



National  
Qualifications  
2015

## **2015 Urdu Reading**

### **New Higher**

## **Finalised Marking Instructions**

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## General Marking Principles for Higher Urdu Reading

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this Paper are as follows:
  - (i) Questions 1-5 require candidates to provide answers based on comprehension of information from the text. The marks available for each question range between 1-3 marks.
  - (ii) Question 6 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of two marks available for reference to the text and detailed comment. 1 mark is given for reference to the text and basic comment. 0 marks will be given where candidates show little or no understanding of the overall purpose of the text.
  - (iii) Question 7 is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) For questions that ask candidates to 'state...' or 'give...', candidates must give a brief, accurate response/name.
- (g) We use the term – or any other acceptable answer – to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

### Detailed Marking Instructions for each question

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> <li>• Great political abilities</li> <li>• He gets satisfaction/feels good to serve/help people/community</li> <li>• He feels the pain of poor people</li> <li>• He wanted to do something to help improve their lives.</li> </ul> <p style="text-align: right;"><b>(Any two)</b></p>	<b>2</b>	
	(b)	<ul style="list-style-type: none"> <li>• He took part in non-educational/extra-curricular activities</li> <li>• He used to guide/support/help other (fellow) students</li> </ul> <p style="text-align: right;"><b>(Any one)</b></p>	<b>1</b>	
	(c)	<ul style="list-style-type: none"> <li>• He comes from an area without basic necessities/facilities/a deprived area</li> </ul>	<b>1</b>	
2.	(a)	<ul style="list-style-type: none"> <li>• He has done a lot of work for the welfare of women/youth</li> <li>• Training projects for young people</li> <li>• Built a training/sewing centre for women</li> </ul> <p style="text-align: right;"><b>(Any two)</b></p>	<b>2</b>	
	(b)	<ul style="list-style-type: none"> <li>• Women could use these skills to earn some money/support their family</li> <li>• They can improve their well-being/spend their life in a productive way</li> <li>• For the prosperity of the area</li> </ul> <p style="text-align: right;"><b>(Any two)</b></p>	<b>2</b>	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.	(a)	<ul style="list-style-type: none"> <li>In the area they only had a primary school (so if a child wanted to continue with their education)</li> <li>They had to/would have to go to a nearby town (to continue their education) or other school was in different town</li> <li>Because of this many parents used to stop their children from school</li> <li>The children wanted to study more but they were forced to leave their education.</li> </ul> <p style="text-align: right;">(Any three)</p>	3	
	(b)	<ul style="list-style-type: none"> <li>Organised/ran charity/fundraising events/ programmes to raise money (for a new high school)</li> </ul>	1	
4		<ul style="list-style-type: none"> <li>He built the factory so the young adults could find employment</li> <li>Encouragement for other local businesses or other businesses hopes were increased</li> </ul>	2	
5	(a)	<ul style="list-style-type: none"> <li>He believes that a healthy nation/people can progress further</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>He made a <u>hospital</u> here where treatment is <u>cheap/ not very expensive</u></li> </ul>	1	
	(c)	<ul style="list-style-type: none"> <li>(People can get) advice on ways to prevent diseases/illnesses</li> <li>Health lessons to learn about other illnesses</li> <li>Balanced diet/healthy eating</li> <li>Wellbeing of children</li> </ul> <p style="text-align: right;">(Any two)</p>	2	

Question	Expected Answer(s)	Max Mark	Unacceptable Answers
6	<ul style="list-style-type: none"> <li>• That it is people’s responsibility to take care of each other</li> <li>• Work together to look after each other’s rights/ welfare of society</li> <li>• Her uncle is her role model/inspiration</li> <li>• Her uncle has done a lot to help the community</li> <li>• Basic needs of life should be available to all</li> </ul> <p style="text-align: right;"><b>(Any two)</b></p>	2	

Question	Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
7.	انہوں نے لوگوں میں یہ شعور پیدا کیا کہ ہمارے بزرگ ہمارے معاشرے کا قیمتی سرمایہ ہیں	<ul style="list-style-type: none"> <li>He raised awareness within the community that the elderly are a very precious part of our society.</li> </ul>	<ul style="list-style-type: none"> <li>He raised awareness within the community OR That the elderly are a very precious part of our society.</li> </ul>	
	کیونکہ وہ بہت جذباتی اور حساس ہوتے ہیں اس لئے وہ ہماری زیادہ توجہ اور پیار کے مستحق ہوتے ہیں۔	<ul style="list-style-type: none"> <li>Because they are very emotional and sensitive, they deserve more care and love.</li> </ul>	<ul style="list-style-type: none"> <li>Because they are very emotional and sensitive, OR They deserve more care and love.</li> </ul>	
	انہوں نے بوڑھے لوگوں، بیوہ عورتوں اور یتیم افراد کے لئے وظیفے مقرر کروائے تاکہ وہ بھی زندگی کو عزت اور سکون سے بسر کر سکیں۔	<ul style="list-style-type: none"> <li>He introduced a benefit system for the elderly, widows and orphans so they can live their life with respect and peace.</li> </ul>	<ul style="list-style-type: none"> <li>He introduced a benefit system for the elderly, widows and orphans OR So they can live their life with respect and peace.</li> </ul>	

Question	Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
	<p>میرے چچا جان باقاعدگی سے اس علاقے کا دورہ کرتے رہتے ہیں اور یہاں کے مسائل کی طرف حکومت کی توجہ دلاتے رہتے ہیں</p>	<ul style="list-style-type: none"> <li>My uncle visits this area regularly and takes any issues away with him to draw the government's attention to these issues.</li> </ul>	<ul style="list-style-type: none"> <li>My uncle visits this area regularly and takes any issues away with him OR To draw the government's attention to these issues.</li> </ul>	
	<p>تاکہ حکومت اس علاقے کے لوگوں کی فلاح و بہبود اور ان کے مسائل کے حل کے لئے بہتر اقدامات کر سکے۔</p>	<ul style="list-style-type: none"> <li>So the government can make steps towards solving these problems to help the community flourish/develop.</li> </ul>	<ul style="list-style-type: none"> <li>So the government can make steps towards solving these problems OR To help the community.</li> </ul>	

[END OF MARKING INSTRUCTIONS]