



Pearson

Examiners' Report

Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCSE

In Urdu (5UR03_3F)

Paper 3F: Reading and Understanding
in Urdu.

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2018

Publications Code 5UR03_3F_1806_ER

All the material in this publication is copyright

© Pearson Education Ltd 2018

GCSE Urdu
Paper 3F Reading and Understanding in Urdu (Foundation Tier)
Examiner Report

The Foundation paper is targeted at the C to G grades. The students do not have to write any Urdu vocabulary as the only question expecting written answers is the last question where one or two word answers are expected in English.

Question 1

This question required students to match the Urdu vocabulary to given words written in English. Most students scored some marks for this question that required them to match the vocabulary with items of 'shopping' written in Urdu. The less able students failed to gain full marks for this question as they could not understand the vocabulary for shopping.

Question 2

This question was based on sports. Once again, students who could read and understand the single key words short sentences in Urdu, matched them correctly to the name of sports in English, but less able students did not score full marks for this question.

Question 3

This was an overlap question between foundation and higher paper. This question was based on road signs. Students were required to read short sentences in Urdu and match it to the English title as to where they would see this sign. They were required to put a cross in the correct box against the relevant description of activity in English language. The majority of students ticked the correct boxes scoring full marks, with few losing a mark.

Question 4

This question required students to answer questions based on someone talking about boarding schools. Students had to tick one out of the three given boxes for each of the four questions, in order to match English description with the Urdu text. Students generally responded well to this question which was an overlap question, but quite a few lost marks. Students should be taught to read the sentences thoroughly, identify the key vocabulary and pick out the correct ones carefully.

Question 5

This question required students to read a number of short sentences in Urdu, where some friends were talking about their school subjects. They were then required to put a cross against the English key words matching with opinions in

the Urdu text. Quite a few students found this to be challenging and lost one or two marks by crossing the wrong boxes.

Question 6

This question required students to read a series of short statements related to 'rules'. They were then required to match the four correct statements in Urdu with the key words in English. Being a straight forward exercise, majority of students scored three or four marks but the less able students scored only one or two marks due to the lack of understanding of specific vocabulary.

Question 7

This question was based on a short passage about restaurants and eating out in different parts of Pakistan. The students were required to select one out of three options given in English for each of the four questions. The majority of students ticked the correct boxes scoring full marks in this overlap question. Some students could not read and understand the vocabulary to match the English sentences to the given information, hence scoring one or two marks only at this level.

Question 8

This overlap question was based on job adverts where different descriptions were given for the required staff in different places. Different job adverts contained information as to what they were looking for. The students were required to read Urdu statements and match the statement to English key words. More students did well scoring three or four marks for this question.

Question 9

This question required reading of single frequently used key words related to places in the local area. They were then required to match four correct items in Urdu to a set of given six pictures. Being a very simple exercise, more students scored three or four marks but the less able students scored only one or two marks due to random ticks in the boxes.

Question 10

In the last question students were asked to provide short responses in English to a series of questions on a relatively short passage about travel abroad and someone's opinions. Most of the students scored three to four marks for this question.

