

# Examiners' Report/ Principal Examiner Feedback

June 2011

GCSE Urdu (5UR01) Paper 1F

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## **Listening and Understanding (Foundation)**

This was the second year in which candidates have been examined for this Unit based upon the new GCSE specification. There were approximately 2000 entries.

This is a completely new examination format where the candidates are asked to demonstrate their understanding of pre-recorded spoken Urdu. A number of question types will be used in the Foundation tier paper inviting non-verbal responses such as multiple choice questions and matching exercises. A mixture of visual (minimal as compared to the legacy unit) and short verbal cues in English will be given and the question titles and rubrics are in English throughout the papers (both Foundation and Higher tier). In addition, certain questions will award marks for a candidate's own short written English language responses (2-3 words).

As in the legacy papers the Foundation tier will follow "a peaks and troughs model". The Higher tier paper will include the same questions targeting the C and D grades as used in the Foundation tier paper. This paper also contains one question (Q8) that requires short answers in English. Both papers carry a total of 40 marks.

This Unit draws on vocabulary and structures from across the four specified common topic areas as described in the new specification thus providing more focused and accessible areas for the candidates.

A small number of queries were received about the duration of the recording. Edexcel will be offering guidance for this on the front cover of the examination paper and on the recording to provide more clarity.

### **Foundation Tier**

Only one question (10a and b) from the Foundation paper was graduate marked. The rest was computer or clerical marked.

There were no major issues with Q7 and majority of the candidates scored full marks. However, for item 9(ii) some candidates opted to write "clean the house" rather than "clean the room" and lost a mark. This type of question has been included in the Legacy paper as well and candidates are well aware of the importance of selecting the appropriate key words for each item. Although the candidates are not being tested for their English grammar and spelling, they are expected to write simple words like "she was resting" correctly (Q9iii).

Similar problems were encountered in Q10 (a) and (b) where some of the candidates failed to write the correct English word for "home delivery" and "late delivery". By and large the performance of candidates for Q9 and 10 was comparable to last year.



## **Grade Boundaries**

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

Grade boundaries for this, and all other papers, can be found on the website on this link: <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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