



2010 Urdu

Higher – Reading and Directed Writing

Finalised Marking Instructions

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2010 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.

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Marking Instructions

Questions/Acceptable answers

Farhan Khan, a famous Pakistani cricketer, relates:

1. Read lines 3 – 8.

Why did he decide to start a new business? Write any **three** reasons. **3 marks**

- (He realises) he will not be able to play cricket when he gets older
- He loves the seaside/beaches
- He wanted to combine his profession with his interest
- He wanted to do something (specifically) in summer

(any three)

Unacceptable answers

He was a successful cricketer

He watched the waves at the seaside

Insufficient answers

What shall I do when I do not play cricket

I liked the sea

I wanted to play cricket in summer

Questions/Acceptable answers	Unacceptable answers	Insufficient answers
<p>2. Read lines 9 – 11.</p> <p>(a) How did he find out about this business? 1 mark</p> <ul style="list-style-type: none"> (His friends showed him) an advertisement in the newspaper 	It was a golden chance	His friends showed him the newspaper
<p>(b) What exactly was the business? 1 mark</p> <ul style="list-style-type: none"> A leisure centre/an amusements at the beach 	A playing area	A centre for sale
<p>3. Read lines 12 – 14.</p> <p>(a) What was his main fear before starting the business? 1 mark</p> <ul style="list-style-type: none"> Whether he would succeed/be successful or not He had done nothing but play cricket 	He will not succeed	He did not know the business

Questions/Acceptable answers	1 mark	Unacceptable answers	Insufficient answers
<p>(b) How did he overcome this fear?</p> <ul style="list-style-type: none"> • His friends encouraged him (to go for this business) • His friends/They showed confidence in his capabilities to do the job/him 		His friends liked him very much	His friends trusted him
(any one)			

Questions/Acceptable answers	Unacceptable answers	Insufficient answers
Farhan did start the business.		
4. Read lines 15 – 25.		
<p>(a) What difficulties did he have at the start of his business? Mention any two.</p>	2 marks	
<ul style="list-style-type: none"> • He had no experience in that (particular) field 		He had no experience
<ul style="list-style-type: none"> • He had no time to do any work (because of the cricket matches either abroad or at home) 		He was playing cricket all the time
<ul style="list-style-type: none"> • He needed someone experienced to manage the Swimming Pool and the Restaurant (with the Leisure Centre) 	He had a swimming pool	He had no manager
(any two)		
(b) What was his biggest mistake to start with?	1 mark	
<ul style="list-style-type: none"> • He appointed a person whom he did not know very well (as manager) 	He had no manager	He appointed a manager

Questions/Acceptable answers	1 mark	Unacceptable answers	Insufficient answers
(c) How did he realise his mistake?	1 mark	His customers did not like him	Customers did not like the manager
<ul style="list-style-type: none"> The number of customers decreased 			
<ul style="list-style-type: none"> Business decreased/was not good 			
<ul style="list-style-type: none"> The business made a loss 			
(d) Who sorted the problem?	1 mark		
<ul style="list-style-type: none"> His maternal uncle helped him by managing the business 			
<ul style="list-style-type: none"> His mother's brother-in-law helped him by managing the business 			
<ul style="list-style-type: none"> His mother's sister's husband helped him by managing the business 			

Questions/Acceptable answers

Farhan further explains how he managed to combine his cricket career and business interest:

5. Read lines 26 – 29.

(a) What was the basic problem in running the business?

1 mark

- There was/he had a staff shortage/shortage of staff
- He didn't have enough time

(b) How did he solve the problem? Write any **two** ways.

2 marks

He had to do many jobs himself eg

- Waiter
- Chef
- Lifeguard

(any two from four)

Unacceptable answers

His staff did not come

He was a good cook
He spent his life on the beach

Insufficient answers

His workers did not come in summer

He helped the chef and the waiter at the seaside

Questions/Acceptable answers	Unacceptable answers	Insufficient answers
<p>6. Now read lines 30 – 39.</p> <p>Why was Farhan grateful to his:</p> <p>(a) parents; 1 mark</p> <ul style="list-style-type: none"> • His mother helped him by sharing her recipes • Without their help he would not have succeeded 	His customers liked his mother	His mother, his wife and his friends all helped him and liked him
<p>(b) wife; 2 marks</p> <ul style="list-style-type: none"> • She supported him • and encouraged him • when he was overworked <p style="text-align: right;">(any two from three)</p>	His wife was very happy with him	
<p>(c) friends? 2 marks</p> <ul style="list-style-type: none"> • They helped him to develop the restaurant in spite of their own engagements/commitments 	His friends had big business	

Total = 20 Marks

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

میں نے ہمیشہ کرکٹ کو نہایت شوق اور لگن سے کھیلا ہے اور کئی میچوں میں ہماری ٹیم نے اپنے ملک کا نام بھی روشن کیا ہے لیکن یہ بات ہمیشہ میرے ذہن میں رہی کہ کرکٹ کھیلنا میرا مستقل پیشہ نہیں ہو سکتا۔

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
I have always played cricket with great interest and enthusiasm. Our team has won fame for our country but it has been on my mind that cricket cannot be my future career.	I have played well. My country is famous for cricket. I will not be a cricketer.	I am a very good cricket player.

UNIT 2

TEXT

میرا اپنے جیسے نوجوانوں کو بھی یہی مشورہ ہے کہ کھیل کے ساتھ ساتھ ایسا کوئی کام جس میں انہیں دلچسپی ہو اُسکی طرف بھی توجہ دیں اور میرا خاص پیغام یہ ہے کہ جن لوگوں کو آپ جانتے ہیں اُن پر تو ضرور بھروسہ کریں اور مدد بھی لیں۔

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
I would suggest to young cricketers that they should keep looking for any job of their interest while they are playing cricket. A special message is that they should trust and get help from those whom they know very well.	I would advise young people to look for a job while playing cricket.	I would advise young people to play cricket.

UNIT 3

TEXT

اس طرح جب آپ بیرون ملک کرکٹ میچ کھیلنے

جائیں تو پورے ذہنی سکون سے اپنی غیر موجودگی میں انتظام اُن کے سپرد کر سکتے ہیں جیسا کہ

مجھے اپنے خالو سے موسم گرما کے ان چھ مہینوں میں ملا ہے۔

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
This way they can trust someone to look after their business and go abroad to play in cricket matches with peace of mind as I could play the cricket matches last summer when my maternal uncle looked after my business for six months.	I can play cricket peacefully if I can ask someone to look after my business.	They should play cricket with full attention for six months.

UNIT 4

TEXT

ابھی مجھے یقین نہیں ہے کہ میں مستقبل میں ہمیشہ اسی کام کو اپنائے رکھوں گا یا نہیں۔ مگر اس وقت یہ کام میرے لئے بہت اہم ہے کیونکہ میری بہت بڑی رقم اس میں لگی ہے

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
I am not confident yet that this business will be my future career but at the moment it is very dear to me as I have invested a large amount in this business.	I am not too sure that I will be doing this business for ever.	It is a very good business or it is very important job.

UNIT 5

TEXT

مگر میرا شوق بھی

پورا ہو رہا ہے اور تجارت کے نئے طریقے بھی سیکھ رہا ہوں۔ موسم سرما میں اپنا کھیل بھی جاری رکھ سکوں گا اور کوئی اور اچھا موقع ملا تو اس سے بھی فائدہ اٹھا سکوں گا۔

GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
It is not only satisfying my interest but I am learning business techniques by doing this job. I will be able to play cricket matches in winter and would take up any other good offer for the summer season.	I can play cricket in winter and would do any other job available to me.	I play cricket in winter season.

Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- Assessment Process:
- 1 With reference to *Content, Accuracy and Language Resource*, 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"> • All bullet points are covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs/verb forms, tenses and constructions is used. • Overall this comes over as a competent, well thought-out account of the event which reads naturally. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. • 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. 	<ul style="list-style-type: none"> • The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well.
Good	12	<ul style="list-style-type: none"> • All bullet points are addressed, generally quite fully, and some complex sentences may be included. • The response to one bullet point may be thin, although other bullet points are dealt with in some detail. • The candidate uses a reasonable range of verbs/verb forms and other constructions. 	<ul style="list-style-type: none"> • The candidate generally handles verbs and other parts of speech accurately but simply. • There may be some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents may be less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> • There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • In one bullet point the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

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

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

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

What if....?	
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?	It is important to look carefully at which bullet points are better addressed. 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. 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.
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]