

FOR OFFICIAL USE



National  
Qualifications  
SPECIMEN ONLY

Mark

**S870/75/03**

**Urdu  
Listening**

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.



Total marks — 20  
Attempt ALL questions

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. 1

	Tick (✓)
Who benefits from these programmes?	
Why have these programmes become popular?	

- (b) Amna explains why she likes reality TV programmes. State any **two** things that she says. 2

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- (c) What does she say about her favourite programme “My Neighbours”? State any **two** things. 2

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- (d) Amna talks about characters from her favourite TV programme. What does she say they do? Complete the sentence. 2

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

- (e) What is special about this programme? State **two** things. 2

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- (f) What are the disadvantages of reality TV programmes according to the presenter? State any **three** things. 3

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[END OF SPECIMEN QUESTION PAPER]



\* S 8 7 0 7 5 0 3 0 3 \*

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS



\* S 8 7 0 7 5 0 3 0 4 \*

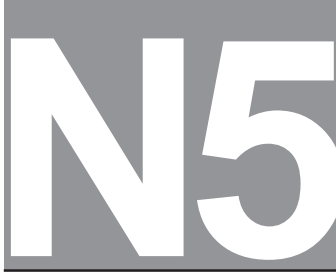
MARKS

DO NOT  
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ADDITIONAL SPACE FOR ANSWERS



\* S 8 7 0 7 5 0 3 0 5 \*



National  
Qualifications  
SPECIMEN ONLY

**S870/75/13**

**Urdu  
Listening Transcript**

Date — Not applicable

Duration — 30 minutes (approx)

**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.



\* S 8 7 0 7 5 1 3 \*

**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.

یہ ہائی سکول میں میرا آخری سال ہے۔ پچھلے سال ہماری کلاس نے گلاسگو کے ساتھ مل کر ایک تعلیمی منصوبے پر کام کیا تھا۔ اس منصوبے کا اصل مقصد یہ تھا کہ یہ دیکھا جائے کہ دونوں ملکوں کے نوجوانوں کا رہن سہن کیسا ہے اور وہ اپنے مستقبل کے بارے میں کیا سوچتے ہیں؟

اُس ایک سال میں ہم نے طالب علموں سے ویڈیو پر بات چیت کی، ای میل بھیجی اور ایک دوسرے کو اپنی تصویریں اور کام بھی بھیجا۔ مجھے یہ سب بہت دل چسپ لگا کیونکہ مجھے اس سے یہ پتا چلا کہ نوجوان چاہے دنیا کے جس ملک میں بھی رہیں ان کی خواہشات، اور خواب ایک جیسے ہوتے ہیں۔

میں خاص طور پر یہ جاننا چاہتا تھا کہ سکاٹ لینڈ کے طالب علموں کو وہاں تعلیم و تفریح کے کیسے مواقع حاصل ہیں؟

(2 minutes)

(t) Item number two.

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.

میزبان: پچھلے کچھ سالوں سے حقیقی زندگی سے متعلق ٹی وی پروگرام  
بہت مشہور ہو چکے ہیں۔ لیکن ان سے فائدہ کس کو ہوتا ہے؟  
پروگرام میں آنے والوں کو؟  
عوام کو؟  
یا پھر پروگرام بنانے والوں کو؟

آمنہ: مجھے حقیقی زندگی سے متعلق پروگرام بہت پسند ہیں۔ جب میں  
یونیورسٹی سے گھر آتی ہوں تو بہت تھکی ہوئی ہوتی ہوں اور ٹی وی پر خبریں اور  
بحث و مباحثہ نہیں دیکھنا چاہتی بلکہ کوئی بات چیت یا گپ شپ دیکھنا چاہتی ہوں  
جس میں ہنسی مذاق ہو۔

میزبان: آمنہ اپنے پسندیدہ پروگرام کے بارے میں کچھ بتائیں؟

آمنہ: میرا پسندیدہ پروگرام 'میرے ہمسائے' ہے۔  
یہ کراچی کے ایک علاقے کی کہانی ہے۔ وہاں رہنے والے پانچ خاندان  
اس پروگرام میں دکھائے گئے ہیں۔  
یہ کہ سب کردار اپنی روزانہ کی زندگی میں کیا کرتے ہیں؟



میزبان: اس پروگرام کے کرداروں کے بارے میں کچھ بتائیں؟

آمنہ: اس پروگرام سے یہ پتا چلتا ہے کہ

کون کس کے خلاف ہے؟

کون کیا حاصل کرنا چاہتا ہے؟

کون دوسروں کی مدد کرتا ہے؟

میزبان: اس پروگرام کی خاص بات کیا ہے؟

آمنہ: مجھے اس پروگرام میں یہ سب دیکھ کر ہنسی بھی آتی ہے اور مزہ بھی۔

اس پروگرام کی خاص بات یہ ہے یہ سب کردار عام لوگ ہیں۔

اس میں لوگ ایک دوسرے کے کام بھی آتے ہیں اور اس پروگرام

کو دیکھ کر یہ بھی پتا چلتا ہے کہ پاکستان کے لوگوں کا عام رہن سہن

کیسا ہے۔

میزبان:

میرے خیال میں اس طرح کے پروگراموں سے لوگوں کا وقت ضائع

ہوتا ہے۔ لوگوں میں دوسروں کے بارے میں غلط فہمیاں بڑھتی ہیں اور

ایسے پروگراموں سے صرف ٹی وی پروڈیوسر کا فائدہ ہوتا ہے عوام کا نہیں۔

(2 minutes)

(t) End of test.

Now look over your answers.

[END OF SPECIMEN TRANSCRIPT]



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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 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.

### Detailed marking instructions for each question

Question			Expected response	Max mark	Additional guidance
1.	(a)		<ul style="list-style-type: none"> <li>A project about education</li> </ul>	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.
	(b)		<ul style="list-style-type: none"> <li>How young people are living in both countries</li> <li>What they think about their futures</li> </ul>	2	
	(c)		<ul style="list-style-type: none"> <li>Video conferences</li> <li>Sent emails</li> <li>Shared pictures</li> <li>Shared work</li> </ul> <p>(Any 3 from 4)</p>	3	
	(d)		<ul style="list-style-type: none"> <li>No matter where young people are living, all young people's wishes and/or dreams are the same</li> </ul>	1	
	(e)		<ul style="list-style-type: none"> <li>What kind of educational and entertainment facilities/ opportunities are available for young people in Scotland</li> </ul>	1	

Question			Expected response	Max mark	Additional guidance
2.	(a)		<ul style="list-style-type: none"> <li>Who benefits from these programmes?</li> </ul>	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.
	(b)		<ul style="list-style-type: none"> <li>She likes to watch talk shows</li> <li>She doesn't like news/debate programmes</li> <li>She likes funny programmes/ programmes which make her laugh</li> </ul> <p>(Any 2 from 3)</p>	2	
	(c)		<ul style="list-style-type: none"> <li>It is a story from an area of Karachi</li> <li>Five families from the area are involved in the story</li> <li>What they do in their everyday life</li> </ul> <p>(Any 2 from 3)</p>	2	
	(d)		<ul style="list-style-type: none"> <li>Achieve/gain/get</li> <li>Helps</li> </ul>	2	
	(e)		<ul style="list-style-type: none"> <li>The people in this programme are ordinary</li> <li>They also help each other</li> <li>It shows how Pakistani people live</li> </ul> <p>(Any 2 from 3)</p>	2	
	(f)		<ul style="list-style-type: none"> <li>He thinks that these programmes waste people's time</li> <li>People begin to think wrongly of others</li> <li>Only the producers benefit from these (and not the public)</li> </ul>	3	

[END OF SPECIMEN MARKING INSTRUCTIONS]

**Published:** January 2017

**Change since last published:**

Amendments to general marking principles.