



National
Qualifications
2026

2026 Urdu

Listening

National 5

Question Paper Finalised Marking Instructions

These marking instructions have been prepared by examination teams for use by Qualifications Scotland appointed markers when marking external course assessments.

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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.

Marking instructions for each question

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.	(a)		• they do different types of activities • have discussions/debates • present their work in different ways Any 2 from 3	2	
	(b)		• all her friends used to sit in the same group • they were talking too much • they did less work Any 2 from 3	2	
	(c)		• they got to know other students' views • worked more attentively • work whole heartedly Any 2 from 3	2	
	(d)	(i)	• should be in charge of dividing the class into groups. • keep an eye on all students to see if they are taking part in activities Any 1 from 2	1	
		(ii)	• so that students can benefit from each other's knowledge/skills	1	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
2.	(a)		• they go out to study in the park • have breakfast together • they come back at/before the end of school day Any 2 from 3	2	
	(b)		• fresh air • open environment • good influence on mood • good for your health Any 2 from 4	2	
	(c)		• map of the place • timetable of the day • each class is an hour long • they walk to the next class Any 2 from 4	2	
	(d)	(i)	• the plants/trees were beside them/us • it's easier to memorise terms/names • it's interesting to do biology experiments in the park/outside Any 2 from 3	2	
		(ii)	• students are enthusiastic/more interested • less motivated students pay more attention • walking makes them active Any 2 from 3	2	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
		(iii)	• when the grass is wet/it's difficult to sit on wet grass • they go back to school if there is rain on the day • when park is crowded then difficult to concentrate Any 2 from 3	2	

[END OF MARKING INSTRUCTIONS]