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**Summer 2019**

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

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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 25 minutes in length. The paper consisted of two questions and one translation from English into Urdu. Students had to answer all questions.

Question 1 had two options from which students had to select one. This question assessed students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students had to use the informal register.

This question was common to the Foundation tier.

Question 2 had two options from which students had to select one. This question assessed students on their ability to convey information, narrate, express and

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justify ideas and opinions, and interest or convince the reader. Students had to use the formal register.

Question 3 was the translation question. Students were required to translate a short paragraph from English into Urdu. The individual sentences were ordered by increasing level of difficulty.

### **Question 1 (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 Q1 (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 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. Overall, however, there was a generally good appreciation of tense differences, and most students addressed all bullet points with relevance and expansion.

### **Question 1 (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 Q1 (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 points were answered well by students. Point four was often answered well, with appropriate reference to future events. Some students were inclined to use exclusively Foundation tier vocabulary and structures, with little attempt at complexity. Other students developed their ideas more convincingly, using a wide variety of structures and vocabulary.

### **Question 2 (a)**

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 blog; they had to write 130-150 words of Urdu. The question had to be answered using past, present and future time frames. This question was more popular than Q2 (b). Many of the students produced some truly excellent responses. They entered wholeheartedly into the spirit of the question and succeeded in writing a highly convincing description of their cities. They

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displayed real linguistic flair together with an exploration of interesting ideas, justification, logical argument and individual expression. However, some students struggled with a topic that they appeared not to have covered in depth in their preparation.

### **Question 2 (b)**

This question addressed the theme of Identity and culture, and the topic of role models. Students were given four bullet points within the context of a Pakistani newspaper request for articles about famous personalities; they had to write 130-150 words of Urdu. The question had to be answered using past, present and future time frames. This question was less popular than Q2(a).

The better responses adopted a positive approach to this question. They waxed lyrical about their favourite personalities, even using the language and style of modern Urdu writers, which gave them the opportunity to use vocabulary that is more interesting and more complex structures.

However, many essays were more ordinary; involving what appeared to be a large amount of pre-learned material without linguistic flair. The first bullet point was always understood but the language used was rarely complex. Some students did not address the second bullet point, about their childhood favourite personality and wrote instead their current favourite personality. The last bullet point was sometimes misinterpreted.

### **Question 3**

This question addressed the theme of Identity and culture, and the topic of Who am I? Students had to translate a paragraph from English to Urdu.

This was a new question type, and many students found this easy. A large number of students pleasingly achieved marks in the top category; the meaning of the passage was fully communicated, and the language and structures were consistently accurate, with errors not hindering clarity.

Vocabulary items, which commonly caused problems, included, fifth, three, family and modern. Some words, which were often omitted, included used to and like. Most students at least attempted to translate most words, and were able to communicate some of the key ideas without major ambiguity. Students are encouraged to attempt all sentences in the translation passage. Since minor errors do not rule out a high mark, they may pick up marks by managing to convey some elements of the passage.

### **Paper Summary**

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

- 1) answer the questions within the range of words which is suggested
  - 2) read the bullet points carefully and note which tense is required in your response
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- 3) write a separate paragraph for each bullet point, as this will help you check that you have covered all of them in detail
  - 4) think yourself into the scenario outlined in the instructions and only include material which is relevant to answering the question convincingly
  - 5) ensure that your handwriting is as neat as possible and avoid the spellings and dots mistakes.
  - 6) try and use a variety of grammatical structures
  - 7) try and vary the vocabulary you use and avoid repetition
  - 8) correct formation of Urdu verbs is essential in all questions
  - 9) write your answers on the correct pages of the answer booklet
  - 10) if you find that you have written, for example, part of Q2(b) on the page for Q2(a), then please write a brief note so that the examiner (who only sees one question at a time) is aware of this and can take the necessary action.
  - 11) in Q3, try and translate every word, including what might appear minor words such as 'my' 'our', 'there' and 'this'.
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