

FOR OFFICIAL USE

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National
Qualifications
SPECIMEN ONLY

Mark

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SQ43/H/03

Urdu
Listening and Writing

Date — Not applicable

Duration — 1 hour



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 — 30

SECTION 1 — LISTENING — 20 marks

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 twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers clearly, in English, in the spaces provided.

SECTION 2 — WRITING — 10 marks

Write your answer, in Urdu, in the space provided.

Attempt ALL questions. You may use an Urdu dictionary.

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.

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

Use blue or black ink.

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.



SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

MARKS DO NOT WRITE IN THIS MARGIN

Item 1

You listen to the radio programme, *Arts Review*. The speaker talks about the television drama series, *Raja*.

- (a) What does the report say about television viewers? Give any two details. 2

- (b) What does the report say about the popularity of *Raja*? State any one thing. 1

- (c) The last episode was very successful. What shows this? Give two details. 2

- (d) In what ways do television viewers show their appreciation of the stars in *Raja*? Give two details. 2

- (e) Consider the report as a whole. Which statement best describes what you have heard? Tick (✓) the correct box. 1

The speaker tells us about how the storylines in <i>Raja</i> reflect viewers' lives	
The speaker tells us about the success of <i>Raja</i> and some of the reasons for this.	
The speaker tells us what the future prospects for <i>Raja's</i> success are.	



Item 2

You listen to an interview with the famous TV actor, Alisha Saqib.

- (a) Why did Alisha decide to become an actor? Give any **two** details. 2

- (b) What does Alisha do to keep in touch with her family and friends? Give **two** details. 2

- (c) What does she say about some actors when they become popular? Give any **two** details. 2

- (d) In what ways does Alisha separate herself from the characters she plays? Give any **two** details. 2

- (e) What does she say about wearing make up? Give any **two** details. 2

- (f) What does Alisha say about her life in ten years' time? Give any **two** details. 2



ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT
WRITE IN
THIS
MARGIN



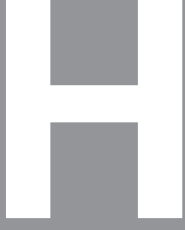
* S Q 4 3 H 0 3 0 7 *

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT
WRITE IN
THIS
MARGIN



* S S Q 4 3 H 0 3 0 8 *



National
Qualifications
SPECIMEN ONLY

SQ43/H/13

**Urdu
Listening Transcript**

Date — Not applicable

Duration — 1 hour

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 **twice**, with an interval of 1 minute between the two readings. On completion of the second 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 1

You listen to the radio programme, Arts Review. The speaker talks about the television drama series, Raja.

You now have one minute to study the questions for Item 1.

(m/f)

آرٹس ریویو میں ہم آپ کو خوش آمدید کہتے ہیں۔ آج کی شام سب سے پہلے کامیاب ڈرامہ سیریل 'راجہ' کے بارے میں ایک رپورٹ پیش کرتے ہیں۔ سماعت فرمائیے۔ کسی اچھے ڈرامے میں آنے والی تبدیلیوں کی طرح ٹی وی کے ناظرین بھی پل بھر میں اپنا مزاج بدلتے ہیں۔ وہ بہت جلد ایک ہی جیسے ڈراموں سے اکتاہٹ محسوس کرنے لگتے ہیں اور اپنا فیصلہ سنانے میں ذرا بھی دیر نہیں لگاتے۔

ان دنوں ڈرامہ سیریل 'راجہ' پسندیدگی اور مقبولیت کی دوڑ میں سب سے آگے ہے۔ کہنے کو تو یہ تاریخی کہانی ایک بادشاہ کی زندگی کے بارے میں ہے جس کا نام سلطان تھا۔ حالانکہ یہ کہانی ۱۰۰ سال پرانی ہے لیکن مصنف نے اس انداز سے لکھی ہے کہ اس ڈرامے نے زبردست شہرت پائی ہے اور پچھلے چھ مہینے میں اس ڈرامے کو دیکھنے والوں کی تعداد میں دُگنے سے بھی زیادہ اضافہ ہوا ہے۔ پچھلی قسط میں جب یہ خبر ملی کہ بادشاہ ایک بحری جہاز کے حادثے میں وفات پا گئے ہیں تو اس خبر کے محل میں پہنچنے کے بعد ڈرامے کے ہدایت کار نے اتنی مہارت سے محل کا ماحول پیش کیا کہ دیکھنے والوں پر اس کا ایسا اثر ہوا کہ لوگوں نے اپنے دُکھ اور افسوس کا اظہار سوشل میڈیا پر کیا اور ڈرامے کا یہ واقعہ خاص خبروں میں بھی آیا۔

اس ڈرامے کے کردار ٹی وی دیکھنے والے ناظرین سے خاص تعلق جوڑ چکے ہیں، کچھ کردار ناظرین میں بہت مقبولیت پا چکے ہیں۔ جن کو لوگ اپنی محبت میں پھول بھیجتے ہیں اور ان کو بہت ساری ای۔ میل کر کے اپنی بے حد پسندیدگی کا اظہار کرتے ہیں۔

اس ڈرامے کی ہر قسط میں ناظرین کی دلچسپی کو خاص انداز سے برقرار رکھا گیا ہے۔ اس ڈرامہ سیریل کو پسند کرنے کی سب سے بڑی وجہ یہ بھی ہے کہ اس کو بہت شاندار مقامات پر فلمایا گیا ہے۔ لوگ ہر ہفتے بے چینی سے اس کی اگلی قسط کا انتظار کرتے ہیں۔

(2 minutes)

(t) Item 2

You listen to an interview with the famous TV actor, Alisha Saqib.

You now have one minute to study the questions for Item 2.

ا: علیغاه ثاقب آپ کو دلکش شخصیت کی وجہ سے بہت پسند کیا جاتا ہے۔ آپ کو اداکاری کا خیال کیسے آیا؟

ع: بچپن میں جو بھی بچوں کی کہانیاں پڑھتی تھی تو اپنے خیالوں میں ان کہانیوں کا کردار بن جاتی تھی اور وہی کچھ کرتی تھی جو کہانی میں پڑھا ہوتا، بڑی ہو کر میں نے سوچا کہ میں اداکاری کروں اس طرح مجھے مختلف کرداروں میں ڈھلنے کا موقع مل گیا جن کی میں بچپن میں خواہش کیا کرتی تھی۔

ا: آپ کی مصروفیات بھی بہت ہیں۔ آپ خاص دوستوں اور گھروالوں کے لئے وقت کیسے نکالتی ہیں؟

ع: گو کہ میں بہت مصروف رہتی ہوں لیکن اپنے گھروالوں اور دوستوں سے ملاقات کا وقت نکالنے کی کوشش ضرور کرتی ہوں۔ اور اگر زیادہ وقت نہ بھی ملے تو میں اس بات کا خیال رکھتی ہوں کہ میں فون پر بات ضرور کر لوں تاکہ ان سے رابطہ قائم رہے۔

ا: آپ کے خیال میں جب اداکار مشہور ہو جاتے ہیں تو ان میں کیا تبدیلی آتی ہے؟

ع: ہمارے کچھ ساتھی اداکار تو ایسی عجیب حرکتیں کرتے ہیں کہ ان کی چھوٹی سی بات بھی خبر بن جاتی ہے اور ملک کے ہر ٹی وی چینل پر آ جاتی ہے۔ اور کچھ اداکار اپنے لوگوں کی مدد کے لئے خیراتی اداروں کے ساتھ مل کر کام کرنا شروع کر دیتے ہیں۔

ا: آپ اپنی اصل شخصیت کو ڈراموں کے کرداروں سے کس طرح علیحدہ رکھتی ہیں؟

ع: میں جب کوئی کردار ادا کرتی ہوں تو اس کو بھول جانے کی کوشش اس طرح کرتی ہوں کہ اپنے آپ کو دوسرے کاموں میں مصروف کر لیتی ہوں۔ کبھی کبھار میں اپنے مقامی ہسپتال میں مریضوں سے ملنے اور اپنی نیک خواہشات کا اظہار کرنے کے لئے چلی جاتی ہوں اور کبھی دوڑ لگا کر یا کوئی دوسری

جسمانی ورزش کر کے اپنے آپ کو آرام پہنچاتی ہوں۔

ا: کیا آپ عام طور پر میک اپ کا اہتمام کرتی ہیں؟

ع: میں میک اپ میں تصویریں بنواتے بنواتے تھک گئی ہوں۔ اگرچہ لوگ میک اپ میں میری تصویریں پسند کرتے ہیں لیکن مجھے قُدرتی خوبصورتی ہی اچھی لگتی ہے۔ میرے خیال میں میک اپ میں عورت کے اصل چہرے کے علاوہ اُس کی شخصیت چھپ جاتی ہے۔

ا: دس سال بعد آپ اپنے آپ کو کہاں دیکھتی ہیں؟

ع: اُمید تو یہی ہے کہ سکون سے زندگی گُزار رہی ہوں گی۔ اس کی بھی مجھے اُمید ہے کہ اس قابل ہو جاؤں گی کہ صرف اُن کرداروں کا انتخاب کروں جن میں میری دلچسپی ہو۔ اگر کبھی کوئی مشکلات آئیں بھی تو میں ہمت اور بہادری سے کام لے کر اُن سے بھی گُزر جاؤں گی۔

(2 minutes)

(t) End of test.

Now look over your answers.

[END OF SPECIMEN TRANSCRIPT]



National
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SQ43/H/03

Urdu
Listening and Writing

Marking Instructions

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 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) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- d) The marks available in this Paper are as follows:
 - i) Questions (a) - (d) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1-3 marks.
 - ii) Question (e) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero marks.
- e) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- f) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. 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.
- g) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- h) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.

Marking Instructions: Section 1 – Listening

Item 1

Question		Expected Answers(s)	Max mark	Additional Guidance
1	a	<ul style="list-style-type: none"> • They change their mood every minute / very quickly • They get bored very quickly with same kind of dramas • They are very quick to give their opinions. <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
1	b	<ul style="list-style-type: none"> • It is more popular than all other dramas • Ratings have more than doubled in the last six months <p><i>Any 1 point from possible 2 for 1 mark</i></p>	1	
1	c	<ul style="list-style-type: none"> • Viewers wrote about it on social media networks • The story (even) hit the news headlines 	2	
1	d	<ul style="list-style-type: none"> • They get flowers sent to them • People write e-mails to them 	2	
1	e	<ul style="list-style-type: none"> • The speaker tells us about the success of Raja and some of the reasons for this. 	1	

Item 2

Question		Expected Answer(s)	Max mark	Additional Guidance
2	a	<ul style="list-style-type: none"> • She used to read kids' stories when she was young • She used to dream about whatever she had read • She used to read children's stories and imagined herself as a character <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
2	b	<ul style="list-style-type: none"> • She tries to take time out to meet them. • She talks to them on the telephone 	2	
2	c	<ul style="list-style-type: none"> • They do strange things • Even a small thing they do becomes a news item • Some of them do charity work <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	
2	d	<ul style="list-style-type: none"> • She tries to keep herself busy • She visits a local hospital to meet and give good wishes to some patients • She goes for a run/does physical exercise to relax <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	
2	e	<ul style="list-style-type: none"> • She is tired of having pictures taken in make-up • She prefers the natural look • She thinks make-up can hide the real face / personality of women <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	

Question		Expected Answer(s)	Max mark	Additional Guidance
2	f	<ul style="list-style-type: none"> • She hopes she will be living in peace / comfort • She hopes to be able to choose (only) the roles that interest her • She will face any problems with courage/ bravery <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	

General Marking Principles for Higher Urdu Section 2 – Writing

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) Candidates will write 120-150 words in a piece of extended writing in Urdu addressing a stimulus of three questions in Urdu.
- b) Marks for each candidate response must **always** be assigned in line with these General Marking Principles and the specific Marking Instructions for the Writing task.
- c) For each of the sections for 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.

The table below gives further guidance to markers. If:

<p>The candidate exceeds the recommended word count.</p>	<p>This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 120 words. It is important to assess what has been written - sometimes by exceeding the word count the candidate's control of the language deteriorates and this has to be reflected in the mark awarded.</p>
<p>The candidate has been asked to address a topic with two aspects but only addresses one of these.</p>	<p>In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.</p>
<p>Some parts of the writing fit into one category but others are in the next, lower category.</p>	<p>If the better sections contain more sophisticated language, it may still be appropriate to choose the higher mark. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Instructions should be used to help the marker come to a final decision.</p>
<p>The marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass.</p>	<p>It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.</p>

Mark	Content	Accuracy	Language Resource: variety, range, structures
10	<ul style="list-style-type: none"> • The content is comprehensive. • The topic is addressed fully, in a balanced way. • Some candidates may also provide additional information. • Overall this comes over as a competent, well thought-out response to the task which reads naturally. 	<ul style="list-style-type: none"> • The language is accurate. 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. • A comprehensive range of verbs is used accurately and tenses are consistent and accurate. • There is evidence of confident handling of all aspects of grammar and spelling accurately, although the language may contain a number of minor errors, or even one serious major error. 	<ul style="list-style-type: none"> • The language used is detailed and complex. • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. • A comprehensive range of verbs/verb forms, tenses and constructions is used. • Some modal verbs and infinitives may be used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • Sentences are mainly complex and accurate. • The language flows well.

Mark	Content	Accuracy	Language Resource: variety, range, structures
8	<ul style="list-style-type: none"> • The content is clear. • The topic is addressed clearly. 	<ul style="list-style-type: none"> • The language is mostly accurate. However where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately. • A range of verbs is used accurately and tenses are generally consistent and accurate. • There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure. • Verbs and other parts of speech are used accurately but simply . 	<ul style="list-style-type: none"> • The language used is detailed and complex. • The candidate uses a range of verbs/verb forms and other constructions. • There may be less variety in the verbs used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • Sentences are generally complex and mainly accurate. • At times the language may be more basic than might otherwise be expected at this level. • There may be an example of minor dictionary misuse. • Overall the writing will be very competent, essentially correct, but may be pedestrian.

Mark	Content	Accuracy	Language Resource: variety, range, structures
6	<ul style="list-style-type: none"> The content is adequate and may be similar to that of an 8 or a 10. The topic is addressed adequately. 	<ul style="list-style-type: none"> The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly. The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses. There may be errors in spelling, e.g. reversal of vowel combinations adjective endings and some prepositions may be inaccurate or omitted, e.g. I went the town. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion - and in the use of accents. Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses. 	<ul style="list-style-type: none"> There are some examples of detailed and complex language. The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. The candidate relies on a limited range of vocabulary and structures. There is minimal use of adjectives, probably mainly after "is". The candidate has a limited knowledge of plurals. The candidate copes with the present tense of most verbs. Where the candidate attempts constructions with modal verbs, these are not always successful. Sentences are mainly single clause and may be brief. There may be some dictionary misuse.

Mark	Content	Accuracy	Language Resource: variety, range, structures
4	<ul style="list-style-type: none"> • The content may be limited and may be presented as a single paragraph. • The topic is addressed in a limited way. 	<ul style="list-style-type: none"> • The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect. • A limited range of verbs is used. • Ability to form tenses is inconsistent • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • Overall there is more incorrect than correct. 	<ul style="list-style-type: none"> • There is limited use of detailed and complex language and the language is mainly simple and predictable. • 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. • There is inconsistency in the use of various expressions, especially verbs • Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Mark	Content	Accuracy	Language Resource: variety, range, structures
2	<ul style="list-style-type: none"> • The content may be basic or similar to that of a 4 or even a 6. • The topic is thinly addressed. 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure. • Many of the verbs are incorrect or even omitted. There is little evidence of tense control. • There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion. • Prepositions are not used correctly. 	<ul style="list-style-type: none"> • There is little use, if any, of detailed and complex language. • The candidate has a very limited vocabulary. • Verbs used more than once may be written differently on each occasion • The candidate cannot cope with more than one or two basic verbs. • Sentences are very short and some sentences may not be understood by a sympathetic native speaker. • Several English or “made-up” words may appear in the writing. • There are examples of serious dictionary misuse.

Mark	Content	Accuracy	Language Resource: variety, range, structures
0	<ul style="list-style-type: none"> • The content is very basic. • The candidate is unable to address the topic. 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure. • (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> • There is no evidence of detailed and complex language. • The candidate copes only with “have” and “am”. • There may be several examples of mother tongue interference. • Very few words are written correctly in the modern language. • English words are used. • There may be several examples of serious dictionary misuse.

[END OF SPECIMEN MARKING INSTRUCTIONS]