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Examiners' Report Principal Examiner Feedback

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Pearson Edexcel GCSE

In Urdu (1UR0)

Paper 3F: Reading and Understanding in Urdu

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Overview

GCSE Urdu paper 1UR0 3F is assessed by means of a fifty minutes 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.

Question 1

Students were asked to read a text and identify who said what about school, using the names given. The majority of students coped very well with this question, with many gaining full marks. However, some students did not appear to have read the instructions and did not realise that the names could be used more than once.

In minority of cases unsuccessful students lost the mark by failing to be very precise. While the rubric states that students need not write in full sentences, they must write enough to convey a correct answer.

Question 2

Students had to read an extract from a message and complete 5 sentences in English using the vocabulary given in a box. Again, the majority of the students did well. The most frequently correct answers were b, c and d. Surprisingly less successful students did not understand 'should not be expensive' answering 'far' for part (e).

Question 3

Students were asked to read an email and answer questions in English. The question was in two parts. Part a) had 3 questions on an email about 'where I live', and part (b) had two further questions on the continuation of the email.

Part a)

(i) was accessible to the majority of students with 'Islamabad' as acceptable answers.

(ii) Most students were successful here, but some did not read closely and answered wrongly that 'due to dad'. Successful students answered either, 'due to dad's job', or 'dad was working in Turkey'.

(iii) Very few students were unsuccessful with almost all answering either 'Britain' or 'England'.

Part b)

(i) The most successful students knew 'he wanted to settle in Pakistan', but some failed to understand and referred to another country such as 'Turkey or Britain'.

(ii) The majority of students were successful in understanding 'his mum also wished the same', and hence gave correct answer.

Question 4

Here students were required to read an extract from a literary text, *teesra aadmi*, by Shaukat Siddiqui 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 (ii) as students had to interpret meaning. For part (iii), less successful students chose A or B instead of D.

Question 5

Students were asked to read a text about voluntary work and answer questions in English. All 3 parts a, b and c were answered well by the majority of students. In minority of cases unsuccessful students lost the mark by failing to be very precise. While the rubric states that students need not write in full sentences, they must write enough to convey a correct answer. For example in 1b) the correct answer was buy fresh fruits and vegetables for them. Just writing shopping for food is not sufficient.

Question 6

In this question students were required to read an extract from a literary text, by Munshi Prem Chand's story 'Shikwa Shikayat' 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 7

Students were asked to read a text in Urdu and then complete sentences in Urdu using words from the box.

Some students did not use the words in the box and unfortunately gained no marks.

Parts (a) and (e) proved to be the most challenging. In part (a) students had to connect 'dirty' from the text with 'water' from the box. Surprisingly some students were unsuccessful. In part (e) successful students linked 'Hakoomat' with 'Shehriyoon'.

Parts (b), (c) and especially (d) proved to be the least challenging with the vast majority of students gaining a mark for part (d).

Question 8

Students were asked to read a text from Amina talking about healthy living and answer multiple choice questions by crossing a box. Most students were successful with many gaining full marks.

Question 9

Students had to read a text about different people's preferred mode of transport and identify who prefers which type of transportation for travelling, using the names of the people given in the rubric.

a, b, c,d and e were all generally successfully answered.

Question 10

This question required students to translate a short passage from Urdu into English. This was well attempted by the majority of students, with varying degrees of success. A significant number of students managed to fully understand the gist of the text and translated into urdu successfully. Most of the students attained between 4 to 7 marks in this task.

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 rubrics.
- 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 to 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 proof-read 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.