



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE
In Urdu (1UR0)
Paper 4F: Writing in Urdu
Foundation Tier

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In this part of test 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 however, Students were not penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets. Last 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

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 Local area, holiday and travel, and the topic of eating out. Students were given a photo of three friends having meal in a restaurant, they had to describe the photo and express their opinion about the food 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 the quality of food. 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 food in general. A few others either omitted the opinion altogether or else omitted to describe the photo.

Question 2(a)

This question addressed the theme of identity and culture and the topic of relationships. 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 2(b)

This was an additional question giving students a choice to attempt either option (a) or option (b) which has proved very successful and should continue in the future. The question addressed the theme of Future aspirations, study and work and the topic of part time job. This This question was a little less popular than Q2 (a). Many of the students produced some truly excellent responses. They entered wholeheartedly into the spirit of the question and succeeded in writing accurate responses of all four bullet points.

Question 3 (a)

This question addressed the theme of Identity and culture and the topic of shopping. Students were given four bullet points within the context of shopping facilities in the local area, 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 daily 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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Question 3 (b)

This question addressed the theme of school and the topic of various school activities? Students were given four bullet points and 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).

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 and achieved reasonably high marks.

Question 4 (a)

Question 4 addressed the theme Identity and culture and the topic of family and friends.

Students had to translate five sentences from English to Urdu.

Many students found this is an easy question. Quite a few achieved full marks. Some found particular items of vocabulary a problem. 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.

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