



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

November 2021

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

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General comments

Students this year appeared to be very well prepared and familiar with the demands and format of the paper which is reflected by the overall performance of students as well as by the high marks they achieved. The format of this year examination is almost identical to that of last year. Students are 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. They are also required to translate short texts from English into target 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. Word counts were specified for each question; however, students were not penalized for writing more or fewer words than recommended word count for each question. There was very little evidence of students being unable to finish the required tasks. The translation into target language was reached a higher standard and most students achieved full or top marks. In translation part students were required to translate a short paragraph from English into Urdu.

Comments on student's performance in individual question is as follow:

Question 1 (a)

This question addressed the theme of Local area, holiday and travel, and the topic holidays in Pakistan. 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. Many students found this question more accessible due to the link with their school life. There were some quite lengthy descriptions of holidays; sometimes this description rather overwhelmed the response to the other bullet points. Many students successfully wrote something about their holiday's experience in Pakistan which was within their personal experience. The notion of explaining holidays in Pakistan 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 cultural life. Students were given four bullet points within the context of Eid festival they had to write 80-90 words in Urdu. The question had to be answered using past, present and future time frames.

The bullet points were generally well understood. Point one required student to write about the main points of the celebrations of Eid festival. The second and third points were answered well by students. Point four was often answered well, with appropriate reference to future events. Few 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 identity and culture and the topic of films. Students were given four bullet points within the context of an essay; 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 the films. They displayed real linguistic flair together with an exploration of interesting ideas, justification, logical argument and individual expression.

Question 2 (b)

This question addressed the theme of International and Global dimension and the topic of pollution. Students were given four bullet points and 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. Students used the language and style of modern Urdu writers, which gave them the opportunity to use vocabulary that is more interesting and more complex structures.

Question 3

This question addressed the theme of school, and the topic of school subjects. 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.

answer the questions within the range of words which is suggested
read the bullet points carefully and note which tense is required in your

Paper Summary

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

- Answer the questions within the range of words which is suggested
- Read the bullet points carefully and note which tense is required in your
- Try to use variety of grammatical structures and complex vocabulary.
- Write a separate paragraph for each bullet point.
- Correct form of Urdu words is essential in all questions
- If in case you have written Q2a on the page for Q2b then please write a brief note at the bottom of the page.
- Write your answers on correct pages of the answer book
- In Q3 try to translate every word, including what might appear minor words.
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