



FOR OFFICIAL USE

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National  
Qualifications  
SPECIMEN ONLY

Mark

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SQ43/H/02

Urdu  
Directed Writing

Date — Not applicable

Duration — 1 hour and 40 minutes



Fill in these boxes and read what is printed below.

Full name of centre

Town

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Forename(s)

Surname

Number of seat

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Date of birth

Day

Month

Year

Scottish candidate number

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Total marks — 10

Choose ONE scenario on *Page two* and write your answer clearly, in **Urdu**, in the space provided in this booklet. You must clearly identify the scenario number you are attempting.

You may use an Urdu dictionary.

Additional space for answers is provided at the end of this booklet.

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

There is a separate answer booklet for Reading. You must complete your answers for Reading in the answer booklet for Reading.

Before leaving the examination room you must give this Directed Writing question and answer booklet and your Reading answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



Choose **one** of the following two scenarios.

**SCENARIO 1: Society**

How well do you get on with your family and friends?

You have been asked to write an account **in Urdu** of a trip you went on with those who are important to you for your school/college website.

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

- Where you went **and** who you went with
- How well you got on together
- What activities you did
- What your ideal day trip would be like

You should write approximately 120–150 words.

**OR**

**SCENARIO 2: Learning**

You took part in a school/college exchange abroad, where you stayed with a family and you attended the local school/college.

On your return to Scotland you are asked to write an article **in Urdu** for the magazine of your exchange partner's school/college.

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

- Where the school/college was situated **and** what it was like
- What staying with your host family was like
- What happened on a trip with the school
- Whether you would recommend a school/college exchange to others

You should write approximately 120–150 words.











ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT  
WRITE IN  
THIS  
MARGIN



\* S Q 4 3 H 0 2 0 7 \*

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT WRITE IN THIS MARGIN

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## Marking Instructions

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

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## General Marking Principles for Higher Urdu Directed Writing

*This information is provided to help you understand the general principles that 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) Candidates will write a piece of extended writing in Urdu addressing a scenario that has four related bullet points. Candidates must address each bullet point. The first bullet point contains two pieces of information to be addressed. The remaining three bullet points contain one piece of information each. There is a choice of two scenarios and candidates must choose one of these.
- (b) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed Marking Instructions for the directed writing scenario.
- (c) For each of the types of writing (*Directed Writing or Writing*), the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
  - i) content
  - ii) accuracy
  - iii) language resource - variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.
- (g) Markers must adhere to the following general marking principle in situations where the candidate has not addressed one or more bullet points:
  - i) If a candidate has failed to address one of the bullet points, the **maximum** mark that can be awarded is 6.
  - ii) If a candidate has failed to address two of the bullet points, the **maximum** mark that can be awarded is 4.
  - iii) If a candidate has failed to address three or more of the bullet points, the **maximum** mark that can be awarded is 0.

The table below gives further guidance to markers. If:

<p>the candidate only addresses one part of one of the introductory, more predictable bullet point</p>	<p>In such a case the candidate is deemed to have not addressed the bullet point and the maximum mark that can be awarded is <b>6</b>.</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, introductory bullet point, the marker is less likely to be generous than if responses to unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet point, 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 point as for the three remaining bullet points, or even about information that is not covered by any of the 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</p>	<p>It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, 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 contains some possibly serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of 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 <b>6</b>.</p>

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> <li>• The content is comprehensive.</li> <li>• All bullet points are addressed fully and some candidates may also provide additional relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is accurate throughout. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> <li>• A comprehensive range of verbs is used accurately and tenses are consistent and accurate.</li> <li>• There is evidence of confident handling of all aspects of grammar and accurate spelling, although the language may contain a number of minor errors, or even one serious error.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex.</li> <li>• There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order.</li> <li>• A comprehensive range of verbs/verb forms, tenses and constructions is used.</li> <li>• Some modal verbs and infinitives may be used.</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</li> <li>• Sentences are mainly complex and accurate.</li> <li>• The language flows well.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
8	<ul style="list-style-type: none"> <li>• The content is clear.</li> <li>• All bullet points are addressed clearly. The response to one bullet point may be thin, although other bullet points are dealt with in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is mostly accurate. Where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately.</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate.</li> <li>• There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex.</li> <li>• In one bullet point the language may be more basic than might otherwise be expected at this level.</li> <li>• The candidate uses a range of verbs/verb forms and other constructions.</li> <li>• There may be less variety in the verbs used.</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</li> <li>• Sentences are generally complex and mainly accurate.</li> <li>• Overall the writing will be very competent, essentially correct, but may be pedestrian.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> <li>• The content is adequate and may be similar to that of an 8.</li> <li>• Bullet points may be addressed adequately, however <b>one</b> of the bullet points may not be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The language may be mostly accurate in two or three bullet points. However, in the remaining one or two, control of the language structure may deteriorate significantly.</li> <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 may be errors in spelling, adjective endings and some prepositions may be inaccurate or omitted. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective endings, cases (where relevant), singular/plural confusion - and in the use of accents (where relevant).</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of detailed and complex language.</li> <li>• The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.</li> <li>• The candidate relies on a limited range of vocabulary and structures.</li> <li>• There is minimal use of adjectives, probably mainly after “is”.</li> <li>• The candidate has a limited knowledge of plurals.</li> <li>• A limited range of verbs is used to address some of the bullet points.</li> <li>• The candidate copes with the past tense of some verbs.</li> <li>• When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion.</li> <li>• Sentences are mainly single clause and may be brief.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
4	<ul style="list-style-type: none"> <li>• The content may be limited and the directed writing may be presented as a single paragraph.</li> <li>• <b>Two</b> of the bullet points are not addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is mainly inaccurate and after the first bullet the control of the language structure may deteriorate significantly.</li> <li>• A limited range of verbs is used.</li> <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 other language interference.</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of detailed and complex language.</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch.</li> <li>• The candidate mainly copes only with simple language.</li> <li>• The verbs “was” and “went” may be used correctly.</li> <li>• Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker.</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>

Mark	Content	Accuracy	Language resource: variety, range, structures
2	<ul style="list-style-type: none"> <li>• The content may be basic or similar to that of a 4 or even a 6.</li> <li>• Bullet points are addressed with difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is inaccurate in all four bullets and there is little control of language structure.</li> <li>• Many of the verbs are incorrect or even omitted. There is little evidence of tense control.</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions, for instance.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of detailed and complex language.</li> <li>• Verbs used more than once may be written differently on each occasion.</li> <li>• The candidate displays almost no knowledge of the past tense of verbs.</li> <li>• The candidate cannot cope with more than one or two basic verbs.</li> <li>• Sentences are very short and some sentences may not be understood by a sympathetic native speaker.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The content is very basic.</li> <li>• The candidate is unable to address the bullet points.</li> <li style="padding-left: 20px;">or</li> <li>• <b>Three</b> or more of the bullet points are not addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate in all four bullets and there is almost no control of language structure.</li> <li>• Most errors are serious.</li> <li>• Virtually nothing is correct.</li> <li>• Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of detailed and complex language.</li> <li>• The candidate may only cope with the verbs to have and to be.</li> <li>• There may be several examples of other language interference.</li> <li>• English words are used.</li> <li>• Very few words are written correctly in the modern language.</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul>

[END OF SPECIMEN MARKING INSTRUCTIONS]