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**Examiners' Report**  
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**Summer 2019**

**Pearson Edexcel GCSE**  
**In Urdu (1UR0) Paper 4F: Writing**

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Summer 2019

Publications Code 1UR0\_4F\_1906\_ER

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## Overview

2019 is the first examination for the new GCSE Urdu specification. Previously this component was assessed via Controlled Assessment and is now assessed by an examination at the end of the course of study.

Students were assessed on their ability to communicate effectively through writing in Urdu. Students needed to communicate effectively in writing for a variety of purposes across a range of specified contexts; to write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information; to produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings; to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events; to manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register; to make independent, creative and more complex use of the language, as appropriate; to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince; and to translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

The assessment was out of 60 marks. Each question was set in a context drawn from the five GCSE Urdu themes and sub topics. The assessment tasks featured general content that was familiar and accessible to all students. Students were required to produce responses of varying lengths and types to express facts, ideas and opinions in Urdu.

The length of each response required and complexity of language increased across the paper. Recommended word counts were specified for each question. Students were not penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets. One question was a translation of a short passage from English into Urdu.

All assessments were marked against assessment criteria. The instructions to students were all in Urdu. The use of dictionaries was not permitted.

The assessment time was 1 hour and 15 minutes in length for foundation tier. The paper consisted of three open questions and one translation from English into Urdu. Students had to answer all questions.

Question 1 assessed students on their ability to write to describe and to express opinions.

Question 2 assessed students on their ability to note down key points and convey information. Students had to use the formal register.

Question 3 had two options from which students had to select one. This question assessed students on their ability to convey information, narrate, express

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opinions, interest, and convince the reader about a certain point. Students had to use the informal register. This question is common to the higher tier.

Question 4 was the translation question. Students were required to translate five sentences from English to Urdu. The sentences were ordered by increasing level of difficulty.

### **Question 1**

This question addressed the theme of Identity and Culture, and the topic of Celebrations and Festivals. Students were given a photo of Pakistan Day parade; they had to describe the photo and express their opinion about any festival in about 20-30 words of Urdu. The question could be answered using exclusively a present time frame, but students were not penalised for using other tenses.

Most students responded to this question with some success. The most successful ones restricted themselves to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance.

Most students described who was in the picture and expressed a simple opinion about festival. Some students wrote in the first person, which was totally acceptable. A few students thought they had to give an opinion about the picture or the featured people rather than festivals in general. A few others either omitted the opinion altogether or else omitted to describe the photo.

### **Question 2**

This question addressed the theme of Local area, holiday and travel, and the topic of Town, region and country. Students were given four bullet points within the context of a house; they had to write 40-50 words of Urdu. The question could be answered using present and future time frames, but students were not penalised for using other tenses.

Many students found this question to easy to access, as they appeared not to understand some or all of the bullet points. There were a number of good responses where all bullet points were attempted and were well linked. These students used tenses appropriately and even attempted complexity and development of individual points of view.

### **Question 3 (a)**

This question addressed the theme of School, and the topic of School annual sports day. Students were given four bullet points within the context of a blog for school website; they had to write 80-90 words of Urdu. The question had to be answered using past, present and future time frames. This question was more popular than Q3 (b).

Many students found this question more accessible due to the link with their school life. There were some quite lengthy descriptions of school; sometimes this description rather overwhelmed the response to the other bullet points. Many students successfully wrote something about a past sport event at school in answer to the second task. For bullet point three, students often express quite

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sophisticated ideas for wet weather plan, which were mainly successful. The notion of explaining school sports day was important and was well developed. The final part of the question was also well written by students.

The most successful students restricted themselves to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance.

### **Question 3 (b)**

This question addressed the theme of Identity and culture and the topic of Who am I? Students were given four bullet points within the context of an Internet post about food and drink; they had to write 80-90 words of Urdu. The question had to be answered using past, present and future time frames. This question was less popular than Q3(a).

The bullet points were generally well understood. Point one required students to write about what are the hobbies of youngsters in their free time? The second and third point were answered well by students. Point four was often answered well, with appropriate reference to future events.

Some students included some irrelevant material. The better responses covered all the bullet points and were able to use different time frames successfully. Some students used quite complex structures and vocabulary to express opinions: meray khail main and meri raya main were quite common.

### **Question 4 (a)**

Question 4 addressed the theme of Identity and culture, Daily life, and the topic of Health.

Students had to translate five sentences from English to Urdu.

This was a new question type, and many students found this is an easy question. Quite a few achieved full marks. Some found particular items of vocabulary a problem, for example, vegetables, meat and swimming. Others found difficulty with grammar, such as personal pronouns and verbs. However, most students at least attempted each sentence and were rewarded in most cases with a mark for a partial translation.

### **Paper Summary**

Based on their performance on this paper, students are offered the following advice:

- 1) read each question carefully and think about what exactly you are asked to write
  - 2) answer the questions within the range of words which is suggested
  - 3) read the bullet points carefully and note which tense is required in your response
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- 4) be aware that words such as Pachalay saal suggest that your response should be about a past event, while Aglay saal (next year) suggests that your answer should be about a future event.
  - 5) other key words in question instructions include Kayun (why), Kaisa (How) and kaya (what).
  - 6) be prepared to write in the first person and in the third person
  - 7) correct formation of Urdu verbs is essential in all questions
  - 8) in Q1, write both a description of the photo and an opinion
  - 9) there is no need to use tenses other than the present in Q1
  - 10) in Q2 and Q3, answer all four of the bullet points
  - 11) Q2 requires only present and future time frames in your response
  - 12) in Q3, try and vary the language you use, and avoid repetition and use present, past and future tenses
  - 13) in Q4, try and translate all the words, as you will get credit even for partially correct answers
  - 14) ensure that your handwriting is as neat as possible.
  - 15) use vocabulary and language structures that you have learned which are related to the topic you are writing about.
  - 16) answer each of the bullet points in order using a new paragraph for each one.
  - 17) leave enough time to check your work carefully at the end of the exam.
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