

Specification

GCE Urdu

Edexcel Advanced Subsidiary GCE in Urdu (8UR01)

First examination 2009

Edexcel Advanced GCE in Urdu (9UR01)

First examination 2010

Issue 2



About this specification

Edexcel GCE in Urdu is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Edexcel.

Key features of the specification

- Offers students and teachers a clear learning focus and control of assessment.
- Has a reduced number of units, revised topic areas and grammar lists compared with the previous Edexcel specification.
- The Advanced Subsidiary level provides a logical progression from GCSE with:
 - ◆ discrete skills-specific testing
 - ◆ a focus on language.
- The A2 level offers a realistic progression from Advanced Subsidiary that:
 - ◆ rewards advanced research/reading skills
 - ◆ features integrated skills assessment
 - ◆ acknowledges the importance of knowledge and understanding of Urdu-language culture
 - ◆ facilitates literary study.

With minimal prescription and maximum choice, this specification aims to engage students so that they enjoy Advanced level Urdu language learning and achieve their full potential.

Why choose this specification?

Developed in consultation with practitioners and students, the Advanced Subsidiary and Advanced GCE in Urdu qualification rewards advanced-level Urdu language skills and knowledge through student-focused assessment. With appealing content and opportunities to gain greater understanding of other cultures, it will prepare students to become well-informed and effective communicators.

Supporting you

Edexcel aims to provide the most comprehensive support for our qualifications. For more information on our wide range of support and services for this GCE in Urdu qualification, visit our GCE website: www.edexcel.com/gce2008.

Specification updates

This specification is Issue 2 and is valid for Advanced Subsidiary (AS) examination from 2009 and A2 examination from 2010. If there are any significant changes to the specification Edexcel will write to centres to let them know. Changes will also be posted on our website.

For more information please visit www.edexcel.com or www.edexcel.com/gce2008.

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A Specification at a glance

AS	Unit 1: Spoken Expression and Response in Urdu	*Unit code 6UR01	
■ Externally assessed		30% of the total AS marks	15% of the total GCE marks
■ Availability: April/May			
■ First assessment: June 2009			

Content summary:

This unit rewards students for their ability to converse in Urdu on a general topic area that they have chosen in advance. Students will need to demonstrate that they can engage in a discussion in Urdu that relates to a chosen general topic area and allied subtopics.

Students will be expected to give relevant and appropriate information, convey opinions, interact and respond to a range of questions. They must choose **one** of the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Urdu-speaking world
- Education and employment.

Assessment:

8-10 minute assessment in **two** sections.

Section A requires students to respond to four Edexcel-set questions on a stimulus related to the student's chosen general topic area.

Section B requires the teacher to engage the student in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the main focus of the stimulus.

Centres will need to record the full assessment of all students on either cassette or CD.

All students for this unit will be assessed by Edexcel.

AS Unit 2: Understanding and Written Response in Urdu *Unit code 6UR02

- Externally assessed
- Availability: June
- First assessment: June 2009

**70%
of the
total AS
marks**

**35% of
the total
GCE
marks**

Content summary:

This unit requires students to understand and convey their understanding of Urdu-language texts and recordings. In addition, students will need to produce an essay to demonstrate an ability to manipulate the Urdu language in continuous writing. Students will be expected to recognise and use the Urdu language in a variety of contexts and in relation to a prescribed range of general topic areas.

The unit draws upon **four** general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Urdu-speaking world
- Education and employment.

Assessment:

2 hour 30 minute paper in **three** sections.

Section A requires students to listen to a range of authentic recorded Urdu-language material and to retrieve and convey information given in the recording by responding to a range of Urdu-language questions.

Section B requires students to read authentic Urdu-language printed materials and to retrieve and convey information by responding to a range of mainly Urdu-language test types.

Section C requires students to write 200-220 words in the form of a letter, report or article in Urdu based on a short printed Urdu-language stimulus.

All students for this unit will be assessed by Edexcel.

A2 Unit 3: Understanding and Spoken Response in Urdu

*Unit code 6UR03

- Externally assessed
- Availability: April/May
- First assessment: June 2010

**35%
of the
total A2
marks**

**17.5%
of the
total GCE
marks**

Content summary:

This unit requires students to demonstrate the effectiveness of their Urdu-language skills by presenting and taking a clear stance on any issue of their choice. They will be expected to interact effectively with the teacher, defend their views and sustain discussion as the teacher moves the conversation away from their chosen issue.

They will be expected to use the language of debate and argument to discuss the issue and will also be assessed for understanding as well as communication and quality of spoken language.

Assessment:

11-13 minute assessment

Students first outline their chosen issue for about **one** minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to **four** minutes. The teacher will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered.

Centres will need to record the full assessment of all students on either cassette or CD.

All students for this unit will be assessed by Edexcel.

A2 Unit 4: Research, Understanding and Written Response in Urdu***Unit code 6UR04**

- Externally assessed
- Availability: June
- First assessment: June 2010

65%
of the
total A2
marks

32.5%
of the
total GCE
marks

Content summary:

This unit requires students to demonstrate skills in advanced-level Urdu writing (discursive or creative essay) and translation from English into Urdu. The unit also requires students to demonstrate evidence of independent, advanced-level Urdu-language reading and research of a chosen text, play, film or topic area that links to the culture and/or society of an Urdu-speaking country, countries or community. The content of this unit will be linked to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Urdu-speaking world
- Education and employment
- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts.

Assessment:

2 hour 30 minute paper in **three** sections.

Section A: A short written translation exercise to test students' ability to transfer meaning from English into Urdu effectively.

Section B: An Urdu-language essay in response to one from a choice of seven questions, linked to the prescribed general topic areas, that invite either discursive or creative writing.

Section C: A research-based essay in Urdu (240-270 words) to reward students for Urdu-language research skills linked to an area of interest to the student that relates to the culture and/or society of an Urdu-language country, countries or community. They have freedom to determine the content of their research (potentially in negotiation with their teacher) but it must relate to the four research-based essay topic areas for this unit.

All students for this unit will be assessed by Edexcel.

Students are not permitted to take any books, dictionaries or texts into the examination room.

**See Appendix 5 for description of this code and all other codes relevant to this qualification.*

B Specification overview

Summary of assessment requirements

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 1: Spoken Expression and Response in Urdu	AS	<p>8–10 minute assessment</p> <p>The assessment for this unit has two sections that total 50 marks.</p> <p>Section A</p> <p>This requires students to respond to four Edexcel-set questions on a stimulus related to the student’s chosen general topic area. The teacher will first ask two questions about the general content of the stimulus and will then follow on with two other questions that invite students to express their opinions on, or give reactions to, the stimulus.</p> <p>Section B</p> <p>The second part requires the teacher to engage the student in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the main focus of the stimulus.</p> <p>The test time should be divided equally, where appropriate, between Sections A and B. (Some students may need less than four minutes to respond fully to the stimulus-related questions.) Progression from Sections A to B should occur without any break in recording.</p> <p>Centres will need to record the full assessment of all students on either cassette or CD.</p> <p>All students for this unit will be assessed by Edexcel.</p>	50 marks

B Specification overview

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 2: Understanding and Written Response in Urdu	AS	<p>2 hour 30 minute paper</p> <p>The paper set for this unit has three sections.</p> <p>Section A (20 marks)</p> <p>Students will be required to listen to a range of authentic recorded Urdu-language material and to retrieve and convey information given in the recording by responding to a range of Urdu-language questions. Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in Urdu.</p> <p>Students will have individual control of the recording and may stop, revisit and replay sections of the recording as required within the time allocated for this section (45 minutes maximum). They must make notes and answer questions within the first 45 minutes of this unit assessment and can move on to another section as soon as they are ready.</p> <p>Section B (20 marks)</p> <p>Students will be required to read authentic Urdu-language printed materials and to retrieve and convey information by responding to a range of mainly Urdu-language test types. The questions will elicit non-verbal responses, Urdu-language answers and English answers that require a transfer of meaning from Urdu.</p> <p>Section C (30 marks)</p> <p>Students will be required to write 200–220 words in the form of a letter, report or article in Urdu based on a short printed Urdu-language stimulus. Students must respond to four-six linked bullet points and demonstrate their ability to communicate accurately in Urdu using correct grammar and syntax as detailed in <i>Appendix 6: Grammar lists</i>.</p> <p>Students will have individual control over the pace of this examination, including the listening element. However, for practical reasons, they must start the listening section first (Section A) and must complete this within the first 45 minutes.</p> <p>A CD recording will be provided for each student with the examination paper. Student access to equipment that permits individual listening (eg portable CD player with headphones) is required.</p> <p>All students for this unit will be assessed by Edexcel.</p> <p>Students must not have access to a dictionary or other reference materials during this examination.</p>	70 marks

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 3: Understanding and Spoken Response in Urdu	A2	<p>11–13 minute assessment</p> <p>Students will first need to outline their chosen issue for about one minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to four minutes. The teacher will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered. These issues may or may not relate to the chosen issue but will not require specialised factual knowledge or relate to Urdu-language culture. This unit therefore assesses advanced-level understanding as well as speaking skills.</p> <p>Students will be required to take into the examination a brief written statement on an <i>Oral chosen issue form</i> and may refer to this in the test. More details are available in the <i>GCE oral training guide</i>, available on the Edexcel website (www.edexcel.com). The chosen issue does not have to relate to any of the general topic areas for this specification.</p> <p>Centres will need to record the full assessment of all students on either cassette or CD.</p> <p>All students for this unit will be assessed by Edexcel.</p>	50 marks

B Specification overview

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 4: Research, Understanding and Written Response in Urdu	A2	<p>2 hour 30 minute paper</p> <p>The paper set for this unit has three sections.</p> <p>Section A (10 marks)</p> <p>A short written translation exercise to test students' ability to transfer meaning from English into Urdu effectively. The English language stimulus will be about 80 words long.</p> <p>Section B (45 marks)</p> <p>An Urdu-language essay in response to one from a choice of seven questions that invite either discursive or creative writing. The discursive essay requires students to write 240–270 words in Urdu to reveal their ability to organise arguments and ideas and give a structured consideration of a general issue. The creative essay requires a different type of response (also of 240–270 words) based on an imaginative Urdu-language text or a combination of text and visual(s). Both discursive and creative questions will link to the prescribed seven topic areas.</p> <p>Section C (45 marks)</p> <p>A research-based essay in Urdu (240–270 words) rewards students for Urdu-language research skills linked to an area of interest to the student. This must relate to the culture and/or society of an Urdu-language country, countries or community. Students will need to draw on their knowledge and understanding of this. They will have freedom to determine the content of their research (potentially in negotiation with their teacher) but it must relate to one of the following areas of research:</p> <ul style="list-style-type: none"> a Geographical area b Historical study c Aspects of modern society d Literature and the arts (eg text, play or film). <p>A question will be set for each of these four areas of research.</p> <p>All students for this unit will be assessed by Edexcel.</p> <p>Students are not permitted to take any books, dictionaries or texts into the examination room.</p>	100 marks

Assessment objectives and weightings

		% in AS	% in A2	% in GCE
AO1	Understand and respond, in speech and writing, to spoken language.	40%	25%	32.5%
AO2	Understand and respond, in speech and writing, to written language.	35%	50%	42.5%
AO3	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	25%	25%	25%
TOTAL		100%	100%	100%

Relationship of assessment objectives to units

Unit number	Assessment objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1	10%	—	5%	15%
Unit 2	10%	17.5%	7.5%	35%
Unit 3	12.5%	2.5%	2.5%	17.5%
Unit 4	—	22.5%	10%	32.5%
Total for Advanced GCE	32.5%	42.5%	25%	100%

Qualification summary

Subject criteria

The General Certificate of Education is part of the Level 3 provision. This specification is based on the Advanced Subsidiary GCE and Advanced GCE subject criteria for modern foreign languages, which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

The Advanced Subsidiary and Advanced GCE in Urdu have been designed in response to the subject criteria which are intended to:

- help ensure consistent and comparable standards in the same subject across the awarding bodies
- define the relationship between the Advanced Subsidiary and Advanced GCE level specifications, with the Advanced Subsidiary as a subset of the Advanced GCE level
- ensure that the rigour of the Advanced GCE is maintained
- help higher education institutions and employers know what has been studied and assessed.

Aims

The Edexcel Advanced Subsidiary and Advanced GCE in Urdu aims to encourage students to:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- consider their study of the language in a broader context.

The Edexcel Advanced Subsidiary and Advanced GCE in Urdu enables students to:

- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- communicate with speakers of the language
- take their place in a multilingual global society.

AS/A2 knowledge and understanding

The Advanced Subsidiary specification requires students to:

- listen and respond to a variety of spoken* Urdu-language sources, including authentic sources
- read and respond to a variety of Urdu-language written texts, including authentic sources, covering different contexts, registers, styles and genres
- adapt their spoken and written Urdu language appropriately for different situations and purposes
- use the Urdu language accurately to express facts and ideas, and to present explanations, opinions and information in both speech and writing
- understand and apply the grammatical system and a range of structures of the Urdu language as detailed in *Appendix 6: Grammar lists*
- transfer meaning from Urdu into English and/or vice versa.

In addition, the Advanced GCE specification requires students to:

- use the Urdu language in speech and in writing to present viewpoints, develop arguments, analyse and evaluate
- understand and apply the grammatical system and a range of structures in Urdu as detailed in *Appendix 6: Grammar lists*
- study aspects of the contemporary society, cultural background and heritage of one or more of the Urdu-language countries or communities
- transfer meaning from English into Urdu and/or vice versa. If one skill is not assessed at Advanced Subsidiary level it must be assessed at A2 level.

*Spoken and written sources must include material that relates to the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken.

AS/A2 skills

The knowledge and understanding requirements of this Advanced Subsidiary and Advanced GCE specification are inextricably linked to the four language skills of **speaking, listening, reading** and **writing** in Urdu, in line with the requirements of the subject criteria.

C GCE Urdu unit content

Unit 1 Spoken Expression and Response in Urdu 19

Unit 2 Understanding and Written Response in Urdu 27

Unit 3 Understanding and Spoken Response in Urdu 33

Unit 4 Research, Understanding and Written Response in Urdu 39

Course structure

- Edexcel's GCE in Urdu comprises four units and contains an Advanced Subsidiary subset of two AS units.
- The Advanced Subsidiary GCE is the first half of the GCE course and consists of Units 1 and 2. It may be awarded as a discrete qualification or contribute 50 per cent of the total Advanced GCE marks.
- The full Advanced GCE award consists of the two AS units (Units 1 and 2), plus two A2 units (Units 3 and 4) which make up the other 50 per cent of the Advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete all four units.
- The structure of this qualification allows teachers to construct a course of study which can be taught and assessed either as:
 - ◆ distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
 - ◆ a linear course which is assessed in its entirety at the end.

1.1 Unit description

This unit rewards students for their ability to converse in Urdu on a general topic area that they have chosen in advance. Students will need to demonstrate that they can engage in a discussion in Urdu that relates to a chosen general topic area and allied subtopics. The first part of the assessment will focus on an Edexcel-provided stimulus that links to the chosen general topic area but the conversation will then move away from the stimulus to consider other aspects of the chosen topic area.

Students will be expected to give relevant and appropriate information, convey opinions, interact and respond to a range of questions. They must choose **one** of the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Urdu-speaking world
- Education and employment.

1.2 Assessment information

Format

The assessment for this unit has **two** sections that total **50 marks**.

Section A

This requires students to respond to four Edexcel-set questions on a stimulus related to the student's chosen general topic area. The teacher will first ask two questions about the general content of the stimulus and will follow these with two other questions that invite students to express their opinions on, or give reactions to, the stimulus.

Section B

The second part requires the teacher to engage the student in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the main focus of the stimulus.

The test time should be divided equally, where appropriate, between Sections A and B. (Some students may need fewer than four minutes to respond fully to the stimulus-related questions.) Progression from Sections A to B should occur without any break in recording.

Centres will need to record the full assessment of all students on either cassette or CD.

All students for this unit will be assessed by Edexcel.

Preparation

Students are able to undertake focused preparation for this unit as they can select their preferred general topic area in advance. They should become familiar with the full range of prescribed linked subtopics and, through regular classroom practice, often participate in formatively-assessed discussions. More information and advice on preparing for this unit is given in the *GCE oral training guide*, available on the Edexcel website (www.edexcel.com).

In addition, students will have a 15-minute preparation period when they receive the stimulus immediately prior to the test. They should spend this time studying the stimulus with a view to answering four related questions and considering further discussion points that might follow on. Students will not be allowed access to a dictionary or any other resources at this time. However, it will be possible for students to make notes (no more than one side of A4) which they can refer to during the examination. They must **not** write on the stimulus.

Stimulus

Different sets of stimuli will be produced for each of the above topic areas and will be issued on a random-allocation basis as prescribed in the *Oral handbook for GCE*. Stimuli will be written in Urdu (approximately 70-90 words) at an accessible level for Advanced Subsidiary students and may be supported by a visual. These will be issued to students on the day of their assessment.

Time allocation

The assessment time should, as far as possible, be divided equally between the two sections. Although assessment is qualitative rather than quantitative, the test should take no less than eight minutes and no more than 10 minutes.

1.3 Content**Focus**

Although this unit relates to a chosen general topic area, it is essentially designed to assess manipulation and understanding of the Urdu spoken language. The general topic areas should be considered as different contexts in which students can develop, use and understand spoken Urdu language. *Detailed, specialist Urdu vocabulary or detailed and specialist knowledge of the chosen general topic area are not required.*

Similarly, knowledge of the chosen general topic area in relation to Urdu-speaking countries will **not** be assessed, although students are free to demonstrate this.

General topic areas

Students will choose from **one** of the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Urdu-speaking world
- Education and employment.

It is important that students choose a general topic area that appeals to them and that they are familiar with.

Linked subtopics

To inform teaching and learning, the following definitive list of linked subtopics has been produced for this unit.

Youth culture and concerns

- Music and fashion
- Technology (eg MP3/blogs/mobile phones/internet/games)
- Relationships (family/friendships and peer pressure)
- Drink, drugs, sex

Lifestyle: health and fitness

- Sport and exercise
- Food and diet
- Health issues (eg smoking, skin cancer, health services)

The world around us: travel, tourism, environmental issues and the Urdu-speaking world

- Tourist information, travel and transport
- Weather (eg natural disasters, climate change)
- Pollution and recycling

Education and employment

- Education (schooling and higher education)
- Education policy and student issues
- The world of work (eg the changing work scene, job opportunities and unemployment)

What students need to learn

Students need to develop language skills that enable them to communicate effectively and confidently on different issues and concerns. They need to give facts, opinions and respond appropriately to unrehearsed and unpredictable questions and statements. They should be used to giving considered and informed responses to open questions.

Students will be assessed on their ability to use language interactively and on the accuracy, range and suitability of the language used.

A maximum of 50 marks will be awarded positively by Edexcel using the assessment criteria grids in Section 1.4.

The assessment criteria reward students for:

- **quality of language** (grammar and structures as listed in *Appendix 6: Grammar lists*, pronunciation, intonation, vocabulary, idiom, range and ability to move away from predictable areas) which has **two** assessment criteria grids:
 - ◆ accuracy AO3 (8 marks)
 - ◆ range of lexis AO3 (8 marks)
- **response** (development) — AO1 (20 marks)
- **understanding** (relevance, opinion) which has **two** assessment criteria grids:
 - ◆ stimulus-specific AO1 (4 marks)
 - ◆ general topic area AO1 (10 marks).

1.4 Assessment criteria

Mark	Quality of language (Accuracy) (A03)
0	No rewardable language.
1	Isolated examples of correct language; pronunciation and intonation often impede communication.
2-3	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.
4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

Mark	Quality of language (Range of Lexis) (A03)
0	No rewardable language.
1	Very basic lexis; minimal command of structure.
2-3	Lexis restricted; operates generally in simple sentences.
4-5	Adequate range of lexis; limited range of structures.
6-7	Good range of lexis with some examples of more complex structures.
8	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Response (A01)
0	No rewardable language.
1-4	Little spontaneity; cannot develop responses; very reliant on examiner's language.
5-8	Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting.
9-12	Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions.
13-16	Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.
17-20	High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well.

Mark	Understanding (Stimulus specific) (AO1)
0	No understanding of stimulus.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus.

Mark	Understanding (General topic area) (AO1)
0	No rewardable language.
1-2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3-4	Few relevant ideas and opinions, demonstrating limited understanding of general topic area.
5-6	Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.
7-8	Many relevant ideas and opinions, demonstrating good understanding of general topic area.
9-10	Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area.

2.1 Unit description

This unit requires students to understand and convey their understanding of Urdu-language texts and recordings. In addition, students will need to produce an essay to demonstrate an ability to manipulate the Urdu language in continuous writing. Students will be expected to recognise and use the Urdu language in a variety of contexts and in relation to a prescribed range of general topic areas.

The unit draws upon **four** general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Urdu-speaking world
- Education and employment.

2.2 Assessment information

Format

The paper set for this unit has **three** sections.

Section A (20 marks)

Students will be required to listen to a range of authentic recorded Urdu-language material and to retrieve and convey information given in the recording by responding to a range of Urdu-language questions. Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in Urdu.

Students will have individual control of the recording and may stop, revisit and replay sections of the recording as required within the time allocated for this section (45 minutes maximum). They must make notes and answer questions **within the first 45 minutes** of this unit assessment and can move on to another section as soon as they are ready.

Section B (20 marks)

Students will be required to read authentic Urdu-language printed materials and to retrieve and convey information by responding to a range of mainly Urdu-language test types. The questions will elicit non-verbal responses, Urdu-language answers and English answers that require a transfer of meaning from Urdu.

Questions are linked to a range of reading comprehension exercises including some that require responses in English to test the student's ability to transfer meaning from Urdu into English.

Section C (30 marks)

Students will be required to write 200-220 words in the form of a letter, report or article in Urdu based on a short printed Urdu-language stimulus. Students must respond to four-six linked bullet points and demonstrate their ability to communicate accurately in Urdu using correct grammar and syntax as detailed in *Appendix 6: Grammar lists*.

Students will have individual control over the pace of this examination, including the listening element. However, for practical reasons, they must start the listening section first and must complete this within the first 45 minutes.

A CD recording will be provided for each student with the examination paper. Student access to equipment that permits individual listening (eg portable CD player with headphones) is required.

All students for this unit will be assessed by Edexcel.

Students must not have access to a dictionary or other reference materials during this examination.

Preparation

Students can prepare for the assessments in this unit by regularly consulting a wide variety of Urdu-language reading and listening materials (textbooks, magazines, the internet, podcasts etc). As part of their AS studies, students should undertake regular listening, reading and writing activities.

Time allocation

Students will have individual control over the pace of assessment in this unit. They **must** undertake the listening element of this unit within the first 45 minutes of the examination but may then answer the remaining questions in any order of their choice.

The duration of this examination will be 2 hours and 30 minutes.

2.3 Content

Focus

This unit will feature questions drawn from a variety of sources but which all relate to the general topic areas below. However, these should be considered as different contexts in which students can write and understand the Urdu language. *Detailed, specialist* Urdu vocabulary or *detailed and specialist* knowledge of the chosen general topic area are **not** required.

Similarly, knowledge of the chosen general topic area in relation to Urdu-speaking countries will **not** be assessed.

General topic areas

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Urdu-speaking world
- Education and employment

Linked subtopics

To inform teaching and learning, the following definitive list of linked subtopics has been produced for this unit.

Youth culture and concerns

- Music and fashion
- Technology (eg MP3/blogs/mobile phones/internet/games)
- Relationships (family/friendships and peer pressure)
- Drink, drugs, sex

Lifestyle: health and fitness

- Sport and exercise
- Food and diet
- Health issues (eg smoking, skin cancer, health services)

The world around us: travel, tourism, environmental issues and the Urdu-speaking world

- Tourist information, travel and transport
- Weather (eg natural disasters, climate change)
- Pollution and recycling

Education and employment

- Education (schooling and higher education)
- Education policy and student issues
- The world of work (eg the changing work scene, job opportunities and unemployment)

Listening element

Recordings will relate to Urdu-speaking countries or communities and exploit contemporary sources. These may include telephone messages, announcements, advertisements, interviews, radio talks, reviews, conversations, discussions, broadcasts and the internet. The listening material will not total more than 450-600 words and the recording will have a duration of approximately five minutes.

Reading element

Printed materials may relate to both the contemporary society and cultural heritage of Urdu-speaking countries or communities. Sources used will be contemporary, such as magazines, newspapers, the internet, reports and books. It is anticipated that the printed materials will total 550-700 words.

What students need to learn

Students need to develop language skills that enable them to communicate effectively, accurately and confidently in Urdu-language writing, to transfer meaning from Urdu into English, and to understand spoken and written Urdu.

Students will be expected to demonstrate knowledge and understanding of the grammar and structures as prescribed in *Appendix 6: Grammar lists*.

Students will be assessed for the following.

Section A (20 marks)

Listening — AO1 via assessment-specific mark scheme.

Section B (20 marks)

Reading and transfer of meaning — AO2 via assessment-specific mark scheme.

Section C (30 marks)

A maximum of 30 marks will be awarded positively using the assessment criteria grids in Section 2.4 for the written response to a stimulus exercise.

The assessment criteria reward students for:

- **content and response** — AO2 (15 marks)
- **quality of language** — AO3 (15 marks).

2.4 Assessment criteria

Section C

Mark	Content and response (A02)
0	No rewardable material.
1-3	Task mostly misunderstood and answer barely relevant.
4-6	Task not fully grasped or developed; much irrelevance and/or repetition.
7-9	Task understood and some points developed satisfactorily; some omission and/or irrelevance.
10-12	Task understood and developed successfully.
13-15	Task fully grasped; answer wholly relevant, convincing and well developed.

Mark	Quality of language (A03)
0	No rewardable language.
1-3	Limited communication; highly inaccurate; language very basic with much repetition.
4-6	Some communication; language often inaccurate; limited variety of lexis and structures.
7-9	Satisfactory communication; basic language generally satisfactory; some attempt at variety of lexis and structures.
10-12	Good communication; good level of accuracy; generally successful use of a variety of lexis and structures.
13-15	Excellent communication; high level of accuracy; language almost always fluent, varied and appropriate.

3.1 Unit description

This unit requires students to demonstrate the effectiveness of their Urdu-language skills by presenting and taking a clear stance on **any** issue of their choice. They will be expected to interact effectively with the teacher, defend their views and sustain discussion as the teacher moves the conversation away from their chosen issue.

They will be expected to use the language of debate and argument to discuss the issue and will also be assessed for understanding as well as communication and quality of spoken language.

3.2 Assessment information

Format

This section attracts a maximum of **50 marks**.

Students will first need to outline their chosen issue for about **one** minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to **four** minutes. The teacher will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered. These issues may or may not relate to the chosen issue but will not require specialised factual knowledge or relate to Urdu-language culture. This unit therefore assesses advanced-level understanding as well as speaking skills.

Students will be required to take into the examination a brief written statement on an *Oral chosen issue form* and may refer to this in the test. More details are available in the *GCE oral training guide*. For more information on this please visit the Edexcel website (www.edexcel.com). The chosen issue does not have to relate to any of the general topic areas for this specification.

Centres will need to record the full assessment of all students on either cassette or CD.

All students for this unit will be assessed by Edexcel.

Preparation

To prepare for this assessment, students should undertake research into their chosen issue. Students have a completely free choice of issue; it does not need to relate to the culture and/or society of an Urdu-language country or community nor to any of the Edexcel general topic areas.

In order to prepare for this unit, it is expected that students will refer to and study a range of different written and spoken Urdu language materials (recordings, press articles etc).

A statement of the chosen issue must be provided to the teacher in advance of the examination and this must accompany the recording when submitted to Edexcel. Students will be required to complete an *Oral chosen issue form* to facilitate this, available on the Edexcel website (www.edexcel.com).

Time allocation

This is a qualitative assessment activity but should take no less than 11 minutes and no more than 13 minutes.

3.3 Content

Each student decides on the issue that they wish to present and defend. The issue does **not** have to relate to the Edexcel general topic areas or refer to the culture and/or society of an Urdu-language country or community.

This task should appeal to those who like to express their ideas and points of view as well as those who enjoy undertaking research.

What students need to learn

Students need to develop language skills that enable them to communicate effectively, accurately and confidently in spoken Urdu. They must ensure that they apply their listening skills in this task to permit natural and logical interaction.

A maximum of 50 marks will be awarded positively using the assessment criteria grids in Section 3.4.

The assessment criteria reward students for:

- **response** (initiative, development and abstract language) — AO1 (20 marks)
- **quality of language** (pronunciation, intonation, vocabulary, idiom, range of lexis, application of grammar and structures as listed in *Appendix 6: Grammar lists*) — AO3 (7 marks)
- **reading and research** (knowledge of issue and other topics) — AO2 (7 marks)
- **comprehension and development** (understanding and ability to deal with questioning) — AO1 (16 marks).

3.4 Assessment criteria

Mark	Response (A01)
0	No rewardable material.
1-4	Minimal incidence of spontaneous discourse; very limited range of structures; no use of abstract language.
5-8	Limited incidence of spontaneous discourse; limited range of lexis and structures; very little evidence of abstract language.
9-12	Satisfactory incidence of spontaneous discourse; range of lexis and structures adequate with some ability to handle language of abstract concepts.
13-16	Frequent examples of spontaneous discourse; good range of lexis and structures; good use of abstract concepts.
17-20	Very high incidence of spontaneous discourse; impressive range of lexis and structures.

Mark	Quality of language (A03)
0	No rewardable material.
1-2	Very flawed language, often impeding comprehension; pronunciation and intonation very inauthentic.
3	Basic errors, impeding comprehension at times; pronunciation and intonation erratic.
4	Accuracy variable with some basic errors; pronunciation and intonation generally good with some lapses.
5	Good level of accuracy with occasional, usually minor, errors; good pronunciation and intonation.
6-7	Highly accurate; excellent pronunciation and intonation.

Mark	Reading and research (A02)
0	No rewardable material.
1	Scant evidence of any reading and research into the chosen issue and other topics discussed; very superficial.
2-3	Little evidence of reading and research into the chosen issue and other topics discussed; obvious gaps and very little detail.
4	Adequate evidence of reading and research into the chosen issue and other topics discussed but overall lacks breadth and detail; somewhat inconsistent.
5-6	Good to very good evidence of wide reading and research into the chosen issue and other topics discussed with occasional gaps; some pertinent detail at times.
7	Excellent evidence of in-depth and very wide reading and research into the chosen issue and other topics discussed; excellent detail.

Mark	Comprehension and development (AO1)
0	No rewardable material.
1–4	Minimal comprehension; many basic question forms unknown; minimal development.
5–7	Limited comprehension; basic question forms generally known but little beyond; limited development of responses.
8–10	Adequate level of comprehension; responds appropriately to basic question forms but experiences problems with more complex question forms and structures; adequate development.
11–13	Copes with a variety or wide variety of question forms although more complex forms pose problems at times; generally good to very good development of responses.
14–16	Excellent level of comprehension; responds at a consistently high level to a wide range of complex and challenging question forms; excellent development.

4.1 Unit description

This unit requires students to demonstrate skills in advanced-level Urdu writing (discursive or creative essay) and translation from English into Urdu. The unit also requires students to demonstrate evidence of independent, advanced-level Urdu-language reading and research of a chosen text, play, film or topic area that links to the culture and/or society of an Urdu-speaking country, countries or community. The content of this unit will be linked to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Urdu-speaking world
- Education and employment
- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts.

4.2 Assessment information

Format

The paper set for this unit has **three** sections.

Section A (10 marks)

A short written translation exercise to test students' ability to transfer meaning from English into Urdu effectively. The English language stimulus will be about 80 words long.

Section B (45 marks)

An Urdu-language essay in response to one from a choice of seven questions that invite either discursive or creative writing.

The discursive essay requires students to write 240-270 words in Urdu to reveal their ability to organise arguments and ideas and give a structured consideration of a general issue. The creative essay requires a different type of response (also of 240-270 words) based on an imaginative Urdu-language text or a combination of text and visual(s). Both discursive and creative questions will link to the prescribed seven topic areas.

Section C (45 marks)

A research-based essay in Urdu (240-270 words) rewards students for Urdu-language research skills linked to an area of interest to the student. **This must relate to the culture and/or society of an Urdu-language country, countries or community.** Students will need to draw on their knowledge and understanding of this. They will have freedom to determine the content of their research (potentially in negotiation with their teacher) but it must relate to one of the following areas of research:

- a Geographical area
- b Historical study
- c Aspects of modern society
- d Literature and the arts (eg text, play or film).

A question will be set for each of these four areas of research.

All students for this unit will be assessed by Edexcel.

Students are not permitted to take any books, dictionaries or texts into the examination room.

Preparation

It is anticipated that students will acquire essay writing and translation skills through regular classroom practice.

For the research-based essay, students should choose a text, play, film or topic area that they find particularly stimulating and that links to in-depth Urdu-language study undertaken prior to the examination. They are free to choose and may discuss potential areas of research with their teacher. The research must relate to the culture and/or society of an Urdu-language country, countries or community. More guidance is given in the *GCE research-based essay guide*. For more information on this please visit the Edexcel website (www.edexcel.com).

Effective preparation for this unit must include study of different Urdu-language spoken materials in addition to other printed and ICT-derived resources.

Time allocation

Students will be in control of the pace of assessment within the allocated time. They can answer questions in any order.

The duration of this examination will be 2 hours and 30 minutes.

4.3 Content**General topic areas**

The assessment materials used will draw upon the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Urdu-speaking world
- Education and employment
- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts.

Research-based essay

Edexcel recognises that it is logical, motivating and rewarding for advanced-level Urdu-language students to acquire knowledge and develop understanding of different aspects of the culture and/or society of an Urdu-speaking country or countries. This unit features a research-based essay directly linked to the culture and/or society of an Urdu-speaking country, countries or community.

The research-based essay offers teachers a logical and smooth transition from either coursework or the 'topics and texts' option. It also encourages wide reading, creativity and personal initiative. Students have a choice of content and focus so that they are able to present and summarise their research from their own personal perspective. The essay must reflect their views and opinions and have an analytical or evaluative dimension commensurate with advanced-level study. The research-based essay should appeal to a variety of students — those interested in literature and the arts as well as those preferring non-literary areas of research.

The following outlines four possible areas of research that students can choose from and the required content.

Geographical area (eg region or city)

Students would be expected to undertake wide research, become aware of and demonstrate understanding of the following:

- key people, events and issues (eg demographic, environmental, economic, social, political) that have impacted or are having an impact on the area
- customs, traditions, beliefs and religions.

Historical study

Students would be expected to undertake wide research, consider and demonstrate understanding of the following:

- a specific period of history of particular relevance to the chosen country
- key people, events and issues from the above period.

Aspects of modern Urdu-speaking society

Students would be expected to undertake wide research, consider and demonstrate understanding of the following:

- key current and recent (21st century/late 20th century) events and issues (eg social, cultural and political) and their impact on society.

Literature and the arts

Students would be expected to undertake in-depth study of a substantial Urdu-language **text**, **play** or **film**. They would need to consider and demonstrate understanding of the following:

- different characters
- key themes/issues
- social and cultural setting
- styles/techniques employed.

In each of these four areas, students are expected to analyse the research that they have undertaken, give their opinions and justify them. This provides a logical link to the approach adopted in Unit 3.

During the research phase, students should refer to a variety of resources including textbooks, reference books, the internet, audio-visual media etc. Students will be expected to make appropriate references to specific Urdu-language sources that they have consulted. More information and guidance is given in the *GCE research-based essay guide*.

What students need to learn

Students need to develop language skills that enable them to transfer meaning from English into Urdu, communicate effectively, accurately and confidently in Urdu-language writing, and demonstrate Urdu-language research skills linked to a specific aspect of the society and/or the culture of an Urdu-language country, countries or community.

Students will be expected to demonstrate knowledge and understanding of the grammar and structures as prescribed in *Appendix 6: Grammar lists*.

Section A (10 marks)

Up to 10 marks will be awarded for transferring meaning from an English language passage into Urdu (AO3). This translation exercise exclusively assesses the accurate handling of grammar and structures (quality of language). An annual mark scheme will be produced that divides the passage into 'assessable elements'.

Section B (45 marks)

Up to 45 marks will be awarded for a discursive or creative essay in accordance with the assessment criteria grids in Section 4.4.

The assessment criteria reward students for:

- **range and application of language** (manipulation, range and appropriateness of lexis, grammar and structures as listed in *Appendix 6: Grammar lists*) — AO3 (10 marks)
- **accuracy of the target language** — AO3 (5 marks)
- **understanding and response** — AO2 (15 marks)
- **organisation and development** — AO2 (15 marks).

Section C (45 marks)

Up to 45 marks will be awarded for the research-based essay in accordance with the assessment criteria grids in Section 4.4.

The assessment criteria reward students for:

- **reading, research and understanding** — AO2 (30 marks)
- **organisation and development** — AO2 (9 marks)
- **quality of language** — AO3 (6 marks).

4.4 Assessment criteria

Section B

Mark	Range and application of language — Creative/discursive essay (A03)
0	No rewardable range and application of language.
1-2	Inadequate range of lexis and structures; very limited ability to manipulate language.
3-4	Restricted range of lexis and structures; limited ability to manipulate language.
5-6	An adequate range of lexis and structures; successful manipulation of language/attempts to handle complex structures not always successful.
7-8	A wide range of appropriate lexis and structures; successful manipulation of language.
9-10	Rich and complex language; very successful manipulation of language.

Mark	Accuracy of the target language — Creative/discursive essay (A03)
0	Language so inaccurate that no reward is possible.
1	Accuracy only in the simplest form; a high incidence of basic error.
2	Communication impaired at times by basic errors, eg agreements, verb forms; some familiar language is accurate.
3	A number of major errors made, without impairing communication significantly; familiar forms and structures usually accurate.
4	Few errors, mostly of a minor nature.
5	High degree of accuracy with minimal and minor errors.

Mark	Understanding and response — Creative essay (A02)
0	No rewardable understanding or response.
1-3	Largely irrelevant; minimal use of stimulus.
4-6	Some relevant points made; unimaginative use of stimulus.
7-9	Satisfactory understanding of question and response to stimulus.
10-12	Good to very good understanding of question and response to stimulus.
13-15	Very good to excellent understanding of question and imaginative response to stimulus.

Unit 4 Research, Understanding and Written Response in Urdu

Mark	Understanding and response – Discursive essay (AO2)
0	No rewardable understanding or response.
1–3	Minimal understanding of question or relevant discussion.
4–6	Limited understanding of question.
7–9	Satisfactory understanding of question; some implications of questions addressed.
10–12	Good to very good understanding of question; main implications of question addressed.
13–15	Very good to excellent understanding of question; implications of question fully grasped.

Mark	Organisation and development – Creative/discursive essay (AO2)
0	No rewardable organisation and development.
1–3	Minimal organisation and development; answer largely disorganised.
4–6	Limited organisation and development; structure lacks coherence.
7–9	Organisation and development not always logical and clear.
10–12	Organisation and development logical and clear.
13–15	Extremely clear and effective organisation and development of ideas.

Section C

Mark	Reading, research and understanding (AO2)
0	No rewardable material presented.
1–6	Minimal understanding; almost no evidence of reading and research.
7–12	Limited understanding; little evidence of reading and research.
13–18	Adequate understanding; some evidence of reading and research.
19–24	Good to very good understanding; clear evidence of in-depth reading and research.
25–30	Very good to excellent understanding; clear evidence of extensive and in-depth reading and research.

Mark	Organisation and development (AO2)
0	No rewardable organisation and development.
1–2	Limited organisation and development; structure almost wholly lacking in coherence.
3–4	Some organisation and development; may be rambling and/or repetitive.
5–6	Adequate organisation and development of material; development patchy and/or ambiguous.
7–8	Good organisation and development; material well planned and sequenced with minor lapses.
9	Very good organisation and development; material very effectively marshalled and developed within a carefully planned framework.

Mark	Quality of language (AO3)
0	No rewardable language.
1	Very basic level of communication; language often breaks down because of lack of linguistic knowledge and/or ability to use structures; very inaccurate.
2	Some communication achieved on a basic level but often lacks comprehensibility; limited linguistic range; basic sentence construction; register often inappropriate.
3–4	Satisfactory communication; inaccurate language occasionally impedes comprehensibility; fair range of appropriate lexis; structures often well handled.
5	Good communication; errors rarely impede comprehensibility; language mainly accurate and appropriate; good range of lexis and structures; good handling of complex structures and use of idioms.
6	Very good communication; language almost always fluent, varied and appropriate; wide range of lexis and structures; high level of accuracy.

D Assessment and additional information

Assessment information

Assessment requirements	For a summary of assessment requirements and assessment objectives, see <i>Section B, Specification overview</i> .
Entering students for the examinations for this qualification	Details of how to enter students for the examinations for this qualification can be found in Edexcel's Information Manual, copies of which are sent to all examinations officers. The information can also be found on Edexcel's website (www.edexcel.com).
Resitting of units	<p>There is no limit to the number of times that a student may retake a unit prior to claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.</p> <p>After certification all unit results may be reused to count towards a new award. Students may re-enter for certification only if they have retaken at least one unit.</p> <p>Results of units held in the Edexcel unit bank have a shelf life limited only by the shelf life of this specification.</p>
Awarding and reporting	<p>The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2008, which is published by the Qualifications and Curriculum Authority. The AS qualification will be graded and certificated on a five-grade scale from A to E. The full GCE Advanced level will be graded on a six-point scale A* to E. Individual unit results will be reported.</p> <p>A pass in an Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E of which grade A is the highest and grade E the lowest. A pass in an Advanced GCE subject is indicated by one of the six grades A*, A, B, C, D, E of which Grade A* is the highest and Grade E the lowest. To be awarded an A* students will need to achieve an A on the full GCE Advanced level qualification and an A* aggregate of the A2 units. Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.</p>

Performance descriptions

Performance descriptions give the minimum acceptable level for a grade. See *Appendix 1* for the performance descriptions for this subject.

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1

Unit grade	A	B	C	D	E
Maximum uniform mark = 60	48	42	36	30	24

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–23.

Unit 2

Unit grade	A	B	C	D	E
Maximum uniform mark = 140	112	98	84	70	56

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–55.

Unit 3

Unit grade	A	B	C	D	E
Maximum uniform mark = 70	56	49	42	35	28

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–27.

Unit 4

Unit grade	A	B	C	D	E
Maximum uniform mark = 130	104	91	78	65	52

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–51.

Qualification results

The minimum uniform marks required for each grade:

Advanced Subsidiary Cash-in code 8UR01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	160	140	120	100	80

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–79.

Advanced GCE Cash-in code 9UR01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 400	320	280	240	200	160

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–159.

Language of assessment

Assessment of this specification will be available in Urdu although some responses in English will be required. Assessment materials will be published in Urdu.

Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- some questions at AS level will require English language responses. To ensure effective communication, it is important that students produce these responses legibly and pay attention to spelling, punctuation and grammar.

Assessment objectives and weighting

		% in AS	% in A2	% in GCE
AO1	Understand and respond, in speech and writing, to spoken language.	40%	25%	32.5%
AO2	Understand and respond, in speech and writing, to written language.	35%	50%	42.5%
AO3	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	25%	25%	25%
TOTAL		100%	100%	100%

Synoptic assessment

In synoptic assessment there should be a concentration on the quality of assessment to ensure that it encourages the development of the holistic understanding of the subject.

Synopticity requires students to connect knowledge, understanding and skills acquired in different parts of the Advanced GCE course.

Synoptic assessment in the context of Urdu is naturally occurring and requires students to draw upon different skills within an assessment task. Unit 3, for example, tests both oral and listening skills and, implicitly, requires some reading as part of the student's preparation and research. Similarly, the research-based essay in Unit 4 requires students to engage in writing that links to other language skills. It is quite probable that students engage in research through reading as well as through other audio or audio-visual media and that they discuss their findings in Urdu.

Knowledge of grammar structures is also not restricted to one skill area but is tested across skills and across all units.

Stretch and challenge

Students can be stretched and challenged in A2 units through the use of different assessment strategies. Some examples are given below.

Translation into Urdu enables students to demonstrate an ability to manipulate complex language at an advanced level. They can draw on appropriate vocabulary and structures to produce a translation which is accurate and natural rather than pedestrian.

The choice of discursive or creative essay (extended writing) enables students to demonstrate that they can produce fluent and relevant language at an advanced level that shows knowledge and an ability to use a comprehensive range of vocabulary and structures. They can convey opinions and express themselves accurately.

Presenting and defending an oral issue requires students to use higher-level Urdu-language skills since they need to use convincing and persuasive language and engage with the teacher. The most able students will be able to demonstrate knowledge and accurate use of a comprehensive range of vocabulary and structures.

Additional information**Malpractice and plagiarism**

For up-to-date advice on malpractice and plagiarism, please refer to the *Joint Council for Qualifications – Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Disability Discrimination Act

Please see *Appendix 8* for the Advanced GCE in Urdu Disability Discrimination Act information.

Prior learning and progression

Prior learning

Students who would benefit most from studying a GCE in Urdu are likely to have a Level 2 qualification, such as a GCSE in Urdu at grades A*–C, or other relevant prior learning.

Progression

This qualification supports progression into further and higher education, training or employment. It provides a suitable foundation for specialist linguists wishing to study Urdu at a higher level, those wishing to combine language study with other disciplines at higher level, and those considering other qualifications without a language focus.

Combinations of entry

There are no forbidden combinations.

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Key skills

This specification provides opportunities for developing and generating evidence for assessing the key skills listed below:

- communication
- information and communication technology
- improving own learning and performance
- working with others.

Opportunities for developing the key skill of communication are highlighted. Teachers should note that assessment of this key skill must be in English and that, although foreign language study presents an opportunity to develop communication skills, assessment of this key skill in a foreign language is not permitted.

Further details are available in *Appendices 2 and 3*.

This qualification will be mapped to functional skills once they are finalised. Information will be available on our website (www.edexcel.com/gce2008) at a later date.

The wider curriculum

This qualification provides opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of citizenship, environmental issues, health and safety considerations, and European developments consistent with relevant international agreements appropriate as applied to Urdu. *Appendix 4: Wider curriculum* maps the opportunities available.

Resources to support the specification

To support this qualification, Edexcel has published the following:

- *Getting Started* guide book.

Edexcel publications

You can order further copies of this specification and SAMs documents from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linney.com
Website: www.edexcel.com

Additional resources endorsed by Edexcel

Edexcel also endorses additional materials written to support this qualification.

Any resources bearing the 'Endorsed by Edexcel' logo have been through a rigorous quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

The resources listed on the Edexcel website are intended to be a guide for teachers and not a comprehensive list. Further suggestions can be found in *Appendix 7: Further resources and support*.

Please see www.edexcel.com/gce2008 for up-to-date information.

Support

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is a new application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus.

Ask the Expert — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert.

Ask Edexcel — Ask Edexcel is Edexcel's online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone — The examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.edexcel.com.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0025
Fax: 0845 359 1909
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

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Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for Modern Foreign Languages

Assessment objectives	Assessment objective 1	Assessment objective 2	Assessment objective 3
	<p>Understand and respond, in speech and writing, to spoken language.¹</p> <p>¹ Understand and respond in speech to spoken language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.</p>	<p>Understand and respond, in speech and writing, to written language.²</p> <p>² Understand and respond in speech to written language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.</p>	<p>Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.</p>
<p>A/B boundary performance descriptions</p>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show a clear understanding of spoken language b understand the main points and details, including points of view c are able to infer meaning with only a few omissions d are able to develop their ideas, and express points of view, with some appropriate justification e respond readily and fluently and take the initiative (<i>speaking</i>) f have generally accurate pronunciation and intonation (<i>speaking</i>) g are able to deal with unpredictable elements (<i>speaking</i>) h show the ability to organise and structure their response coherently (<i>writing</i>) i offer relevant information which addresses the requirements of the task (<i>writing</i>). 	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show a clear understanding of a range of written texts b understand the main points and details, including points of view. c are able to infer meaning with only a few omissions d are able to develop their ideas, and express points of view, with some appropriate justification e respond readily and fluently and take the initiative (<i>speaking</i>) f have generally accurate pronunciation and intonation (<i>speaking</i>) g show the ability to organise and structure their response coherently (<i>writing</i>) h offer relevant information which addresses the requirements of the task (<i>writing</i>). 	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a make effective use of a range of vocabulary and structures appropriate to the task. b The deployment of grammar, syntax and morphology is generally accurate. c are able to manipulate language appropriately when required.

E/U boundary performance descriptions	Assessment objective 1	Assessment objective 2	Assessment objective 3
	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show some understanding of basic, often concrete, spoken language, while experiencing difficulties with more complex and abstract language b understand some of the main points and details, including basic points of view c have a limited ability to infer meaning where appropriate to the task d are able to convey some basic information when transferring meaning e may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>) f may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>) g show some ability to structure and organise their response where appropriate. 	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show some understanding of straightforward written texts, but experience difficulties with more complex and abstract language b understand some of the main points and details, including limited points of view c have a limited ability to infer meaning where appropriate to the task d are able to convey some basic information when transferring meaning e may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>) f may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>) g show some ability to structure and organise their response where appropriate. 	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a use a restricted range of vocabulary and structures b have language characterised by frequent errors in grammar, syntax and morphology c may be influenced by the first language. d demonstrate a very limited ability to manipulate language where required.

A2 performance descriptions for Modern Foreign Languages

Assessment objectives	Assessment objective 1	Assessment objective 2	Assessment objective 3
<p>A/B boundary performance descriptions</p>	<p>Understand and respond, in speech and writing, to spoken language.¹</p> <p>¹ Understand and respond in speech to spoken language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities</p> <p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show a clear understanding of spoken language b understand the main points and details, including points of view c demonstrate an ability to infer meaning d are able to transfer meaning with only minor omissions e are able to develop their ideas, and express and justify points of view effectively f respond readily and fluently and take the initiative (<i>speaking</i>) g have generally accurate pronunciation and intonation (<i>speaking</i>) h are able to deal appropriately with unpredictable elements (<i>speaking</i>) i show the ability to organise and structure their response coherently (<i>writing</i>) j offer relevant information which addresses the requirements of the task (<i>writing</i>). 	<p>Understand and respond, in speech and writing to written language.²</p> <p>² Understand and respond in speech to written language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities</p> <p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show a clear understanding of a range of written texts b understand the main points and details, including points of view, and are able to infer meaning c demonstrate an ability to infer meaning d are able to transfer meaning with only minor omissions e are able to develop their ideas, and express and justify points of view effectively f respond readily and fluently and take the initiative (<i>speaking</i>) g have generally accurate pronunciation and intonation (<i>speaking</i>) h are able to deal appropriately with unpredictable elements (<i>speaking</i>) i show the ability to organise and structure their response coherently (<i>writing</i>). 	<p>Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.</p> <p>In the context of materials appropriate to the A level specification candidates characteristically:</p> <ul style="list-style-type: none"> a make effective use of a wide range of vocabulary and a variety of complex structures as appropriate. b predominantly use grammar, syntax and morphology in an accurate way c are able to manipulate language accurately and appropriately where required.

E/U boundary performance descriptions	Assessment objective 1	Assessment objective 2	Assessment objective 3
	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show some understanding of spoken usually concrete language, but may experience difficulty with more complex and abstract language b understand some of the main points and details, including basic points of view c demonstrate a limited ability to infer meaning, where appropriate, to the task d are able to convey the basic information when transferring meaning e may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>) f may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set, and do not always address the requirements of the task appropriately (<i>writing</i>) g show some ability of structure and organise their response, where appropriate. 	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show some understanding of a range of written texts, usually straightforward, but may experience difficulty with more complex and abstract language b understand some of the main points and details, including basic points of view c demonstrate a limited ability to infer meaning, where appropriate, to the task d are able to convey the basic information when transferring meaning e may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>) f may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set and do not always address the requirements of the task appropriately g show some ability of structure and organise their response, where appropriate. 	<p>In the context of grammar and syntax listed in the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a use a restricted range of vocabulary and structures. The deployment of grammar, syntax and morphology contains frequent error and may be influenced by their first language. b demonstrate a very limited ability to manipulate language correctly when required.

Appendix 2 Key skills mapping

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C3.1a	✓	✓	✓	✓
C3.1b	✓		✓	
C3.2	✓		✓	✓
C3.3		✓		✓
Information and communication technology				
ICT3.1	✓	✓	✓	✓
ICT3.2	✓	✓	✓	✓
ICT3.3	✓		✓	
Improving own learning and performance				
LP3.1	✓	✓	✓	✓
LP3.2	✓	✓	✓	✓
LP3.3	✓	✓	✓	✓
Working with others				
WO3.1	✓	✓	✓	✓
WO3.2	✓	✓	✓	✓
WO3.3	✓	✓	✓	✓

Appendix 3 Key skills development

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions for opportunities for the generation of Level 3 key skill evidence are given here.

Communication — Level 3

Teachers should note that assessment of the key skill of communication must be in English, Irish or Welsh and that, although foreign language study clearly presents opportunities to develop skills in communication, assessment in the foreign language is not appropriate. For this specification, all key skills — communication evidence must be in English.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
C3.1a	Take part in a group discussion.	Unit 1	Students to choose any topic related to one of the general topic areas for group/class discussion. Students would need to undertake some preparation and research so that they could contribute and present their views effectively.
		Unit 3	Students to take a stance on a controversial issue and defend this with another adopting a different stance (debating in pairs).
		Units 2 and 4	NB: The linked preparation for the above would also help develop reading, listening and writing skills. These opportunities could form the basis of a video/podcast production and/or link to written work.
C3.1b	Make a formal presentation of at least eight minutes using an image or other support material.	Units 1 and 3	Students to give PowerPoint presentation (with imported visuals) on a topic or issue of their choice — useful preparation for Unit 1's oral assessment. NB: Above activities could form the basis of a video/podcast production and/or link to written work.
C3.2	Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.	Unit 4	Classroom-based research assignments to support students preparing for the research-based essay. Students would need to undertake extensive reading in Urdu across a range of written materials and select appropriate information for their notes. The research-based essay would enable the students to demonstrate their ability to summarise findings from their reading and express their feelings and attitudes. It could, for example, involve students in reading two literary texts that refer to a specific theme or region.
		Units 1 and 3	Classroom-based research assignments to support students preparing for oral work in which they must be able to discuss different topics or take a stance on a particular issue. NB: It is expected that students will consult a range of written sources of information including newspapers, magazines and books. Sources may also be internet-derived.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
C3.3	<p>Write two different types of documents, each one giving different information about complex subjects.</p> <p>One document must be at least 1000 words long.</p>	Units 2 and 4	<p>Students to undertake different types of Urdu-language writing tasks, eg letter, report, creative, discursive and/or research-based essay, in addition to prose translation exercises.</p> <p>NB: The above activities could be adapted so that students contribute to a controlled or simulated internet-based discussion forum.</p>

Information and communication technology — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
ICT3.1	Search for information, using different sources, and multiple search criteria in at least one case.	All units	<p>Students undertake classroom-based research for information on specific topics/issues. They will usually need to select different research criteria in order to gain comprehensive notes. Resources consulted could include different media including the internet, CDs, film, television etc.</p> <p>This research will promote the development of reading and listening skills in addition to supporting preparation for oral and written work.</p>
ICT3.2	Enter and develop the information and derive new information.	All units	<p>General classroom-based research activities: students to explore and enhance information that they have located and recorded through addition of personal opinions, comparison and informed conclusions. Resources consulted could involve different media including the internet, CDs, film, television etc.</p> <p>This activity would support reading and listening skills in addition to supporting preparation for oral and written work.</p>
ICT3.3	Present combined information such as text with image, text with number, image with number.	Units 1 and 3	Students to give a PowerPoint presentation (with imported numerical data/graphs etc) on a topic or issue of their choice – useful preparation for Unit 1's oral assessment.

Improving own learning and performance — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
LP3.1	Set targets using information from appropriate people and plan how these will be met.	All units	Setting individual learning plans and discussing the focus of work and potential targets for improvement with teacher(s). Planning and undertaking group assignments, eg projects reliant on input from different individuals.
LP3.2	Take responsibility for your learning, using your plan to help meet targets and improve your performance.	All units	Revisiting individual learning plans and targets for improvement with teacher(s). Identification of areas for improvement and agreement to an appropriate action plan, if appropriate.
LP3.3	Review progress and establish evidence of your achievements.	All units	Revisiting individual learning plans and targets for improvement to identify and acknowledge progress made.

Working with others — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
WO3.1	Plan work with others.	All units	Group work, eg deciding a common focus of research investigations. Discussion of content for a research questionnaire, video or drama project.
WO3.2	Seek to develop co-operation and check progress towards your agreed objectives.	All units	Preparation for and ongoing review of research linked to pair or group work. This necessitates reaching a common agreement on ways of enhancing and improving content and would involve seeking guidance from the teacher(s). Production of research questionnaires, video or drama project with inbuilt opportunities to review content and quality of work.
WO3.3	Review work with others and agree ways of improving collaborative work in the future.	All units	Review final research work and, potentially, identify how the group work could have been improved. Review completed research questionnaires, video or drama project and, potentially, identify how the group work element could have been improved.

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓	✓	✓	✓
Moral	✓	✓	✓	✓
Ethical	✓	✓	✓	✓
Social	✓	✓	✓	✓
Cultural	✓	✓	✓	✓
Citizenship	✓	✓	✓	✓
Environmental	✓	✓	✓	✓
European initiatives	✓	✓	✓	✓
Health and safety	✓	✓	✓	✓

In addition to the acquisition of knowledge about language structures and the development of practical language skills, effective language learning involves a promotion of cultural understanding. This specification requires students to consider a range of topics, issues and different aspects of target-language culture and to give their views and express opinions on these. Consequently, the specification and linked classroom studies should give students many opportunities to relate their language study to all of the listed 'issues'.

Development suggestions

Issue	AS/A2 units	Opportunities for development or internal assessment
Spiritual	All units	<ul style="list-style-type: none"> Unit 4 – A student may explore the spiritual dimension of an Urdu-language novel or film in their chosen research-based essay.
Moral	All units	<ul style="list-style-type: none"> Unit 3 – A student discussing an issue on 'peer pressures' may make reference to moral tensions that some young adults experience.
Ethical	All units	<ul style="list-style-type: none"> Unit 2 – Students could be exposed to a reading passage that refers to 'fair trade' fashion.
Social	All units	<ul style="list-style-type: none"> Unit 4 – In their chosen research-based essay, a student may refer to the social conditions associated with a particular period of Urdu history.
Cultural	All units	<ul style="list-style-type: none"> Unit 4 – Students could undertake a translation exercise linked to a particular aspect of the arts in an Urdu-speaking country.
Citizenship	All units	<ul style="list-style-type: none"> Unit 3 – A student might wish to link their 'chosen issue' to citizenship concerns for immigrant workers.
Environmental	All units	<ul style="list-style-type: none"> Unit 1 – Students could, for example, be expected to refer to an oral stimulus on recycling.
European initiatives	All units	<ul style="list-style-type: none"> Unit 1 – A student may refer to European initiatives when undertaking research related to their chosen general topic area.
Health and safety	All units	<ul style="list-style-type: none"> Unit 1 – A student might refer to health and safety concerns if referring to smoking or alcohol abuse in public places.

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	6130
National Qualifications Framework (NQF) codes	Each qualification title is allocated a QCA National Qualifications Framework (NQF) code. The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the student's final certification documentation.	The QANs for the qualifications in this publication are: AS — 500/2625/2 Advanced GCE — 500/2534/X
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 — 6UR01 Unit 2 — 6UR02 Unit 3 — 6UR03 Unit 4 — 6UR04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	AS — 8UR01 Advanced GCE — 9UR01
Entry codes	The entry codes are used to: 1 enter a student for the assessment of a unit 2 aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the Edexcel Information Manual available on the Edexcel website.

AS and A2 level students will be expected to have studied the grammatical system and structures of the language during their course. In the examination they will be required to actively and accurately use grammar and structures appropriate to the tasks set, drawn from the following lists. The lists are divided into Advanced Subsidiary and A2 level. The examples in italics are indicative, not exclusive. For structures marked (R), receptive knowledge only is required.

Urdu: Advanced Subsidiary Level

Nouns

gender

singular and plural forms

cases

Adjectives

formation and position of regular and irregular adjectives

comparative and superlative

demonstrative

indefinite

possessive

intensifiers

Adverbs

formation and position of regular and irregular adverbs (place, time, manner, necessity, advisability, duty, habit)

comparative and superlative

interrogative

indefinite

intensifiers

Pronouns

subject and object (direct and indirect)

relative

emphatic

demonstrative

indefinite

possessive

interrogative

Verbs

regular and irregular forms of verbs

omission of verbs such as *jein* meaning 'are' and *hoon* meaning 'am'

negative forms

interrogative forms

tenses:

- past, present and future of simple, simple continuous and perfect (including pluperfect) forms
- transitive and intransitive tenses
- conjunctive, imperative-present and future
- the object (of verb)
- nominative as well as impersonal
- passive infinitive
- passive agent

- passive participles
- conditional — present and past
- honorific and non-honorific verbs
- imperative ceremonious
- present participle
- present and past subjunctive
- causal verb forms
- expressions of habit
- the post position of instrumentality eg *ne*, *se* and *ko*; peculiar forms eg *baT-naa*, *bhi-go-naa*
- infinitive, gerund or verbal noun
- compound verbs, eg *us ne mu-jhe so-ne na-hin diya*
- Persian and Arabic verbs, eg *shar-ma-naa*, *qu-bool-naa* conjunct verbs
- verbs formed from adjectives and nouns, eg *ap-ha-naa*

Postpositions

Conjunctions

Number, quantity and time

ordinal, cardinal, fractional numbers; fractional parts; times; indefinite numerical adjectives

Word structure spelling and pronunciation

vowels:

- long and short vowels
- nasalised vowels
- semivowels
- vowel junctions
- consonants, including doubled consonants

Urdu: A2 Level

All grammar and structures listed for Advanced Subsidiary, plus:

Verbs transitive tenses

double casuals

necessity, advisability and duty

advanced participles, eg *sehi-adawat hi sehi*

Ceremonious or respectful speech

Use of repetition of words and its effect on meaning

Useful websites

www.jang-group.com

www.loveurdu.com

www.urduclassic.com

www.urdupoint.com

www.urduword.com

Other support

Grant and Cutler Ltd
55–57 Great Marlborough Street
London W1F 7AY
Telephone: 020 7734 2012

Centre for Information on Language
Teaching (CILT)
20 Bedfordbury
London WC2N 4LB
Telephone: 020 7379 5101

RNB Enterprises
70 Queens Road
Walthamstow
London E17 8QP
Telephone: 020 8521 6380

Book Centre
Express House
White Abbey Road
Bradford BD8 8EJ
Telephone: 01274 727864
Website: www.bookcentre.co.uk

Rolex Trading Company
Rashid House
West Gate
Bradford BD1 3AA
Telephone: 01274 731908

AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. For information on reasonable adjustments please see the Edexcel website (www.edexcel.com).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competencies have been addressed. This will be kept under review and may be amended in the future.

A level Urdu requires assessment of the skills of speaking, listening, reading and writing. Some candidates may have difficulty in accessing aspects of the assessment, where reasonable adjustments cannot be applied, as follows:

- Speaking — some candidates with a speech impairment.
- Listening — some candidates with a hearing impairment and who cannot lip read.
- Reading — some candidates with a visual impairment who cannot read Braille.

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We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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References to third-party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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