



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE
In Urdu (1UR0) Paper 1F: Listening
and Understanding in Urdu

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Introduction

The first series of this new specification was successful, with a lot of good performances from students. Generally, a high standard of answers were produced by students. Most teachers understood the specification requirements and prepared their students well. Most students performed very well keeping up with the demands of the new specifications especially with the target language questions. Most of the centres have well prepared their pupils.

Teachers have clearly embedded sample materials into their teaching and targeted good range of relevant questions and have consistency used successful references to tenses (past, present and future) and the grammatical structures. It is vital that centres are given robust feedback about the performance of exams so students are better prepared, hence improving student performances. The general performances in the higher tier were good however the standard of students' work varied enormously in foundation tier.

The standard was generally good and there were a number of pleasing, high scoring scripts. Most students scored marks consistently throughout the paper. Questions requiring a written answer discriminated well. The majority of these questions were aimed at the top grades and required precise answers. Some also required students to draw simple conclusions and to understand material which contained more complex and less familiar language in line with the requirements of the subject content.

Paper 1F

Students were very comfortable with Q2 and Q9, and Q1, Q3, Q4, Q6, Q7 and Q11 questions usually scoring high marks. Responses to other questions varied because of the demand of the question. In particular more challenging questions were Q13 and Q14. The paper was well balanced to meet the needs of all abilities and the questions were pitched at the right level.

The mark scheme was effective and agreed by QPEC team and further refined during the standardisation meeting after reflecting on students responses. All possible answers were considered so that students are not penalised. Students generally find Listening skill student friendly, which reflects in the high performances. Given below is a detailed guide on student performances.

Question 5

Looking at student performance I didn't feel students had any issues with this question however some students made errors such as:

5a: Words like **take out** and **street food** and **food from outside** were used rather than specific answer form the mark scheme from the mark scheme

5c: **Chilli** and **spicy** as well as **hot** were used even though chilli was rejected on the mark scheme

5d: A few students were putting generic answers like **food** rather than **sweet** or dessert
Spelling of **dessert** often incorrect

Question 8

Looking at student performance I didn't feel students had any issues with this question however some students made errors such as:

8a: Many students were confused with 30 (tees) and 20 (bees), many answers not clear for twenty when written as a number, it clearly looked like twenty six rather than twenty.

8b: Students did not specify whether in morning and sometimes used the 24 hour notation for am as 09:00 therefore lost a mark

8c: Students were commonly using words like good

Question 10

Looking at student performance I didn't feel students had any issues with this question however some students made errors such as:

10a: many other responses were used rather than the one in the mark scheme such as don't show off/ boast about it or even 'don't like to' without completing the sentence.

Sometimes the first person was used to answer the question.

10b: Family or family friends was used rather relative although the mark scheme rejected family.

10c: Words like organisation, work together to help the poor rather than specifically work with charities and also raise money for the poor.

10d: Many students used words like Pakistan will be better, good, powerful, rich great, popular etc and not Pakistan will be famous.

Question 12

12a: This was answered in the vast majority of cases as given in the mark scheme

12b: This question was not answered well by the students and phrases like lot more work, more things to do etc were mentioned without any reference to school.

12c: In this part of the question student responses were 'she likes kids', 'loves kids,' rather working with kids

12d: students found this part of question challenging responses were not similar to the ones in the mark scheme, words like efficiently were used.

Question 13

In this question pupils performed very well and majority students were able to perform very well in this question. There were some minor spelling errors in some answers, despite the words were written for candidates.

Question 14

Generally student performance was good in this question however some students were confused with napasand and sakhat napasand. There were some minor spelling errors in some answers, despite the words were written for candidates.