

C242/SQP322

Urdu
Higher

NATIONAL
QUALIFICATIONS

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Course Assessment Specification

Urdu Higher

The purpose of this document is to provide:

- ◆ Details of the Structure of the Question Paper in this Course
- ◆ Guidance to centres on how to use information gathered from the Question Paper and the Speaking Assessment in this Course to estimate candidate performance.

Part 1

This part of the Course Assessment Specification details the structure of the Question Papers in this Course

Paper 1: Reading and Directed Writing (1 hour 40 minutes, 45 marks)

Part A – Reading (approx 55 minutes, 30 marks)

Reading passage in Urdu requiring written answers to questions in English (20 marks) and translation into English (10 marks). One passage of approximately 550-650 words will be set, related to the prescribed themes. A glossary will be provided and use of a dictionary is permitted.

Part B – Directed Writing (Approximately 45 minutes, 15 marks)

Directed Writing task, based on a scenario in English. Candidates are required to provide specified information in a piece of writing of 150-180 words. Use of a dictionary is permitted.

Paper 2: Listening/Writing (1 hour, 30 marks)

Section A – Listening (approximately 20 minutes, 20 marks)

Listening assessment, requiring written answers to question in English, in response to a recording, normally a conversation of 2-3 minutes' duration, played twice, related to the prescribed themes. This conversation will normally be presented on CD by two native speakers. Use of a dictionary is permitted.

Section B – Writing (40 minutes approximately – 10 marks)

Candidates are required to write, in Urdu, a personal response, based on the recorded conversation. Use of a dictionary is permitted. The required length is 120-150 words

Part 2

Oral Assessment: Speaking (6-8 Minutes, 25 marks)

Conducted in the centre and recorded for external verification. The Speaking test is conducted as in the Language Unit, Outcome 1

Total Marks for assessment: 100

Total time 2 hours 40 minutes (excluding Speaking)

Part 3

This part of the Course Assessment Specification is to help centres use the information gathered from the Question Paper component and the Speaking component to estimate candidate performance.

The Course award is based on the total marks gained from the Question Paper and the Course assessment for Speaking. The total number of possible marks is 100.

Component	Mark Range
<i>Question Paper</i>	0-75
<i>Speaking assessment</i>	0-25
Total marks	0-100

In National Qualifications, cut-off scores are set at approximately 70% for Grade A and 50% for Grade C, with Grade B falling midway. These cut-off scores may be lowered if the Question Paper turns out to be more demanding than intended or raised if less demanding.

Grade	Band	Mark Range
A	1	85-100
A	2	70-84
B	3	65-69
B	4	60-64
C	5	55-59
C	6	50-54
D	7	45-49
NA	8	40-44
NA	9	0-39

Using the information gathered from both components to estimate a candidate's performance.

Example 1

- In a centre's own prelim, a candidate scores 47/75 in the Question Paper and 15/25 in the Speaking assessment, giving a total of 62/100.
- The centre's view is that their prelim is slightly less demanding than SQA's external assessment.
- Using the mark range, a more accurate estimated mark may be band 5 rather than band 4.

Example 2

- In a centre's own prelim, a candidate scores 49/75 in the Question Paper and 19/25 in the Speaking assessment, giving a total mark of 68/100.
- The centre's view is that their prelim is slightly more demanding than SQA's external assessment.
- Using the mark range, a more accurate estimated mark may be band 2 rather than band 3.

Assessment of Speaking

Task: A presentation on a topic chosen by the candidate (1½ – 2 minutes) **and** a follow-up discussion with a speaker of the target language (4½ – 6 minutes), developing from the original topic and theme and **continuing into at least one of the other prescribed themes** (as in Outcome 1 of the *Language* unit).

Performance Criteria

- makes a presentation which has appropriate structure and content
- sustains discussion, even though prompting or repetition may be necessary
- employs appropriate language with sufficient clarity and accuracy to achieve communication with a sympathetic speaker of the target language
- uses vocabulary and sentence structure to allow some flexibility of expression

The candidate's performance is described in terms of the following four main characteristics with subheadings:

- | | |
|--------------------------|--|
| Content | <ul style="list-style-type: none">• appropriateness to Higher³• expression of ideas and opinions• quality of structure of presentation• ability to sustain performance in discussion |
| Accuracy | <ul style="list-style-type: none">• grammatical accuracy commensurate with Higher³• appropriateness of pronunciation and intonation |
| Language Resource | <ul style="list-style-type: none">• command and variety of structure• range of vocabulary• complexity of language structure |
| Interaction | <ul style="list-style-type: none">• understanding of what is said• fluency of response• willingness to offer information/comment |

Candidates may not perform at a uniform level across all of the above characteristics.

Although the length of the Presentation should normally be 1½ – 2 minutes, no automatic penalty is to be applied to performances which fall outwith this duration.

The overall candidate's performance should be allocated to one of the following categories using the specified criteria. Only the appropriate pegged mark can be awarded. Marks awarded must be based on a common standard of assessment applied to all candidates from a centre and therefore all marks must be correlated by the teacher/lecturer responsible.

³As outlined in the list of Themes and Topics prescribed for Higher and in the Productive Grammar Grid for this level.

Task: A presentation on a topic chosen by the candidate (1½ – 2 minutes) and a follow-up discussion with a speaker of the target language (4½ – 6 minutes), developing from the original topic and theme and continuing into at least one of the other prescribed themes.

Categories	Criteria	Pegged marks	
		Presentation	Discussion
Very Good	Confident handling of language with a high level of accuracy. Speaks fluently and without undue hesitation, or where there is some hesitation recovers well, and readily goes beyond minimal responses. Wide range of vocabulary and structures appropriate to Higher. Immediate and almost total understanding of almost everything said. Pronunciation and intonation sufficient to be readily understood by a speaker of the language.	10	15
Good	The language is mostly accurate, with a wide range of vocabulary and structures appropriate to this level. Speaks fluently and without undue hesitation, or where there is some hesitation recovers well, and generally goes beyond minimal responses. Understands almost everything said. Pronunciation and intonation sufficient to be generally understood by a speaker of the language.	8	12
Satisfactory	Completes task, demonstrating sufficient accuracy in a range of vocabulary and structures appropriate to this level, to convey meaning clearly, in spite of errors. May be hesitant and give only minimal correct responses or speak at greater length with less accuracy. Capable of coming to an understanding of all that is said. Pronunciation and intonation sufficient to be understood by a sympathetic speaker of the language.	6	9
Unsatisfactory (Near Miss)	Difficulty in achieving communication because of limited range of vocabulary and structures and/or serious inaccuracies in language appropriate to Higher. Understands most of what is said clearly and slowly by a sympathetic speaker. May speak with a considerable degree of hesitation, but makes some attempt to recover. Pronunciation and intonation sufficient to be generally understood by a sympathetic speaker of the language.	4	6
Poor	Communication seriously impeded by inadequate vocabulary and structures and/or by gross errors in language appropriate to Higher. Frequently has difficulty in understanding what is said, even with help. There may be occasional other tongue interference. Pronunciation and intonation may be such as to require clarification, even from a sympathetic speaker of the language.	2	3
Poor	No redeeming features.	0	0

Note: A total mark of 12 out of 25 equates to a “Pass” for the unit, provided neither component falls below the “Near Miss” category.

C242/SQP322

Urdu
Higher
Reading and
Directed Writing
Specimen Question Paper
for use in and after 2007

Time: 1 hour 40 mins

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QUALIFICATIONS

45 marks are allocated to this paper. The value attached to each question is shown after each question.

You should spend approximately one hour on Section I and 40 minutes on Section II.

You may use an Urdu dictionary.

SECTION I—READING

Read carefully the following article from an Urdu language magazine which is about a new computer system in supermarkets, and then answer **in English** the questions which follow it.

مستقبل کی سپر مارکیٹ

کیا آپ کو بازار سے خریداری کرنا پسند ہے؟ آپ اس پر کتنا وقت خرچ کرتے ہیں؟ کیا آپ کا قیمتی تفریحی وقت خریداری میں ضائع ہو رہا ہے؟ اب مستقبل کی سپر مارکیٹ میں ایسا نہیں ہوگا۔ اب کچھ سپر مارکیٹوں میں نئے نئے طریقے آگئے ہیں جو نہ مشکل ہیں اور نہ غیر معمولی۔ اور نئی چیزیں بہت جلد سب کو میسر ہوں گی۔

مستقبل کی سپر مارکیٹ میں خوش آمدید!

مستقبل کی سپر مارکیٹ کیسی ہوگی؟ اس کی چند ایک مثالیں پہلے ہی موجود ہیں۔ اس سال اٹھائیس اپریل کو میٹرو نے جو کہ دنیا کی سپر مارکیٹوں میں پانچویں نمبر پر ہے ایک ایسی ہی مستقبل کی سپر مارکیٹ۔ سٹوریا مستقبل کی دکان کے ایک پائیلٹ پروجیکٹ کا افتتاح کیا ہے جو کہ ٹیکنالوجی کا ایک اعلیٰ نمونہ ہے جس میں خریداری والی ٹرائی پرائیک لیپ ٹاپ کمپیوٹر لگا ہوا ہے۔

کمپیوٹر آپ کی خریداری کی فہرست بناتا ہے۔۔۔

اس سسٹم کو چلانے کے لئے یا شروع کرنے کے لئے آپ کو اپنا سٹور کارڈ لیپ ٹاپ میں ڈالنا ہوگا جس میں آپ کے ذاتی کوائف ہوں گے جو آپ یہ کارڈ اس میں ڈالیں گے سکرین پر ان تمام چیزوں کی فہرست آجائے گی جو آپ نے پچھلی مرتبہ سٹور سے خریدیں تھیں۔ پھر کمپیوٹر آپ کو بتائے گا کہ اس مرتبہ آپ کیا کیا خریدیں۔ اس کمپیوٹر میں ان تمام چیزوں کی فہرست یادداشت میں محفوظ ہوگی جو آپ نے پہلی مرتبہ آنے کے بعد سے اب تک خریدی ہوں گی۔ یہ ایک بہت اچھی کوشش ہوگی خاص طور پر ان کے لئے جو اپنی خریداری کی فہرست ایک کاغذ کے ٹکڑے پر لکھ لیتے ہیں اور اکثر ساتھ لے کر جانا بھول جاتے ہیں۔

آپ کا کمپیوٹر بتائے گا کہ آپ کی مطلوبہ چیز کہاں ملے گی۔۔۔

کمپیوٹر شیلفوں کے ارد گرد جانے میں آپ کی مدد کرے گا۔ اگر آپ کوئی خاص چیز ڈھونڈ رہے ہیں مثال کے طور پر اگر آپ کو ٹیونا مچھلی کا ایک ڈبہ چاہیے تو آپ اپنے کمپیوٹر پر صرف ٹیونا ٹاپ کر دیں تو آپ کے کمپیوٹر پر فوراً لکھا ہوا آجائے گا کہ سٹور میں کتنی قسم کی ٹیونا دستیاب ہے اور کس کی قیمت کتنی ہے اور کون سی سستی ہے۔ اور سکرین کے ایک طرف سٹور کا نقشہ بھی نظر آئے گا جس میں نیلے رنگ سے راستے اور جگہ کا نشان ہوگا کہ آپ کی مطلوبہ چیز یہاں ہے۔

کمپیوٹر آپ کو غذائیت کے بارے میں معلومات فراہم کرے گا

آپ کو غذائیت کے بارے میں معلومات فراہم کرنے اور کھانا بنانے کا طریقہ بتانے کے لئے وہاں ملٹی میڈیا بوتھ لگے ہوئے ہیں۔ جہاں آپ کو یہ بھی بتایا جائے گا کہ یہ چیز کہاں سے آئی ہے۔ کمپیوٹر آپ کو یہ بھی بتائے گا کہ یہ چیز کتنے عرصے سے سپر مارکیٹ میں ہے۔ آپ پکانے کا طریقہ بھی کمپیوٹر سے نکال سکتے ہیں۔ آپ سبزی اور پھل بھی آسانی سے خرید سکتے ہیں اور 'ذہین تراز' اُس کو خود بخود پہچان کر صحیح قیمت لگا دے گا۔

-- آپ کے وقت کی بچت ہوگی

کمپیوٹر اُن تمام چیزوں کی پہچان کرنے کے بعد جو آپ ٹرالی میں رکھیں گے اُن کی قیمت جمع کرتا جائے گا جو سکرین پر آتی جائے گی۔ اس طرح سے آپ کو پتہ چلتا جائے گا کہ آپ کتنے پیسے خرچ کر چکے ہیں۔ جب آپ کی خریداری ختم ہو جائے تو آپ اپنی ٹرالی کا نمبر کیشرء کو دے دیں جو کل رقم دیکھے گا۔ آپ پیسے دیں اور باہر نکل آئیں۔ آپ کو کسی قطار میں کھڑا نہیں ہونا پڑے گا نہ ہی آپ کو ٹرالی سے چیزیں نکالنی اور دوبارہ رکھنی پڑیں گی۔ اس طرح وقت کی بہت سی بچت ہوگی۔ تجربے کے طور پر اگر آپ اپنی خریداری پر ایک روایتی سپر مارکیٹ میں پینتالیس منٹ لگاتے ہیں تو میٹرو کی مستقبل کی مارکیٹ میں صرف پندرہ منٹ لگیں گے۔

ٹیکنالوجی اور سٹاک کنٹرول

اب قیمتوں میں بھی ٹیکنالوجی کا عمل دخل ہوگا۔ چیز پر قیمت کا لیبل لگانے کی کوئی ضرورت نہیں ہوگی۔ چیز کی قیمت تقسیم کرنے والے مرکز کی طرف سے کمپیوٹر کی سکرین پر آجائے گی اور بغیر لیبل کی تبدیلی کے یہ مرکزی طریقہء کار قیمت تبدیل کر سکتا ہے۔ اس ٹیکنالوجی سے ایک ایسے طریقے کی بنیاد رکھی گئی ہے جس میں چیزوں کی تقسیم کے مرکز سے لے کر گاہک کی ٹرالی تک دیکھ بھال کی جاتی ہے۔ اس میں سپر مارکیٹ میں کام کرنے والوں کا بھی فائدہ ہے۔ وہ اپنے کمپیوٹر کے ذریعہ جان سکتے ہیں کہ کون سے شیلف خالی ہو چکے ہیں اور کب اُن میں دوبارہ چیزیں رکھی جائیں یا بدلی جائیں۔ اور یہ دیکھنا بھی ممکن ہوگا کہ کوئی چیز کسی غلط جگہ پر تو نہیں ہے اور اس طرح سے چوری ہونے کا بھی کم امکان ہوگا۔ اس طریقہء کار سے یہ اندازہ بھی لگایا جاسکتا ہے کہ کتنی ٹرالیاں کیش ڈیسک کی طرف آرہی ہیں تاکہ ضرورت کے مطابق اتنے کیش ڈیسک ہوں جو کام نمٹا سکیں۔

اگلا قدم: گھر بیٹھے بٹھائے کریڈٹ کارڈ کے ذریعہ قیمت کا ادا کرنا! یہ تو ہمارے لئے اُس انقلاب کی شروعات ہیں جو ٹیکنالوجی سے سپر مارکیٹ میں آرہی ہیں۔

QUESTIONS

Marks

1. (a) How is the new system activated? (lines 11–12) **1 point**
(b) Once the system has been activated, what information appears first on the computer screen? (lines 12–13) **2 points**
(c) Who would find this an interesting idea? (lines 14–16) **1 point**
 2. Paragraph four gives further details on how the system works.
What appears on the computer screen if you type in the name of a product? (lines 18–21) **3 points**
 3. What information can you get from the multi-media booths referred to in line 23? **4 points**
 4. How has the system simplified the process of buying fruit and vegetables? (lines 25–26) **2 points**
 5. Paragraph six (lines 28–31) describes how the new system will save time.
How does this new system save the shopper time? **3 points**
 6. This new system also has advantages for the supermarkets.
How does the system help the store with stock control? **4 points**
- (20 points)**
= 20 marks
7. Translate into English:

(lines 2–4) ----- کیا آپ کا قیمتی تفریحی وقت -----
----- چیزیں بہت جلد سب کو میسر ہوں گی -----

10
(30)

SECTION II—DIRECTED WRITING

Marks

Last Easter you spent two weeks on work experience in Pakistan. While you were there you stayed with your Urdu correspondent's family. This is the first time that you met them.

On your return you have to write an account of your experiences **in Urdu** for the modern languages section of your school's/college's website.

You must include the following information and **you should try to add** other relevant details:

- where you spent the fortnight in Pakistan and how you got there
- your impressions of your correspondent's house
- how you got on with your correspondent and his/her family
- what kind of work you did and what you liked and disliked about working in Pakistan
- how you celebrated your last day with your new friends
- where you would like to live and the kind of work you would like to do in the future.

Your account should be 150–180 words in length.

Marks will be deducted for any area of information that is omitted.

(15)

[END OF SPECIMEN QUESTION PAPER]

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Urdu
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Reading and
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Specimen Marking Instructions
for use in and after 2007

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Urdu Higher Reading and Directed Writing Specimen Marking Instructions

Questions/Acceptable Answers

Unacceptable Answers

Acceptable

- 1** (a) How is the new system activated? (lines 11–12) **1 point**
- By inserting your store card (in the computer) giving/showing store card
- (b) Once the system has been activated, what information appears first on the computer screen? (lines 12–13) **2 points**
- All the shopping items
 - Bought at the last visit
- (c) Who would find this an interesting idea? (lines 14–16) **1 point**
- Those who forget their shopping list to write a shopping list
- 2** Paragraph four gives further details on how the system works.
- What appears on the computer screen if you type in the name of a product? (lines 18–21) **3 points**
- List of all the types of that product list of all the products
 - With prices/discounts signs
 - Map showing where that product is
- 3** What information can you get from the multi-media booths referred to in line 23? **4 points**
- Information on the nutritional value of the items value of the items
 - How to prepare them how to cook them
 - How long items have been there how long on the shelf
 - Recipes

Urdu Higher Reading and Directed Writing Specimen Marking Instructions (continued)

Questions/Acceptable Answers

Unacceptable Answers

Acceptable

4 How has the system simplified the process of buying fruit and vegetables? (lines 25–26)

2 points

scales are clever

- “Intelligent scale”/Scales recognise the product
- Calculate the exact price

work out/the right price

5 Paragraph six (lines 28–31) describes how the new system will save time.

3 points

know how much you spend

- Don't have to wait in any queue
- Don't have to empty your trolley
- and put them all back in again

6 This new system also has advantages for the supermarkets.

4 points

How does the system help the store with stock control?

- Can check when shelves get empty
- See when need to refill the shelves
- Whether to change the product
- Can check if anything is on the wrong shelf
- More control over thieving

(any four)

20 points

= 20 marks

Urdu Higher Reading and Directed Writing Specimen Marking Instructions (continued)

7 Translate into English

اب مستقبل کی سیرا کرٹ میں ایسا نہیں ہوگا۔

خریداری میں ضائع ہو رہا ہے؟

کیا آپ کا قیمتی تقریحی وقت

In the supermarket(s) of the future this will no longer be (the case).

GOOD (2 marks)

being taken up with shopping?

Is your precious free time/hours

It won't be like this/that/will not (no longer) happen like this

used up/wasted/spent

of your spare/free time

SATISFACTORY (1 mark)

Shopping takes away . . . free time

Omission of "precious"

The supermarket of the future will no longer do this

Present tense. Omission of "any more/longer"

Omission of "hours of"

The precious hours

On the supermarket

UNSATISFACTORY (0 marks)

shopping takes spare time

it will not like this

statement not a question

You will not like this. You will not be like this

اور ان میں کوئی مشکل اور غیر معمولی چیز بھی نہیں ہے

اب کچھ سیرا کرٹوں میں نئے نئے طریقے آگئے ہیں

GOOD (2 marks)

and there is nothing complicated or strange about them.

In some supermarkets the new ideas are already in place

SATISFACTORY (1 mark)

nothing strange/nothing of strange

certain innovations/changes/initiative

omission of "already" already arrived

UNSATISFACTORY (0 marks)

nothing this strange nothing too strange

various/many invention new system

is arriving/arrives

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.
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.

<p>What if . . . ?</p>	
<p>the candidate only addresses one part of one of the introductory, predictable bullet points?</p>	<p>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 to all categories.</p>
<p>some bullet points fit into one category but others are in the next, lower category?</p>	<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>
<p>the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?</p>	<p>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.</p>
<p>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?</p>	<p>This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]

FOR OFFICIAL USE

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Examiner's Marks	
A	
B	

Total
Mark

--

C242/SQP322

Urdu
Higher
Listening/Writing
Specimen Question Paper
for use in and after 2007

Time: 1 hour

NATIONAL
QUALIFICATIONS

Fill in these boxes and read what is printed below.

Full name of centre

--

Town

--

Forename(s)

--

Surname

--

Date of birth

Day Month Year

--	--	--	--	--	--	--	--

Scottish candidate number

--	--	--	--	--	--	--	--	--	--

Number of seat

--

Do not open this paper until told to do so.

Answer Section A **in English** and Section B **in Urdu**.

Section A

Listen carefully to the recording with a view to answering, **in English**, the questions printed in this answer book. Write your answers **clearly and legibly** in the spaces provided after each question.

You will have 2 minutes to study the questions before hearing the dialogue for the first time.

The dialogue will be played **twice**, with an interval of 2 minutes between the two playings.

You may make notes at any time but only in this answer book. **Draw your pen through any notes before you hand in the book.**

Move on to Section B when you have completed Section A: you will **not** be told when to do this.

Section B

Do not write your response in this book: **use the 4 page lined answer sheet.**

You will be told to insert the answer sheet inside this book before handing in your work.

You may consult an Urdu dictionary at any time during **both** sections.

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

Marks

Section A

Qasim talks to us about television.

1. Qasim no longer likes TV as much as he used to. Why not?

2 points

2. When does Qasim watch television? Give **three** details.

3 points

3. What reasons does Qasim give to support his view that TV plays an important role in today's society? Mention **two**.

2 points

4. What **two** kinds of TV viewers does Qasim identify?

2 points

5. (a) What kinds of programmes does Qasim like? Mention **two**.

2 points

(b) Why does he not watch many TV films?

1 point

- | | <i>Marks</i> | |
|---|-----------------|--|
| 6. According to Qasim, what kind of programmes do most people watch nowadays? | 2 points | |
| 7. Qasim has definite views on how television could be improved.
(a) What two kinds of programmes does Qasim disapprove of and why? | 2 points | |
| (b) What does he say about TV adverts? Give two details. | 2 points | |
| (c) What programmes would Qasim like to see more of? | 2 points | |

(20 points)
= 20 marks

[Turn over for Section B on Page four

Section B

قاسم یہاں بتا رہا ہے کہ ٹیلیویشن اُس کی زندگی میں کتنا اہم ہے۔

آپ کا ٹیلیویشن کے بارے میں کیا خیال ہے؟
کون کون سے پروگرام آپ کو پسند ہیں اور کیوں؟

ٹیلیویشن کی کون سی باتیں آپ کو اچھی نہیں لگتیں؟
آپ کے ٹیلیویشن دیکھنے کے اوقات کیا ہیں؟

10
(30)

USE THE 4 PAGE LINED ANSWER SHEET FOR YOUR ANSWER TO
SECTION B

[END OF SPECIMEN QUESTION PAPER]

C242/SQP322

Urdu
Higher
Listening/Writing
Specimen Marking Instructions
for use in and after 2007

NATIONAL
QUALIFICATIONS

Higher Urdu SQP Listening Answers

Question 1

Fewer programmes interest him 1

Too many about famous people 1

Question 2

After school 1

At weekends 1

More on weekdays 1

Less at weekends 1 (any 3) watches 1–2 hours a day 0

Question 3

Number of TV sets increasing 1

Nearly everyone has a set 1

Many families have multiple sets 1 (any 2)

Question 4

Undiscerning (People who watch for hours after work) 1

Selective (People who choose carefully what to watch) 1

The idea of each type has to be expressed to get the mark, however it is glossed in English.

Question 5(a)

News 1

Nature documentaries 1

Films 1 (any 2)

Question 5(b)

They are on too late (at night) 1

Question 6

Big Brother and Reality TV shows 1 + 1

Question 7(a)

Soaps/Soap operas 1

Violent films 1

Question 7(b)

Too many 1

In intervals

Spoil/get in way of films 1

Question 7(c)

Cultural progs 1

Educational progs 1

(or similar)

Total 20

Category	Mark	Content	Accuracy	Language Resource—Variety, Range, Structures
Very Good	10	<ul style="list-style-type: none"> The topic is 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 and constructions is used. There may also be a variety of tenses. Overall this comes over as a competent, well thought-out response to the task 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	8	<ul style="list-style-type: none"> The topic is addressed, generally quite fully, and some complex sentences may be included. 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. At times 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	6	<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. The topic may not be 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. There are quite a few errors in other parts of speech—personal pronouns, gender of nouns, adjective endings, singular/plural confusion—and in the use of accents. Some prepositions may be inaccurate or omitted, eg I go the town. While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places. 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 present tense of most verbs. A limited range of verbs is used. Candidate relies on a limited range of vocabulary and structures. Where the candidate attempts constructions with modal verbs, these are not always successful. Sentences may be basic and mainly brief. There is minimal use of adjectives, probably mainly after “is”, eg My friend is reliable. The candidate has a weak knowledge of plurals. There may be several spelling errors, eg reversal of vowel combinations.
Unsatisfactory	4	<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 aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect. The Personal Response 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. Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> The candidate copes mainly only with the predictable language. 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	2	<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 1 or 2 basic verbs, frequently “has” and “is”. 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 	<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.

<p>What if . . . ?</p>	
<p>the candidate exceeds the recommended word count?</p>	<p>This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 150 words. It is important to assess what has been written—sometimes by exceeding the word count the candidate’s control of the language deteriorates and this has to be reflected in the mark awarded.</p>
<p>the candidate has been asked to address a topic with two aspects but only addresses one of these?</p>	<p>In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.</p>
<p>some parts of the writing fit into one category but others are in the next, lower category?</p>	<p>If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Criteria should be used to help the marker come to a final decision.</p>
<p>the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?</p>	<p>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.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]

C242/SQP322

Urdu
Higher
Listening Transcript
Specimen Question Paper
for use in and after 2007

Time: 1 hour

NATIONAL
QUALIFICATIONS

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.

Instructions to reader(s):

Candidates have two minutes to study the questions.

The dialogue below should be read in approximately 3¼ minutes. On completion of the first reading, pause for two minutes, then read the dialogue a second time.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked **(f)** should be read by a female speaker and those marked **(m)** by a male.

Qasim talks to us about television.

- (f) ہیلو، قاسم، کیا تم ٹیلیوژن کے متعلق چند سوالات کے جواب دینا پسند کرو گے؟
کیا تمہیں ٹیلیوژن دیکھنا پسند ہے؟
- (m) جی ہاں! لیکن سچ تو یہ ہے کہ پہلے مجھے ٹیلیوژن دیکھنا بہت پسند تھا اب اتنا نہیں ہے۔
میرے خیال میں آج کل دلچسپ پروگرام بہت کم آتے ہیں۔ آج کل بہت سے پروگرام مشہور لوگوں کی زندگیوں کے بارے میں ہوتے ہیں جو مجھے بالکل دلچسپ نہیں لگتے۔
- (f) تم ٹیلیوژن کب دیکھتے ہو؟
- (m) اکثر جب میں سکول سے گھر آتا ہوں یا پھر ہفتے اتوار کو۔ میرے سکول کا کام اتنا زیادہ ہوتا ہے کہ میں ٹیلیوژن نہیں دیکھ سکتا۔ میرا خیال ہے کہ زیادہ سے زیادہ تقریباً ایک یا دو گھنٹے روزانہ دیکھتا ہوں۔ اور میں ہفتے کے دوران ہفتے کے آخر سے زیادہ ٹیلیوژن دیکھتا ہوں۔
- (f) تمہارے خیال میں کیا ٹیلیوژن معاشرے میں ایک اہم کردار ادا کرتا ہے؟
- (m) جی ہاں۔ جس معاشرے اور تہذیب میں ہم رہتے ہیں۔ اُس میں ٹیلیوژن کا کردار بہت اہم ہے ان چند سالوں میں ٹیلیوژن سیٹ کی تعداد بہت زیادہ ہو گئی ہے۔ ہر گھر میں ایک ٹیلیوژن سیٹ تو ضروری ہے بلکہ چند گھروں میں تو دو یا تین ٹیلیوژن سیٹ ہوتے ہیں۔
- (f) تمہارے خیال میں کیا لوگ بہت زیادہ ٹیلیوژن دیکھتے ہیں؟
- (m) اس کا انحصار لوگوں پر ہے۔ چند لوگ تو ایسے ہیں کہ تھکے ماندے کام سے آتے ہی گھنٹوں ٹیلیوژن کے آگے بیٹھے رہتے ہیں لیکن ایسے لوگ بھی ہیں جو صرف معیاری پروگرام ہی دیکھنا پسند کرتے ہیں۔
- (f) تم کیسے پروگرام دیکھنا پسند کرتے ہو؟
- (m) میں اکثر خبروں کے پروگرام دیکھتا ہوں تاکہ میں یہ جان سکوں کہ دنیا میں کیا ہو رہا ہے

میں ایسے ڈاکیومنٹری پروگرام بھی دیکھتا ہوں جو قدرتی چیزوں کے متعلق ہوں یا پھر دنیا کے دوسرے حصوں کی تہذیب سے متعلق ہوں۔ کبھی کبھار بہت اچھی فلمیں بھی لگتی ہیں لیکن وہ اتنی دیر سے دکھائی جاتی ہیں کہ میں ان کو نہیں دیکھ سکتا۔

(f) اس کے علاوہ لوگوں کی اکثریت کس قسم کے پروگرام دیکھتی ہے؟

(m) ایسا لگتا ہے کہ بڑے بھائی جیسے پروگرام آج کل بہت مقبول ہیں اور یہ پروگرام آپ کسی روز بھی

دیکھ سکتے ہیں۔ آپ ایک گھر میں رہنے والے لوگوں کی زندگی کے بارے میں جان سکتے ہیں اور اس قسم کے ہی پروگرام ہیں جن کو لوگ دیکھنا پسند کرتے ہیں۔

(f) تمہارے خیال میں ٹیلیوژن کو کیسے بہتر بنایا جاسکتا ہے؟

(m) میرے خیال میں روزانہ قسط وار دکھائے جانے والے پروگرام نہ دکھائے جائیں۔

اور مارڈھاڑ والی فلمیں اور کارٹون نہ دکھائے جائیں جو بچوں پر برا اثر ڈالتی ہیں۔ اور وقفے میں اتنے زیادہ اشتہارات نہ دکھائے جائیں خاص طور پر فلموں کے دوران۔ ان کو تعلیمی اور معلوماتی پروگرام زیادہ دکھانے چاہئیں یا ایسے پروگرام جو ہماری تہذیب اور ثقافت کے بارے میں ہوں۔

[END OF SPECIMEN TRANSCRIPT]

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Higher Modern Languages—Teachers' Summary Guide to Assessment

Table 1: Internal Assessment

UNIT	SKILL	DETAILS	TIME ALLOCATION	SOURCE	DICTIONARY	ADDITIONAL INFORMATION
LANGUAGE	READING	One text of 400–450 words. No translation into English	1 hour max. Under controlled conditions.	NAB	Yes	Questions in English. Candidates need to obtain 60% pass.
LANGUAGE	LISTENING	One Dialogue. Questions in English.	30 mins max. Under controlled conditions.	NAB	No	One dialogue of 2–3 minutes duration heard three times. Candidates need to obtain a 60% pass.
LANGUAGE	SPEAKING	Contributes to internal and external assessment	6–8 mins in total. One-to-one with teacher/lecturer.	Based on at least two themes covered in the Language Unit.	No, but five headings each of eight words maximum may be used during the presentation.	The discussion must develop from the original topic and theme and continue into at least one other prescribed theme. Performance must be audio-recorded.
EXTENDED READING & VIEWING*	WRITING	One essay of 100–150 words in the Target Language on one aspect of the text(s) studied.	50 mins max. Under controlled conditions.	Based on the text(s) selected for ER&V.	Yes	Candidates must express a personal response/reaction.
LANGUAGE IN WORK*	WRITING	One letter of 100–150 words and One message of 50–80 words both in the Target Language.	The two pieces of writing may be produced on two separate occasions.	Based on one of the prescribed areas selected in LinW.	Yes	Use of standard letter/message format.

*Candidates study **one** of these options

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Table 2: External Assessment

UNIT	PAPER/SKILL	DETAILS	TIME ALLOCATION	MARKS	DICTIONARY	ADDITIONAL INFORMATION
LANGUAGE	PAPER 1 (Section I) READING	One text of 550–650 words, including translation into English	1 hour (approx)	Total 45 20 (Read) 10 (Trans)	Yes	Questions in English. Paper I lasts 1 hr 40 mins in total. There is no break between Sections I and II.
LANGUAGE	PAPER 1 (Section II) DIRECTED WRITING	150–180 Words in Target Language.	40 mins (approx)	15	Yes	Task based on scenario given in English with six bullet points to be addressed.
LANGUAGE	PAPER 2 (Section A) LISTENING	One dialogue. Questions in English.	20 mins (approx)	20	Yes	Dialogue of 2–3 minutes' duration heard twice. Candidates have 2 mins to study the questions before hearing the dialogue.
LANGUAGE	PAPER 2 (Section B) WRITING	Personal response essay of 120–150 words in Target Language. Topic based on dialogue in Section A.	40 mins (approx)	10	Yes	Paper 2 lasts 1 hour in total. There is no break between Sections A and B.
LANGUAGE	SPEAKING (a) Presentation (b) Discussion	Conducted internally and audio-recorded for external moderation.	6–8 mins One-to-one with teacher/lecturer.	25	No	See internal assessment Speaking for details