ملنے لگیں۔ ریڈیو کی آمد نے لوگوں کو سننے کا عادی بنا دیا پھر ٹیلیوژن نے آکر ہماری دُنیا ہی بدل ڈالی۔

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Long ago it would take days and days to reach the news of one city to another because the means of travelling was not developed. With the development of science and technology first we got telephone which blessed us with daily news. Radio added to our listening and then television really transformed our lives.		

## UNIT 2

### TEXT

اب تو آنکھیں ٹی۔ وی کی اتنی عادی ہو چکی ہیں کہ اگر تھوڑی دیر کے لئے ٹی۔ وی میں خرابی ہو جائے تو گھر میں دل نہیں لگتا۔ سیٹلائٹ کے آجانے سے ٹی۔ وی کے ڈھیروں چینل آگئے ہیں اب گھر بیٹھ کر فلمیں، موسیقی کے رنگارنگ پروگرام، تعلیمی، معلوماتی پروگرام، صحت و زندگی کے بارے میں معلومات

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Now we are so much addicted to watching TV that we get bored if our TV is out of order for a little while. Satellite has given us many channels by which we enjoy films, music programmes while sitting at home and can benefit from educational, informative programmes about health and other aspects of life.		



### UNIT 3

#### TEXT

کسی بھی ملک میں زلزلہ یا سیلاب آئے، کرکٹ، فٹ بال یا کسی بھی کھیل کے قومی یا بین الاقوامی مقابلے ہوں اس طرح نظر آتے ہیں جیسے ہم وہیں بیٹھے ہوں۔

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Whether there is an earthquake or floods in a country or if there is a Cricket or Football match or International Sports Tournament anywhere we can easily watch at home and feel as if we are present there.		

#### UNIT 4

##### TEXT

موسم کی خبروں کی وجہ سے مسافروں کے لئے بہت سہولت ہوگئی ہے۔ بچوں کے لئے کارٹون، تفریحی اور تعلیمی پروگرام دکھائے جاتے ہیں جن سے بچے بہت اچھی باتیں سیکھتے ہیں۔ ٹی۔وی ہماری زندگی میں اتنا شامل ہو چکا ہے کہ چھوٹے بچے ٹی۔وی دیکھتے ہوئے خوشی سے کھانا کھا لیتے ہیں۔

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
The weather forecast is a blessing for the travellers. Cartoons, funny or educational programmes are a treat for children as they provide enjoyment and learning for them. In fact TV has become such a part of our lives that young children enjoy eating while watching it.		

## UNIT 5

### TEXT

کمپیوٹر کی ایجاد نے تو کایا ہی پلٹ دی۔ انٹرنیٹ سے ہر قسم کی معلومات صرف چند سیکنڈ میں حاصل ہوتی ہیں۔ آپ گھر بیٹھ کر ہر قسم کی خریداری کر سکتے ہیں۔ آن لائن اپنی پڑھائی جاری رکھ سکتے ہیں بس یوں سمجھ لیجئے کہ ان ایجادات کی وجہ سے پوری دنیا سمٹ کر ایک گاؤں بن گئی ہے۔

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
The invention of computer has almost changed our lives. The Internet can provide a variety of information within seconds. We can do shopping from home and students can learn on-line. Well, in fact, these inventions have converted the whole world into a "Global Village".		

## Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- |                     |   |                                                                                                                                                                                  |
|---------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment Process: | 1 | With reference to <i>Content, Accuracy and Language Resource</i> , assess the overall quality of the response and allocate it to a pegged mark.                                  |
|                     | 2 | Check that all 6 bullet points have been addressed.                                                                                                                              |
|                     | 3 | Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0. |

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> <li>• All bullet points are covered fully, in a balanced way, including a number of complex sentences.</li> <li>• Some candidates may also provide additional information.</li> <li>• A wide range of verbs/verb forms, tenses and constructions is used.</li> <li>• Overall this comes over as a competent, well thought-out account of the event which reads naturally.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error.</li> <li>• Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence.</li> <li>• There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</li> <li>• The language flows well.</li> </ul>
Good	12	<ul style="list-style-type: none"> <li>• All bullet points are addressed, generally quite fully, and some complex sentences may be included.</li> <li>• The response to one bullet point may be thin, although other bullet points are dealt with in some detail.</li> <li>• The candidate uses a reasonable range of verbs/verb forms and other constructions.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate generally handles verbs and other parts of speech accurately but simply.</li> <li>• There may be some errors in spelling, adjective endings and, where relevant, case endings.</li> <li>• Use of accents may be less secure.</li> <li>• Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</li> <li>• There may be minor misuse of dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• There may be less variety in the verbs used.</li> <li>• Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate.</li> <li>• In one bullet point the language may be more basic than might otherwise be expected at this level.</li> <li>• Overall the writing will be competent, mainly correct, but pedestrian.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> <li>The candidate uses mainly simple, more basic sentences.</li> <li>The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.</li> <li>In some examples, one or two bullet points may be less fully addressed.</li> <li>In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.</li> </ul>	<ul style="list-style-type: none"> <li>The verbs are generally correct, but basic.</li> <li>Tenses may be inconsistent, with present tenses being used at times instead of past tenses.</li> <li>There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents.</li> <li>Some prepositions may be inaccurate or omitted eg I went the town.</li> <li>While the language may be reasonably accurate in three or four bullet points, in the remaining two control of the language structure may deteriorate significantly.</li> <li>Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes with the past tense of some verbs.</li> <li>A limited range of verbs is used to address some of the bullet points.</li> <li>Candidate relies on a limited range of vocabulary and structures.</li> <li>When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion.</li> <li>Sentences may be basic and mainly brief.</li> <li>There is minimal use of adjectives, probably mainly after “is” eg The boss was helpful.</li> <li>The candidate has a weak knowledge of plurals.</li> <li>There may be several spelling errors eg reversal of vowel combinations.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	<ul style="list-style-type: none"> <li>• In some cases the content may be basic.</li> <li>• In other cases there may be little difference in content between Satisfactory and Unsatisfactory.</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>.</li> <li>• While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas.</li> <li>• The Directed Writing may be presented as a single paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to form tenses is inconsistent.</li> <li>• In the use of the perfect tense the auxiliary verb is omitted on a number of occasions.</li> <li>• There may be confusion between the singular and plural form of verbs.</li> <li>• There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order.</li> <li>• Several errors are serious, perhaps showing mother tongue interference.</li> <li>• There may be one sentence which is not intelligible to a sympathetic native speaker.</li> <li>• One area may be very weak.</li> <li>• Overall, there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes mainly only with the predictable language required at the earlier bullet points.</li> <li>• The verbs “was” and “went” may also be used correctly.</li> <li>• There is inconsistency in the use of various expressions, especially verbs.</li> <li>• Sentences are more basic.</li> <li>• An English word may appear in the writing or a word may be omitted.</li> <li>• There may be an example of serious dictionary misuse.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> <li>The content and language may be very basic.</li> <li>However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the verbs are incorrect or even omitted.</li> <li>There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order.</li> <li>Prepositions are not used correctly.</li> <li>The language is probably inaccurate throughout the writing.</li> <li>Some sentences may not be understood by a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate cannot cope with more than one or two basic verbs, frequently “had” and “was”.</li> <li>The candidate displays almost no knowledge of past tenses of verbs.</li> <li>Verbs used more than once may be written differently on each occasion.</li> <li>The candidate has a very limited vocabulary.</li> <li>Several English or “made-up” words may appear in the writing.</li> <li>There are examples of serious dictionary misuse.</li> </ul>
Very Poor	0	<ul style="list-style-type: none"> <li>The content is very basic</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The candidate has not completed at least three of the core bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>(Virtually) nothing is correct.</li> <li>Most of the errors are serious.</li> <li>Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes only with “have” and “am”.</li> <li>Very few words are correctly written in the foreign language.</li> <li>English words are used.</li> <li>There may be several examples of mother tongue interference.</li> <li>There may be several examples of serious dictionary misuse.</li> </ul>



<b>What if....?</b>	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded.</p> <p>It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.</p>
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate <u>can</u> do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]