



GCSE URDU 8648/RF

Paper 3 Reading Foundation

Mark scheme

June 2019

Version 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.

- (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
- (b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: - if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** - If the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
- (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
- (d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.

2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.

3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.

4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.

5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.

6. In questions which are T/F/? or √/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate).

7. The following general principles should be applied in relation to answers in the target language in Section B:

- (a) Incorrect personal pronouns – accept (unless this causes ambiguity).
- (b) Incorrect possessive adjectives – accept (unless this causes ambiguity).
- (c) Wrong gender – accept (unless this causes ambiguity).
- (d) Infinitive – will normally communicate without ambiguity, so should be accepted.
- (e) Wrong tense – accept as long as student comprehension is not in question
- (f) Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

Question	Accept	Mark
01	B D E (in any order)	3

Question	Key idea	Accept	Reject	Mark
02.1	9am/9 in the morning	9	9pm	1

Question	Key idea	Accept	Reject	Mark
02.2	Sunday		Any other day	1

Question	Key idea	Accept	Reject	Mark
02.3	9am–11am	9–11	2 hours	1

Question	Key idea	Accept	Reject	Mark
02.4	Phone	Call/telephone the number	fax	1

Question	Key idea	Accept	Reject	Mark
03.1	Wednesday		Any other day	1

Question	Key idea	Accept	Reject	Mark
03.2	Monday		Any other day	1

Question	Key idea	Accept	Reject	Mark
03.3	Tuesday		Any other day	1

Question	Key idea	Accept	Reject	Mark
03.4	Friday		Any other day	1

Question	Accept			Mark
04.1	P			1

Question	Accept			Mark
04.2	N			1

Question	Accept			Mark
04.3	P/N			1

Question	Accept	Mark
04.4	P	1

Question	Key idea	Accept	Reject	Mark
05.1	7pm OR Sunday	7(ON ITS OWN)	Thursday	1

Question	Key idea	Accept	Reject	Mark
05.2	Faisal restaurant	Restaurant	Street, car park, a place	1

Question	Key idea	Accept	Reject	Mark
05.3	Sindhi biryani	Biryani	Curry	1

Question	Key idea	Accept	Reject	Mark
05.4	Road/ opposite road	street	No parking space, car park	1

Question	Accept	Mark
06.1	F	1

Question	Accept	Mark
06.2	NT	1

Question	Accept	Mark
06.3	T	1

Question	Accept	Mark
06.4	F	1

Question	Accept	Mark
06.5	T	1

Question	Accept	Mark
06.6	NT	1

Question	Accept	Mark
06.7	T	1

Question	Accept	Mark
07	B D E (in any order)	3

Question	Accept	Mark
08.1	B	1

Question	Accept	Mark
08.2	A	1

Question	Accept	Mark
08.3	A	1

Question	Accept	Mark
08.4	B	1

Question	Key idea	Accept	Reject	Mark
09.1	سولہ سال	سولہ	چھ فٹ	1

Question	Key idea	Accept	Reject	Mark
09.2	تاش کھیلنا		Any other answers	1

Question	Key idea	Accept	Reject	Mark
09.3	تاریخ		Any other answers	1

Question	Accept			Mark
10.1	C			1

Question	Accept			Mark
10.2	B			1

Question	Accept			Mark
10.3	A			1

Question	Accept			Mark
11.1	B			1

Question	Accept	Mark
11.2	C	1

Question	Accept	Mark
11.3	C	1

Question	Accept	Mark
11.4	C	1

Question	Accept	Mark
12	A C E H (in any order)	4

Question	Accept	Mark
13.1	A	1

Question	Accept	Mark
13.2	B	1

Question	Accept	Mark
13.3	B	1

Question	Accept	Mark
13.4	C	1

Question		Key idea	Accept	Reject	Mark
14	پچھلے سال میں	Last year I		This year/ first year	1
	دبئی گیا تھا	went to Dubai.		Wrong tense	1
	سفر کافی لمبا تھا	The journey was too long.		Wrong tense	1
	اس لیے میں نے	That's why/therefore I (medium)	Connective		1
	جہاز میں فلمیں دیکھیں۔	watched movies on the plane.			1
	مجھے پاکستانی فلمیں دیکھنے کا شوق ہے	I like watching Pakistani movies.	Watching (must)	Asian movies, Indian movies.	1
	دبئی کا موسم بہت گرم ہوتا ہے۔	Dubai's weather is very hot	Dubai (must)	Summer High temperature	1
	اسی وجہ سے میں شام کو گھومنے نکلتا تھا۔	therefore, I used to go out in the evening.	Connective	Morning afternoon	1
	اگلے سال میں پاکستان پڑھائی کے لیے جاؤں گا۔	Next year, I will go to Pakistan to study.	Pakistan (must) Study (must)	In future Wrong tense	1

Total marks = 60