Date — Not applicable
Duration — 30 minutes (aprox)

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

Total marks — 20

Attempt ALL questions.

You will hear two items in Urdu. Before you hear each item, you will have one minute to study the questions. You will hear each item three times, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item.

You may NOT use an Urdu dictionary.

Write your answers clearly, in English, in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

Use blue or black ink.

You are not allowed to leave the examination room until the end of the test.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.
Item 1
Nabeel is a student who talks about his school project.

(a) What kind of project was this? 1

(b) What were the main aims of this project? State any two things. 2

(c) What types of activities did Nabeel and his classmates do together? State any three things. 3

(d) What did Nabeel find interesting? 1

(e) What did he especially want to know? 1
Item 2

During your stay in Pakistan you hear a discussion on the radio about reality TV programmes.

(a) What does the TV presenter ask about reality programmes in his introduction? Tick (√) the correct box.

<table>
<thead>
<tr>
<th>Who benefits from these programmes?</th>
<th>Why have these programmes become popular?</th>
</tr>
</thead>
</table>

(b) Amna explains why she likes reality TV programmes. State any two things that she says.

________________________________________________________________________
________________________________________________________________________

(c) What does she say about her favourite programme “My Neighbours”? State any two things.

________________________________________________________________________
________________________________________________________________________

(d) Amna talks about characters from her favourite TV programme. What does she say they do? Complete the sentence.

From this programme we find out who wants to _____________________
something, and who _____________________ others.

(e) What is special about this programme? State two things.

________________________________________________________________________
________________________________________________________________________

(f) What are the disadvantages of reality TV programmes according to the presenter? State any three things.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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):

For each item, read the English once, then read the Urdu three times, with an interval of 1 minute between the three readings. On completion of the third reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

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; those sections marked (t) should be read by the teacher.

(t) Item number one.

Nabeel is a student who talks about his school project.

You now have one minute to study the questions for item number one.

بيانتي اسکول مين ميہ آئے سال ہے۔ تھپپ کس کلاس نے جگمو کے ساتھ کر اکیک تعلیم عنوان ہے پہما کی کہا اس عنوان کا اصل مقصد ہے کہ ہمارا بچا کر دو نمبر کلیں کوئے فوجوں کا کارنگن کس کیسے اور جسے کس نمبر کا سوپہٹین؟

وس اکیک سال میں نے طالب علم سے ویژن پر دیت کی کی، اس میں نئی اور اکیک دورے کو منابعی تفصیلات اور کام کھچا۔ تھے سپریمکسیوئٹی کے نمبر کے کوئے کھچے آسے پر چٹا کر فوجوں کا ہایہ دنیا کے جس میں نئی این کی خواشات، اور خواب ایک نچے بنے تیز۔

نیں خاص طور پر پریچنتیاں پہنا کر سکات لینے کے طالب علم سے کودبان تعلیم و تفریح کے کسی مقام حاصل بنی؟

(2 minutes)
During your stay in Pakistan you hear a discussion on the radio about reality TV programmes. You now have one minute to study the questions for item number two.
(2 minutes)

(t) End of test.
Now look over your answers.

[END OF SPECIMEN TRANSCRIPT]
Marking Instructions

These marking instructions have been provided to show how SQA would mark this specimen question paper.

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (ie secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the user’s responsibility to obtain the necessary copyright clearance.
General marking principles for National 5 Urdu Listening

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) The marking instructions indicate the essential idea that a candidate should provide for each answer.

(e) The answers for each question must come from the item.

(f) There are a number of supported marks across the two items. Where there are supported marks in the form of a grid, award zero marks where a candidate ticks all boxes.

(g) For questions that ask candidates to ‘state’ or ‘give’, candidates must give a brief, accurate response/name.
<table>
<thead>
<tr>
<th>Question</th>
<th>Expected response</th>
<th>Max mark</th>
<th>Additional guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (a)</td>
<td>A project about education</td>
<td>1</td>
<td>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</td>
</tr>
<tr>
<td>(b)</td>
<td>How young people are living in both countries • What they think about their futures</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>Video conferences • Sent emails • Shared pictures • Shared work <em>(Any 3 from 4)</em></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>No matter where young people are living, all young people's wishes and/or dreams are the same</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>What kind of educational and entertainment facilities/ opportunities are available for young people in Scotland</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Expected response</td>
<td>Max mark</td>
<td>Additional guidance</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------</td>
<td>----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>2. (a)</td>
<td>• Who benefits from these programmes?</td>
<td>1</td>
<td>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</td>
</tr>
</tbody>
</table>
| (b)      | • She likes to watch talk shows  
• She doesn't like news/debate programmes  
• She likes funny programmes/programmes which make her laugh  
(Any 2 from 3) | 2        |                     |
| (c)      | • It is a story from an area of Karachi  
• Five families from the area are involved in the story  
• What they do in their everyday life  
(Any 2 from 3) | 2        |                     |
| (d)      | • Achieve/gain/get  
• Helps | 2        |                     |
| (e)      | • The people in this programme are ordinary  
• They also help each other  
• It shows how Pakistani people live  
(Any 2 from 3) | 2        |                     |
| (f)      | • He thinks that these programmes waste people's time  
• People begin to think wrongly of others  
• Only the producers benefit from these(and not the public) | 3        |                     |

[END OF SPECIMEN MARKING INSTRUCTIONS]
Published: January 2017

Change since last published:
Amendments to general marking principles.