



Examiners' Report Principal Examiner Feedback

November 2021

Pearson Edexcel GCSE
In Urdu (1UR0) Paper 3H:
Reading and Understanding in
Urdu

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Introduction

GCSE Urdu paper 1UR0 3H is assessed by means of a sixty five minute

examination. During this time, students are assessed on their understanding of written Urdu across a range of different types of texts. The paper draws on vocabulary and structures across all of the themes.

The assessment consists of 10 questions and the total mark for the paper is 50 marks.

Section A has six questions set in English, two of which are questions based on literary extracts.

Section B contains three questions set in Urdu.

Section C contains one translation passage from Urdu into English.

Texts for individual questions within the assessment use high frequency language and vary in length, including both short and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials. Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level.

Most students at this level achieved a good measure of success on questions with English prompts which required the recall of familiar vocabulary items from the list provided in the specification and most students were able to gain some marks on the translation into English task. However, some students were less successful on questions which required processing or interpreting meaning. The literary texts and questions with rubrics in Urdu proved accessible to those achieving higher scores on the paper.

Question 1

In this question, students were required to read a blog about birthday party and answer questions in English. More than half of the students managed to score at least 2 points but few scored all 3 points. In part (a), some students lost marks as they assumed the word for last week

as last Saturday, whilst last week was the correct answer. Parts (b) and (c) were the parts in which students were most successful although some lost marks through poor expression in English.

Question 2

In this question students were required to read an extract from a literary text, by Saadat Hasan Manto's story 'Aam' and answer questions in English. This proved challenging for some students, however two thirds of students scored 3 points or more. Students are reminded of the importance of reading the question carefully before answering. There were occasionally some blank spaces left by students in response to this question. While students may not know a response, they are advised to at least have an educated guess based on the context of the question, as leaving a blank space will never be given any credit.

Question 3

In this question students were required to read an internet chat forum about music concerts. The vast majority of students were able to score at least 3 of the 5 points here. Part (a) was answered correctly by almost all students but part (b) was little more challenging as some students did not know the word 'qareebi'. Part (c) was answered correctly by the vast majority of students. In part (d), while most students arrived at the correct answer, some gave answers that were not specific enough or gave answers such as 'some go for pictures only', which was not correct. Part (e) relied on students knowing the adjective 'pur-sukoon' and the vast majority of students answered this part successfully.

Question 4

Here students were required to read an extract below taken from Ghulam Abbas's story "Overcoat". and select an answer from the four options available. The majority of students were able to score at least 4 points on this question. The most challenging part was part (v) as students had to interpret meaning. For part (v), less successful students chose A or C instead of D.

Question 5

In this question, students were required to read a passage outlining the views of 4 people on summer holidays. They then had to complete 4 statements with the correct names from the list of 4 as well as answer two questions in English on the text. Most students were able to successfully identify the correct names and nearly all scored at least 4 of the 6 available points. In part (e), while most students correctly answered why Rubi could not spend time with her parents during summer holidays, some lost credit as their answers were too generic, e.g. 'as they were busy' and 'they could not spend time with Rubi due to their work'. Answers here need to be specific. In part (f), again most students answered correctly while some did not provide answers that were specific enough for the point.

Question 6

Here students were required to read a passage about food and drink and young people's eating habits. They then had to choose three correct statements from a choice of 7 and then answer 2 questions about the text in English. In part (i), most of the students were able to correctly identify the three correct statements, although some did choose D instead of E, drawing (incorrectly) on 'khandaan' in the text. Some students scored at least 2 of the 3 marks in this part. In part (ii), most students correctly wrote 'they wake up late or they don't have time for breakfast' although some lost credit as answers were not specific enough, e.g. 'the time'. Vast majority of students answered part (iii) correctly, perhaps as they had a choice from 'milk' and 'fruit', both of which are correct. Some students here left parts (ii) and (iii) blank and students are reminded of the importance of attempting all questions, as credit can never be given for a blank space.

Question 7

This question was a multiple-choice exercise that required students to read a notice about roadworks in Peshawar and choose an answer from the four options available. Here students generally scored 3 or 4 points, some perhaps because of guesswork but some as a result of being able to recognise lexical items that appeared in the text. Most scored the points in parts (i), (ii) and (iii), although some mistakenly chose D as the answer in part (iii), which was a distractor. The correct answer was B. Most students answered part (iv) correctly, as

they were able to recognise 'char haftoon' in the text and question.

Question 8

This question required students to read information about after school activities on a website and then choose the correct name to complete the sentences related to the text. Here, about half of students scored at least 3 points, as they were able to identify key vocabulary items from the text and the questions. This question rather surprisingly proved to be quite accessible with a significant number of students scoring good marks. Few students who perhaps solely relied on guesswork, lost marks in this question.

Question 9

This question required students to read a passage in Urdu on the theme of recycling and answer questions in Urdu, which the majority of students did very successfully, showing good understanding both of the text and the questions. Most of the students scored at least 3 points from the 5 available. Almost all students answered part (a) correctly, although a few answered 'just recycling' for this and this was incorrect. Part (b) was also answered correctly by most students. In part (c), some students lost the mark as their answer was not specific enough. They simply wrote 'change' but that did not answer the question fully as the purpose was to 'change our habits'. Parts (d) and (e) were answered correctly by the majority of students. In this question, there were a number of blank spaces or completely blank responses and students are again advised to attempt all questions in order to be able to access the full range of marks.

Question 10

This question required students to translate a passage about protecting the environment from Urdu into English. This was well attempted by the majority of students, with varying degrees of success. A significant number of students did not know the word 'Aloodgi' and mistranslated this. The verb 'hull' caused problems for some although most did communicate the idea that the government wants to do something. It was encouraging to see that practically all of the cohort attempted the translation in its entirety with very few blank responses. Majority of the students scored 5 or more points from the 7 points available.

Paper Summary

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

- Students should read all questions carefully, paying particular attention to the question words.
- Students must remember that, in the multiple-choice questions, most alternative incorrect options will contain an element of distraction, such as a word or phrase students will have read. Learning to look for these can be a helpful skill.
- Students must ensure that their translation reads naturally in English. It is often not possible to translate word-for-word from the original

Urdu text. There will probably be unknown words, or even whole sentences, in the translation. Students should translate the words they do know and then make a sensible guess at the unknowns from the context.

- Students need to proofread what they write and run a 'sense-check'.
- Students must answer all questions and not leave blank spaces. An educated guess may get some credit but a blank space will not. They should also check that they have not missed out any questions by accident.
- Students must remember to be careful with handwriting and to present their work neatly.