

Edexcel GCSE

Urdu

(2UR01) (3UR0S) (3UR0W)

For first teaching from 2009

Sample Assessment Materials



Welcome to the GCSE 2009 Urdu Sample Assessment Materials.

These sample assessment materials have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their live assessments. They feature:

- **Accessible papers** using a mixture of questions styles where appropriate – we've worked hard to ensure the papers are easy to follow with an encouraging tone so that the full range of students can show what they know.
- **Clear and concise mark schemes** for each paper, outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.
- **Supported controlled assessment**, including sample controlled assessment materials to show you the sort of activity students will undertake. Used in conjunction with the guidance in the Teacher's Guide, these samples will help you manage the controlled assessment in your centre and help students achieve their best.

Our GCSE 2009 Urdu qualification will be supported better than ever before.

Keep up to date with the latest news and services available by visiting our website:
www.edexcel.com/gcse09

Contents

General Marking Guidance	2
Unit 1: Listening and understanding in Urdu	
1F: Sample Assessment Material	3
Sample Mark Scheme	19
1F Transcript	23
1H: Sample Assessment Material	27
Sample Mark Scheme	39
1H Transcript	43
Unit 2: Speaking in Urdu	
Sample Controlled Assessment Material	47
Assessment Criteria	63
Unit 3: Reading and understanding in Urdu	
3F: Sample Assessment Material	65
Sample Mark Scheme	77
3H: Sample Assessment Material	81
Sample Mark Scheme	97
Unit 4: Writing in Urdu	
Sample Controlled Assessment Material	101
Assessment Criteria	109

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Free responses are marked for the effective communication of the correct answer rather than for quality of language but it is possible that, on some occasions, the quality of English or poor presentation can impede communication and lose candidate marks.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Urdu

**Unit 1F: Listening and understanding in Urdu
Foundation Tier**

Sample Assessment Material

Time: 25 minutes and 5 minutes reading time

Paper Reference

5UR01/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before your teacher starts the CD.
- You will hear the extract twice. You may write whilst the CD is playing. There will be a pause between each question.
- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

N35739A

©2008 Edexcel Limited.

3/3/3/



edexcel 
advancing learning, changing lives

Some questions must be answered with a cross ☒ . If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

My family

Answer ALL questions.

1 These people are talking about their family.

Listen and put a cross ☒ in the correct box.

Example: How many family members does she have?

A	B	C
5	6	8
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(i) What does his father do?

A	B	C
teacher	lawyer	shop assistant
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(1)

(ii) Where does she live?

A	B	C
near the beach	countryside	city
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(1)

(iii) What pet does the family have?

A	B	C
dog	rabbit	cat
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(1)

(iv) What do her parents like doing?

A	B	C
gardening	painting	walking
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(1)

(Total for Question 1 = 4 marks)

Weather

2 Listen to the forecast and put a cross ☒ in the correct box.

(i) What was the weather like yesterday?

A	B	C
wet	warm	dry
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(1)

(ii) What will the weather be like during the day?

A	B	C
cloudy	snowy	sunny
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(1)

(iii) What will it be like in the evening?

A	B	C
thunder	heavy rain	lightning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(1)

(iv) When is the weather going to improve?

A 36 hours	B 24 hours	C 12 hours
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(1)

(Total for Question 2 = 4 marks)

Mobile phones

3 Some people are talking about mobile phones. Look at these statements.

A	I always keep my mobile phone with me.
B	You are not allowed to use a mobile phone when driving.
C	Using a mobile phone too much can damage your hearing.
D	Landline phones are a lot cheaper than mobile phones.
E	On public transport mobile phones can annoy other passengers.
F	Using mobile phones can save money.

Who says what?

Put a cross in the **four** correct boxes.

	A	B	C	D	E	F
Example: Farah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Imran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Rubena	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Salim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Safia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 4 marks)

Hotel accommodation

4 What complaints have been received from these room numbers?

A	Window is stuck
B	TV doesn't work
C	No coffee
D	No towel
E	No newspapers
F	No iron

Listen and put a cross ☒ in the **four** correct boxes.

	A	B	C	D	E	F
Example: Room 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Room 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Room 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Room 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Room 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 4 marks)

Local area

5 Some people are talking about where they live.



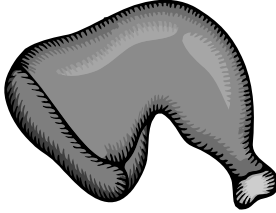
Listen and put a cross ☒ in the **four** correct boxes.




	A Playground	B Flower show	C Trees	D Musical programme	E Church	F Gymnasium
Example: Ali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(i) Seema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Salim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Hina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Imran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



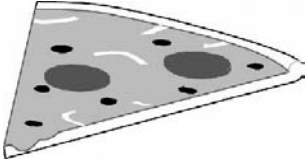
(Total for Question 5 = 4 marks)

What food items does she eat?

6 Listen and put a cross ☒ in the **four** correct boxes.

<p>Example</p> 	<p>A</p> 	<p>B</p> 
<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>

<p>C</p> 	<p>D</p> 	<p>E</p> 
<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>

<p>F</p> 	<p>G</p> 	<p>H</p> 
<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>

(Total for Question 6 = 4 marks)

Activities on Sunday

7 What did he do on Sunday?

Listen and put a cross ☒ in the **four** correct boxes.

A swimming	B eating in a restaurant	C watching a film
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D washing the car	E meeting friends	F shopping
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G buying clothes	H party	
<input type="checkbox"/>	<input type="checkbox"/>	

(Total for Question 7 = 4 marks)

Sports

8 Some people are talking about why sport is important. Look at these statements.

A	To keep fit
B	To forget your problems
C	To improve time-keeping skills
D	To meet friends
E	To have fun

Who says what?

Put a cross ☒ in the **four** correct boxes.

	A	B	C	D	E
Example: Ali	☒	☒	☒	☒	☒
(i) Hina	☒	☒	☒	☒	☒
(ii) Imran	☒	☒	☒	☒	☒
(iii) Saba	☒	☒	☒	☒	☒
(iv) Shahid	☒	☒	☒	☒	☒

(Total for Question 8 = 4 marks)

Leisure activities

9 Some young people are talking about their Easter holidays.

Listen to them and complete the grid **in English**.

	Name	What they did
Example:	Ali	went to Scotland
(i)	Safia	
(ii)	Kamran	
(iii)	Nazia	
(iv)	Salim	

(Total for Question 9 = 4 marks)

Education

10 Hina is talking about her subject teachers.

Listen to the descriptions given about each subject teacher and complete the grid **in English**.

Example:	English teacher	very nice
(i)	History teacher	
(ii)	Science teacher	
(iii)	Urdu teacher	
(iv)	Maths teacher	

(Total for Question 10 = 4 marks)

TOTAL FOR PAPER: 40 MARKS

BLANK PAGE

BLANK PAGE

BLANK PAGE

Sample Mark Scheme

Unit 1F: Listening and understanding in Urdu

Question Number	Answer	Mark
1(i)	B	1

Question Number	Answer	Mark
1(ii)	C	1

Question Number	Answer	Mark
1(iii)	B	1

Question Number	Answer	Mark
1(iv)	A	1

Question Number	Answer	Mark
2(i)	B	1

Question Number	Answer	Mark
2(ii)	A	1

Question Number	Answer	Mark
2(iii)	B	1

Question Number	Answer	Mark
2(iv)	C	1

Question Number	Answer	Mark
3(i)	D	1

Question Number	Answer	Mark
3(ii)	B	1

Question Number	Answer	Mark
3(iii)	C	1

Question Number	Answer	Mark
3(iv)	E	1

Question Number	Answer	Mark
4(i)	D	1

Question Number	Answer	Mark
4(ii)	C	1

Question Number	Answer	Mark
4(iii)	F	1

Question Number	Answer	Mark
4(iv)	A	1

Question Number	Answer	Mark
5(i)	C	1

Question Number	Answer	Mark
5(ii)	A	1

Question Number	Answer	Mark
5(iii)	B	1

Question Number	Answer	Mark
5(iv)	D	1

Question Number	Answer	Mark
6	B, D, E, H	4

Question Number	Answer	Mark
7	C, D, F, G	4

Question Number	Answer	Mark
8(i)	C	1

Question Number	Answer	Mark
8(ii)	E	1

Question Number	Answer	Mark
8(iii)	B	1

Question Number	Answer	Mark
8(iv)	D	1

Question Number	Acceptable Answers	Reject	Mark
9(i)	Learned to cook	"Cooking" without mention of "learning"	1

Question Number	Acceptable Answers	Reject	Mark
9(ii)	Completed coursework	Homework, school work	1

Question Number	Answer	Mark
9(iii)	Cousin's wedding	1

Question Number	Acceptable Answers	Reject	Mark
9(iv)	Studied in the library	Study without library	1

Question Number	Answer	Mark
10(i)	Very strict	1

Question Number	Answer	Mark
10(ii)	Gives too much homework	1

Question Number	Answer	Mark
10(iii)	Interesting lesson	1

Question Number	Answer	Mark
10(iv)	Difficult to follow	1

سوال نمبر 1: میرا خاندان My Family

مثال : عورت : ہمارے خاندان میں چھ افراد ہیں۔

(i) مرد : میرے والد ایک وکیل ہیں

(ii) عورت : ہمارا گھر شہر میں ہے۔

(iii) مرد : ہمارے گھر میں ایک پالتو خرگوش ہے۔

(iv) عورت : میرے والدین کو باغبانی کا شوق ہے۔

سوال نمبر 2: موسم Weather

(i) مرد : کل موسم گرم تھا

(ii) لڑکی : آج دن بھر گہرے بادل چھائے رہیں گے۔

(iii) مرد : آج شام کو تیز بارش ہوگی

(iv) عورت : آئندہ بارہ گھنٹوں میں موسم بہتر ہو جائے گا۔

سوال نمبر 3: موبائل فون Mobile phones

مثال میرا نام فرح ہے : میں موبائل فون کے بغیر کہیں نہیں جاتی۔

میرا نام عمران ہے : موبائل فون کا استعمال عام ٹیلی فون کے مقابلے میں بہت مہنگا پڑتا ہے۔

میرا نام روبینہ ہے : گاڑی چلانے کے دوران موبائل فون استعمال کرنے والوں کو اب جرمانہ دینا ہوگا۔

میرا نام سلیم ہے : اس کا حد سے زیادہ استعمال کانوں کو نقصان پہنچا سکتا ہے

میرا نام صفیہ ہے : سفر کے دوران موبائل فون پر لوگ لمبی لمبی باتیں کرتے ہیں اور دوسرے مسافروں کو پریشانی ہوتی ہے۔

سوال نمبر 4 : ہوٹل میں قیام Hotel accommodation

- مثال کمرہ نمبر 1 : میرے کمرے میں رکھا ہوائی دی کام نہیں کر رہا ہے۔
- (i) کمرہ نمبر 5 : میرے کمرے کے ہاتھ روم میں تو لیا نہیں ہے۔
- (ii) کمرہ نمبر 7 : میں روز صبح کافی پیتا ہوں اور یہاں کوئی انتظام نہیں ہے۔
- (iii) کمرہ نمبر 9 : مجھے صبح جلدی جانا ہے اور میرے کمرے میں استری تک نہیں ہے۔
- (iv) کمرہ نمبر 10 : مجھے تازہ ہوا میں سونے کی عادت ہے اور میرے کمرے کی کھڑکی نہیں کھلتی۔

سوال نمبر 5: اپنا علاقہ Local area

- مثال مرد : میرا نام علی ہے۔ ہمارے گھر کے سامنے ایک بہت خوبصورت گرجا ہے
- عورت : میرا نام سیما ہے۔ ہمارے علاقے میں سڑک کے دونوں طرف درخت لگے ہوئے ہیں۔
- مرد : میرا نام سلیم ہے۔ ہمارے گھر کے پیچھے ایک کھیلنے کا میدان ہے جہاں مختلف کھیلوں کے مقابلے ہوتے ہیں۔
- عورت : میرا نام حنا ہے۔ ہمارے علاقے میں ہر سال پھولوں کی نمائش لگا کرتی ہے۔
- مرد : میرا نام عمران ہے۔ ہمارے علاقے کے سالانہ میلے میں ناچ گانے کا پروگرام بھی ہوتا ہے۔

سوال نمبر 6: What food items does she eat

- میں اپنی صحت کا بہت خیال رکھتی ہوں۔ کھانے میں سلاڈ، ایلٹی ہوئی سبزیاں، بغیر تلی ہوئی مرغی اور مچھلی کھاتی ہوں۔
- جب سہیلیوں کے ساتھ باہر کھانے جاتی ہوں تو پیزا کھالتی ہوں۔ مجھے ابلے ہوئے چاول اچھے نہیں لگتے۔

سوال نمبر 7: اتوار کی مصروفیات Activities on Sunday

- اس اتوار کو میں بہت مصروف رہا۔ صبح میں نے گھر کی کار دھونے میں ابو کی مدد کی۔ پھر دوستوں کے ساتھ فلم دیکھنے چلا گیا۔ واپسی میں کچھ کپڑوں کی خریداری کی۔ گھر لوٹا تو رات ہو رہی تھی اور میں بہت تھک گیا تھا اس لئے جلدی سونے کے لئے بستر میں گھس گیا۔

Sports

کھیل

سوال نمبر: 8

- حنا: علی آپ کھیلوں کی اہمیت کے بارے میں کچھ کہہ رہے تھے؟
- علی: اپنے آپ کو چست رکھنے کے لئے ہمیں کوئی نہ کوئی کھیل ضرور اپنانا چاہیے۔
- حنا: آپ کا کیا خیال ہے؟
- حنا: اکثر کھیلوں میں رفتار کی اہمیت ہوتی ہے جس کی وجہ سے ہمیں زندگی کے دوسرے کام وقت پر کرنے کی عادت ہو جاتی ہے۔
- عمران آپ کیا کہیں گے؟
- عمران: میں تو صرف تفریح کے لئے کھیلتا ہوں اور مجھے اس سے بہت سکون ملتا ہے۔
- صبا آپ کا کیا خیال ہے؟
- صبا: میں روز جم جاتی ہوں اور وہاں تھوڑی دیر کے لئے اپنی ساری پریشانیاں بھول جاتی ہوں۔
- شاہد آپ نے کچھ نہیں بتایا؟
- شاہد: کھیل کود کے بہانے گھر سے باہر نکلنا ہو جاتا ہے اور دوستوں سے بھی ملاقات ہو جاتی ہے۔

سوال نمبر: 9 : ایلٹریکی چھٹیاں Leisure activities

عورت: علی! تم نے اس سال ایلٹریکی چھٹیوں میں کیا کیا؟

علی: میں اپنے دوستوں کے ساتھ اسکاٹ لینڈ چلا گیا تھا بہت مزہ آیا۔

اور صفیہ تم کیا کرتی رہیں؟

صفیہ: میں نے امی سے نئے نئے کھانے پکانے سیکھے۔

اور کامران تم نے کیا کیا؟

کامران: مجھے اپنا کورس ورک پورا کرنا تھا بس اسی میں لگا رہا۔

اور نازیہ تم نے کچھ نہیں بتایا؟

نازیہ: میری کزن کی شادی تھی اس سلسلے میں بہت مصروف رہی۔

اور سلیم تم نے کیا کیا؟

سلیم: میں نے زیادہ وقت لائبریری میں پڑھنے میں گزارا۔

Education

تعلیم

سوال نمبر: 10

- میری انگریزی کی ٹیچر بہت اچھی ہیں لیکن تاریخ پڑھانے والی بہت سخت ہیں اور سب بچے ان سے ڈرتے ہیں۔ سائنس کی ٹیچر گھر کے لئے بہت زیادہ کام دیتی ہیں۔ ہماری اردو کی ٹیچر کے پڑھانے کا انداز بہت دلچسپ ہے اور ان کی کلاس میں مزہ آتا ہے۔ ہماری حساب کی ٹیچر اچھی طرح پڑھاتی ہیں لیکن میری سمجھ میں کچھ نہیں آتا۔

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Urdu

**Unit 1H: Listening and understanding in Urdu
Higher Tier**

Sample Assessment Material

Time: 35 minutes and 5 minutes reading time

Paper Reference

5UR01/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before your teacher starts the CD.
- You will hear the extract twice. You may write whilst the CD is playing. There will be a pause between each question.
- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

N35740A

©2008 Edexcel Limited.

3/3/3/



edexcel 
advancing learning, changing lives

Some questions must be answered with a cross ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Hotel accommodation

Answer ALL questions.

1 What complaints have been received from these room numbers?

A	Window is stuck
B	TV doesn't work
C	No coffee
D	No towel
E	No newspapers
F	No iron

Listen and put a cross ☒ in the **four** correct boxes.

	A	B	C	D	E	F
Example: Room 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Room 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Room 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Room 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Room 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 1 = 4 marks)

Local area

2 Some people are talking about where they live.

Listen and put a cross ☒ in the **four** correct boxes.

	A Playground	B Flower show	C Trees	D Musical programme	E Church	F Gymnasium
Example: Ali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(i) Seema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Salim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Hina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Imran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 2 = 4 marks)

Mobile phones

3 Some people are talking about mobile phones. Look at these statements.

A	I always keep my mobile phone with me.
B	You are not allowed to use a mobile phone when driving.
C	Using a mobile phone too much can damage your hearing.
D	Landline phones are a lot cheaper than mobile phones.
E	On public transport mobile phones can annoy other passengers.
F	Using mobile phones can save money.

Who says what?

Put a cross ☒ in the **four** correct boxes.

	A	B	C	D	E	F
Example: Farah	☒	☒	☒	☒	☒	☒
(i) Imran	☒	☒	☒	☒	☒	☒
(ii) Rubena	☒	☒	☒	☒	☒	☒
(iii) Salim	☒	☒	☒	☒	☒	☒
(iv) Safia	☒	☒	☒	☒	☒	☒

(Total for Question 3 = 4 marks)

Sports

4 Some people are talking about why sport is important. Look at these statements.

A	To keep fit
B	To forget your problems
C	To improve time-keeping skills
D	To meet friends
E	To have fun

Who says what?

Put a cross ☒ in the **four** correct boxes.

	A	B	C	D	E
Example: Ali	☒	☒	☒	☒	☒
(i) Hina	☒	☒	☒	☒	☒
(ii) Imran	☒	☒	☒	☒	☒
(iii) Saba	☒	☒	☒	☒	☒
(iv) Shahid	☒	☒	☒	☒	☒

(Total for Question 4 = 4 marks)

Fast food

5 Your friend is talking about fast food. What does he say?

Listen and put a cross ☒ in the **four** correct boxes.

Example:	It is quick and fast.	<input checked="" type="checkbox"/>
A	Too much fat is not good for your health.	<input type="checkbox"/>
B	Frying destroys all the vitamins.	<input type="checkbox"/>
C	It is very expensive.	<input type="checkbox"/>
D	He loves chicken and fish dishes.	<input type="checkbox"/>
E	He does not like burger and chips.	<input type="checkbox"/>
F	It is much tastier than home-cooked food.	<input type="checkbox"/>
G	He likes to eat out with friends.	<input type="checkbox"/>
H	It is convenient at times when you cannot cook.	<input type="checkbox"/>

(Total for Question 5 = 4 marks)

At school

6 Listen and write short answers **in English**.

Example: What is Saba talking about?

her new school

(i) How did Saba feel on her first day at school?

.....(1)

(ii) What was the atmosphere like in the classroom?

.....(1)

(iii) What was the teacher trying to do?

.....(1)

(iv) Who threw the paper ball at the teacher?

.....(1)

(v) What was Saba asked to do by the teacher?

.....(1)

(vi) What was the teacher's attitude towards Saba?

.....(1)

(vii) How did Saba feel after seeing the teacher outside the classroom?

.....(1)

(viii) What will Saba remember all her life?

.....(1)

(Total for Question 6 = 8 marks)

At work

7 What are these people talking about?

Put a cross ☒ in the **four** correct boxes.

	A Ali	B Saaba	C Imran	D Hina	E Salim
Example: Wages	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Hours of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Annual leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Workplace rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Transport to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 7 = 4 marks)

Internet

8 What do these people say about the use of the internet at work?

Listen and put a cross ☒ in the correct box. Some names may have more than one answer.

	A Ali	B Shazia	C Imran	D Hina	E Salim
Example: I receive a lot of emails.	☒	☒	☒	☒	☒
(i) People make errors sometimes.	☒	☒	☒	☒	☒
(ii) There is less personal contact.	☒	☒	☒	☒	☒
(iii) You can't afford to make mistakes.	☒	☒	☒	☒	☒
(iv) Technical problems can delay work.	☒	☒	☒	☒	☒
(v) You get a quick response to enquiries.	☒	☒	☒	☒	☒
(vi) You can do everything on the internet.	☒	☒	☒	☒	☒
(vii) Some customers are too demanding.	☒	☒	☒	☒	☒
(viii) Emailing saves time.	☒	☒	☒	☒	☒
(ix) Can't respond to all emails.	☒	☒	☒	☒	☒
(x) Some messages provide fun.	☒	☒	☒	☒	☒

(Total for Question 8 = 8 marks)

TOTAL FOR PAPER: 40 MARKS

BLANK PAGE

BLANK PAGE

BLANK PAGE

Sample Mark Scheme

Unit 1H: Listening and understanding in Urdu

Question Number	Answer	Mark
1(i)	D	1

Question Number	Answer	Mark
1(ii)	C	1

Question Number	Answer	Mark
1(iii)	F	1

Question Number	Answer	Mark
1(iv)	A	1

Question Number	Answer	Mark
2(i)	C	1

Question Number	Answer	Mark
2(ii)	A	1

Question Number	Answer	Mark
2(iii)	B	1

Question Number	Answer	Mark
2(iv)	D	1

Question Number	Answer	Mark
3(i)	D	1

Question Number	Answer	Mark
3(ii)	B	1

Question Number	Answer	Mark
3(iii)	C	1

Question Number	Answer	Mark
3(iv)	E	1

Question Number	Answer	Mark
4(i)	C	1

Question Number	Answer	Mark
4(ii)	E	1

Question Number	Answer	Mark
4(iii)	B	1

Question Number	Answer	Mark
4(iv)	D	1

Question Number	Answer	Mark
5	A, D, G, H	4

Question Number	Answer	Mark
6(i)	strange or nervous	1

Question Number	Answer	Mark
6(ii)	noisy	1

Question Number	Answer	Mark
6(iii)	control the class	1

Question Number	Answer	Mark
6(iv)	girl sitting next	1

Question Number	Answer	Mark
6(v)	to stand up	

Question Number	Answer	Mark
6(vi)	very polite or loving	1

Question Number	Answer	Mark
6(vii)	relaxed or less worried	1

Question Number	Answer	Mark
6(viii)	first day at school or class	1

Question Number	Answer	Mark
7(i)	C	1

Question Number	Answer	Mark
7(ii)	D	1

Question Number	Answer	Mark
7(iii)	E	1

Question Number	Answer	Mark
7(iv)	B	1

Question Number	Answer	Mark
8	(ii) D (iii) C (iv) E (v) B (vi) C (vii) D (viii) B (x) B	8

سوال نمبر 1 : ہوٹل میں قیام
Hotel accommodation

- مثال کمرہ نمبر 1 : میرے کمرے میں رکھا ہوائی دی کام نہیں کر رہا ہے۔
(i) کمرہ نمبر 5 : میرے کمرے کے ہاتھروم میں تو لیا نہیں ہے۔
(ii) کمرہ نمبر 7 : میں روز صبح کافی پیتا ہوں اور یہاں کوئی انتظام نہیں ہے۔
(iii) کمرہ نمبر 9 : مجھے صبح جلدی جانا ہے اور میرے کمرے میں استری تک نہیں ہے۔
(iv) کمرہ نمبر 10 : مجھے تازہ ہوا میں سونے کی عادت ہے اور میرے کمرے کی کھڑکی نہیں کھلتی۔

سوال نمبر 2 : اپنا علاقہ
Local area

- مثال مرد : میرا نام علی ہے۔ ہمارے گھر کے سامنے ایک بہت خوبصورت گرجا ہے۔
عورت : میرا نام سیما ہے۔ ہمارے علاقے میں سڑک کے دونوں طرف درخت لگے ہوئے ہیں۔
مرد : میرا نام سلیم ہے۔ ہمارے گھر کے پیچھے ایک کھیلنے کا میدان ہے جہاں مختلف کھیلوں کے مقابلے ہوتے ہیں۔
عورت : میرا نام حنا ہے۔ ہمارے علاقے میں ہر سال پھولوں کی نمائش لگا کرتی ہے۔
مرد : میرا نام عمران ہے۔ ہمارے علاقے کے سالانہ میلے میں ناچ گانے کا پروگرام بھی ہوتا ہے۔

سوال نمبر 3 : موبائل فون
Mobile phones

- مثال میرا نام فرح ہے : میں موبائل فون کے بغیر کہیں نہیں جاتی۔
میرا نام عمران ہے : موبائل فون کا استعمال عام ٹیلی فون کے مقابلے میں بہت مہنگا پڑتا ہے۔
میرا نام روبینہ ہے : گاڑی چلانے کے دوران موبائل فون استعمال کرنے والوں کو اب جرمانہ دینا ہوگا۔
میرا نام سلیم ہے : اس کا حد سے زیادہ استعمال کانوں کو نقصان پہنچا سکتا ہے۔
میرا نام صفیہ ہے : سفر کے دوران موبائل فون پر لوگ لمبی لمبی باتیں کرتے ہیں اور دوسرے مسافروں کو پریشان ہوتی ہے۔

Sports

کھیل

سوال نمبر: 8

حنا: علی آپ کھیلوں کی اہمیت کے بارے میں کچھ کہہ رہے تھے؟

علی: اپنے آپ کو چست رکھنے کے لئے ہمیں کوئی نہ کوئی کھیل ضرور اپنانا چاہیے۔

حنا آپ کا کیا خیال ہے؟

حنا: اکثر کھیلوں میں رفتار کی اہمیت ہوتی ہے جس کی وجہ سے ہمیں زندگی کے دوسرے کام وقت پر کرنے کی عادت ہو جاتی ہے۔

عمران آپ کیا کہیں گے؟

عمران: میں تو صرف تفریح کے لئے کھیلتا ہوں اور مجھے اس سے بہت سکون ملتا ہے۔

صبا آپ کا کیا خیال ہے؟

صبا: میں روز جم جاتی ہوں اور وہاں تھوڑی دیر کے لئے اپنی ساری پریشانیاں بھول جاتی ہوں۔

شاہد آپ نے کچھ نہیں بتایا؟

شاہد: کھیل کود کے بہانے گھر سے باہر نکلنا ہو جاتا ہے اور دوستوں سے بھی ملاقات ہو جاتی ہے۔

Fast food

فاسٹ فوڈ

سوال نمبر: 5

فاسٹ فوڈ کی سب سے بڑی خوبی یہ ہے کہ فوراً تیار مل جاتا ہے۔ یہ اور بات ہے کہ تلنے کی وجہ سے اس میں چکنائی زیادہ ہوتی ہے

جو ہماری صحت کے لئے اچھا نہیں۔ لیکن پھر بھی یہ بہت مزیدار ہوتا ہے۔ میں ہفتے میں ایک بار اپنے دوستوں کے ساتھ باہر کھانے ضرور جاتا ہوں۔

مجھے بازار کے کھانے میں مچھلی اور مرغی پسند ہے، لیکن گوشت کی کوئی چیز اچھی نہیں لگتی۔ میری امی فاسٹ فوڈ کو بالکل پسند نہیں کرتیں لیکن اگر

گھر میں اچانک کوئی مہمان آجائے یا کھانا نہ پکا ہو تو بازار سے کھانا منگوانے پر انہیں کوئی اعتراض نہیں ہوتا۔

At School

اسکول

سوال نمبر: 6

میں اسکول میں میرا پہلا دن بڑا عجیب سا تھا۔ کلاس میں بچے بہت شور مچا رہے تھے اور ٹیچر انہیں چپ کرانے کی ناکام کوشش کر رہی تھی۔ میرے برابر

بیٹھی ہوئی لڑکی نے کاغذ کا ایک گولہ بنا کر ٹیچر کی طرف پھینکا اور اس کے پوچھنے پر کہ یہ کس کی حرکت ہے سب بچوں نے میری طرف اشارہ کر دیا۔

ٹیچر نے مجھے کھڑے ہونے کے لئے کہا اور مجھے شرمندگی ہو رہی تھی کہ کسی دوسرے کی غلطی کی سزا مجھے کیوں مل رہی ہے۔ ٹیچر نے ڈانٹنے

کے بجائے، بڑے پیار سے میرا نام پوچھا اور پھر بیٹھنے کے لئے کہا۔ کلاس کے بعد ٹیچر نے مجھے اسٹاف روم میں بلایا اور مجھ سے میرے بارے میں

بڑی دیر تک باتیں کیں۔ اس گفتگو کے بات میرا ڈر کچھ کم ہو گیا تھا۔ آہستہ آہستہ کلاس کے کچھ بچے میرے دوست بن گئے لیکن جو شرارتی تھے ان سے

میں خود ہی دور رہتی ہوں۔ اب میں اس ماحول کی عادی ہو گئی ہوں لیکن اسکول میں اپنا پہلا دن بھولنا بھی چاہوں تو نہیں بھول سکتی۔

At work

سوال نمبر 7 : کام

صبا : علی تم اپنے کام کے بارے میں کچھ بتا رہے تھے۔
علی : ہمارے دفتر میں آج کل کام بہت زیادہ ہے۔ لیکن کام کے لحاظ سے پیسے اتنے نہیں ملتے۔
اور صبا تمہارا کام کیسا چل رہا ہے؟
صبا : ہمارا دفتر شہر سے دور ہے اور دو دو بسیں بدلنا پڑتی ہیں۔ بعض دفعہ آنے جانے میں کئی گھنٹے لگ جاتے ہیں۔
عمران تم نے کچھ نہیں بتایا؟
عمران : میرا آفس گھر سے بہت قریب ہے۔ لیکن کام کرنے کے اوقات بہت لمبے ہیں۔
حتا تم بھی تو کچھ بتاؤ؟
حتا : ہمارے یہاں اکثر اسٹاف غیر حاضر رہتا ہے اس لئے چھٹیاں بڑی مشکل سے ملتی ہیں۔
سلیم تمہارا کام کیسا چل رہا ہے؟
سلیم : مجھے اپنا کام تو پسند ہے لیکن ہمارا نیچر بہت سخت ہے۔ چائے کافی کے اوقات مقرر ہیں اور کام کے دوران زیادہ گفتگو نہیں کر سکتے۔

Internet

سوال نمبر 8 : انٹرنیٹ

علی : آج کل آفس میں انٹرنیٹ کے بغیر کوئی کام نہیں ہوتا۔ مجھے روزانہ ایک بڑی تعداد میں ای میل ملتے ہیں۔ ان سب کے جواب دینے میں
اکثر دوسرے ضروری کام رہ جاتے ہیں۔
تمہاری کیا رائے ہے شازیہ؟
شازیہ : ہم کسی اہم کام کے لئے چند منٹوں میں سوال بھی کر سکتے ہیں۔ اور اس کا جواب بھی فوراً مل جاتا ہے۔
اگر کوئی ضروری بات رہ جائے تو اسے فوراً ای میل کیا جاسکتا ہے۔ کچھ ای میل اتنے دلچسپ ہوتے ہیں کہ پڑھ کر ہنسی آتی ہے۔
عمران تمہارا کیا خیال ہے؟
عمران : زندگی کا کون سا کام ہے جو اب انٹرنیٹ پر نہیں ہو سکتا۔ اس طرح ہم ہفتوں کی خط و کتابت اور گھنٹوں کی فون پر گفتگو سے بچ جاتے ہیں۔
حتا تمہاری کیا رائے ہے؟
حتا : اکثر لوگ کسی معمولی سی بات کے لئے ہمیں گھنٹوں ای میل پر مصروف رکھتے ہیں۔ اگر ہم ذرا سی غلطی کر دیں تو بڑا نقصان ہو سکتا ہے۔ اس لئے
ان کی بے جا شکایتوں کو بھی ہم برداشت کر لیتے ہیں۔
سلیم تم نے کچھ نہیں بتایا۔
سلیم : ان آسانوں کے باوجود انسانوں کا آپس میں رابطہ کم ہو گیا ہے اور ہم مشینوں سے زیادہ باتیں کرتے ہیں۔ انسان تو جلدی منالئے جاتے ہیں
لیکن مشین بگڑ جائے تو اس میں گھنٹوں لگ جاتے ہیں اور کام بری طرح سے متاثر ہوتا ہے۔

Edexcel GCSE

Urdu

Unit 2: Speaking in Urdu

Sample Controlled Assessment Material

Paper Reference

5UR02/01

You do not need any other materials.

Turn over ►

N35741A

©2008 Edexcel Limited.

3/3/3/



edexcel 
advancing learning, changing lives

Controlled assessments for speaking

The following are samples of controlled assessment materials that you may use with your students. You are able to use these as they appear or you can adapt them to accommodate the specific needs of your students. Alternatively, you are free to create your own stimuli.

Stimuli are provided for each of the four themes identified in the specification:

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment

Students can focus on **one** of the above themes for both speaking (and writing) controlled assessments or, if preferred, work across more than one theme.

If your centre wishes to undertake work on a centre-devised theme, you will need to devise your own stimuli for the controlled assessment tasks. Such stimuli do not have to be approved in advance but if you require reassurance on the suitability of a particular approach, topic or theme, you can consult an experienced examiner through the Edexcel *Ask the Expert* service.

Students must undertake **two different types of speaking task from the following:**

- presentation with discussion following
- picture-based free flowing discussion
- open interaction

Each task must take place in controlled conditions and last for approximately 4-6 minutes. Students must have access to notes and be afforded adequate preparation for each task as advised in the specification (a maximum of six hours over a period of no longer than two weeks). Tasks can be undertaken individually or 'back to back' if necessary and at any time. However, students' work and marks will need to be submitted to Edexcel in accordance with the submission deadlines (please refer to specification.)

Presentations

The following are **possible** presentations that students could deliver (up to a **maximum of 2-3 minutes** within a total assessment time of 4-6 minutes) before responding to related questions. Naturally, there is considerable potential for students to propose different presentations that coincide with their individual interests.

It is expected that students become familiar with preparing for and delivering presentations if they wish to deliver one as a controlled speaking assessment. Teachers may help prepare their students to undertake this test type in general terms but must refrain from offering feedback on any presentation that features in formal assessment and for which marks are claimed.

Many of the titles on the following page are quite open ended to ensure access to a range of candidates. Different students will handle the presentations in different ways. It is anticipated that, whereas some candidates will provide limited information and description possibly with a simple opinion, others will expand on these and introduce more extended language with a variety of more complex vocabulary and language structures, time references etc. It is important that follow-up questions are targeted at individual students to enable them to maximise their performance and, where appropriate, offer opportunities for stretch and challenge.

Media and culture

- An example of a useful website
- An example of a city of culture
- My favourite book/film/television programme/etc
- The ... Youth Orchestra/Youth Theatre/etc
- Why mobile phones are important
- An example of a great actor/artist/musician/etc
- Go to the cinema or watch a DVD?
- The (Glastonbury) Festival

Sport and leisure

- The best/worst match that I have played in/seen
- Why sport is important
- My local sports centre/gym
- An example of a skilled sportsperson
- My nomination for 'Sports personality of the year'
- Looking forward to the 2012 Olympics
- Why I enjoy Wimbledon/le Tour de France/etc
- My favourite hobby

Travel and tourism

- Exchange visits – an excellent opportunity
- Welcome to ... (presentation of resort/hotel/youth activity holiday company)
- A holiday on the beach or in the snow?
- My best/worst holiday
- Be green - holiday at home!
- Car or public transport?
- A typical day in the life of a holiday representative/flight attendant/tourist information officer
- The advantages of 'Interail'

Business, work and employment

- Work experience is/is not useful for young people
- Using languages at work
- My part time job
- My ideal/worst job
- My career plans
- An example of (presentation of a product/service/company)
- A typical day for a ...
- ... and its local economy

Picture-based discussions

The following are examples of the types of pictures and questions that students may choose and refer to in their picture-based discussion tasks Unit 2: *Speaking*.

It is intended that the use of a student's picture will give candidates a sense of task ownership and that it will facilitate free discussion. However, teachers should interject with some open ended questions to ensure that students demonstrate an ability to adapt their discussion and to respond appropriately to their questions.

Media and culture



موضوع : میڈیا اور کلچر

- تصویر : سکول یا یوتھ تھیٹر کے کسی ڈرامہ / موسیقی کے پروگرام میں حصہ لینے والے
- 1- یہ تصویر کہاں کھینچی گئی تھی؟
 - 2- کیا آپ کو اداکاری کرنا / گانے گانا پسند ہے؟ کیوں؟
 - 3- یہ ڈرامہ / پروگرام کس چیز کے بارے میں ہے؟
 - 4- کیا آپ مستقبل میں سٹیج پر کام کرنا چاہتے / چاہتی ہیں؟
 - 5- آپ سینما یا تھیٹر میں سے کہاں جانا زیادہ پسند کرتے / کرتی ہیں؟ کیوں؟

Sport and leisure



Picture courtesy 55041607 - Steve Gorton © Dorling Kindersley

موضوع: کھیل اور فرصت کے مشغلے

تصویر: سکول کی ٹیم یا رنگی کلب میں کھیل کا آغاز

- 1- آپ نے یہ تصویر کیوں چنی ہے؟
- 2- کیا آپ اس ٹیم کے / کی رکن ہیں؟
- 3- آپ آخری مرتبہ کب کھیلے تھے / تھیں؟ وہ میچ کیسا تھا؟
- 4- کیا آپ کوئی اور کھیل بھی کھیلتے / کھیلتی ہیں؟
- 5- آپ کو رنگی کیوں پسند ہے؟

Travel and tourism



Picture courtesy: AAHGRRIO - © Dorling Kindersley/De Agostini Editore Picture Library

موضوع : سفر اور سیاحت

تصویر: کسی غیر ملکی پرکشش تہذیبی جگہ پر جانے والے اسکول کے ساتھی

- 1- آپ نے یہ تصویر کیوں چنی ہے؟
- 2- آپ نے وہاں کتنا وقت گزارا؟
- 3- آپ نے وہاں کیا کیا؟
- 4- آپ کہاں ٹھہرے تھے / ٹھہری تھیں؟
- 5- کیا آپ آئندہ سال بھی سفر کرنا چاہتے / چاہتی ہیں؟

Picture of a School Awards Ceremony (to be supplied by candidate)

موضوع : تجارت ، کام اور ملازمت

تصویر : اسکول کے 'یوتھ اینٹر پرائز ایوارڈز' کی تقریب میں سکول کا انعام جیتنے والے

- 1- یہ ٹرافی جیتنے کے لیے آپ کو کیا کرنا پڑا تھا؟
- 2- آپ نے تجارت کی کون سی مہارتیں سیکھیں؟
- 3- آپ نے اس پراجیکٹ پر کام کرنے میں کتنا وقت لگایا؟
- 4- آپ کو یہ ٹرافی کب ملی؟
- 5- کیا آپ مستقبل میں کاروباری مرد/عورت بننا چاہتے / چاہتی ہیں؟

Open interactions

The open interactions are designed to enable students to produce target language skills in response to stimuli related to a particular context and theme. The stimuli provide students with an unscripted, open-ended role-play type task although enable them to take greater ownership of the content. They may be formal and transactional in nature or, alternatively, relate to more informal situations such as a focused dialogue between friends. Students may refer to the stimulus when undertaking their open interaction assessment as well as their own notes.

A: Media and culture

Information for candidates

Situation

You have won a competition to meet a famous Urdu-speaking personality of your choice. (The teacher will play this role.) S/he will begin the conversation.

Task

Be prepared to ask questions and refer to the following in your discussion:

- information about his/her family
- key achievements
- his/her future plans
- interests outside their specialist area
- You should also be prepared to respond to questions that the celebrity may ask you.

B: Sport and leisure



Parkhill Sports Centre

Monday to Friday 7.00am-11.00pm

Saturday & Sunday 8.00am-10.00pm

50m swimming pool and teaching pool

6 squash courts

4 badminton courts

2 indoor tennis courts

children's playroom

fitness suite (our qualified trainers will advise you)

Ask about our season tickets and other discounts!

Information for candidates

Situation

You have a part time job at this sports centre. An Urdu-speaking person comes in, wanting some information about the facilities.

Your teacher will play the part of the Urdu-speaking person and start the conversation.


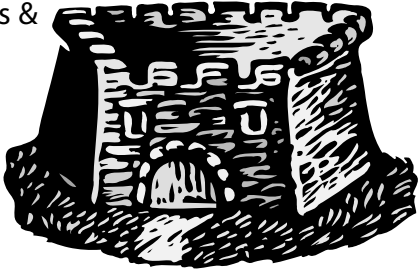

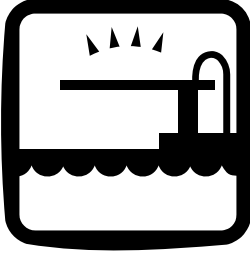
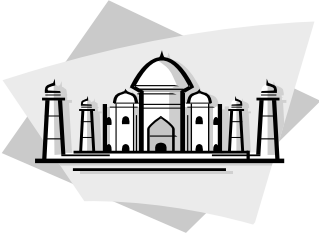
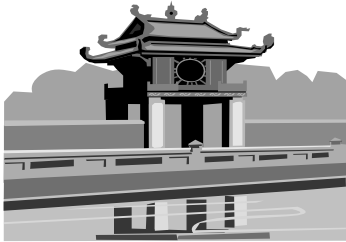


Task

Answer the questions you are asked. Make sure you also **ask at least two questions**.

You will be covering the following points:

- reasons why you can speak Urdu
- swimming facilities at the centre
- other sports available
- facilities for children
- opening/closing times
- prices and enrolment possibilities.

C: Travel and tourism

<p>Market Gates Shopping Centre Open Mon–Sat 9.00–18.00 Sun 11.00–16.00</p> 	<p>Caister Castle (13th Century) Open Saturdays & Sundays 10.00–16.00</p> 
 <p>Great Yarmouth Golf Club £20.00 per round Club hire: £5 Non-members welcome Tel: 365809</p>	<p>Marina Leisure Centre Open every day 7.30–22.00</p> 
<p>Pride of India Open every day 19.00–23.00 Tel: 361007</p>  <p>Tandoori House Open every day 19.00–23.00 Tel: 361007</p>	<p>Jasmine Chinese Restaurant</p>  <p>Six till late Tel: 361753</p>
<p>Tide and Time Museum</p>  <p>Open Tues–Sat 10.00–17.00</p>	<p>Seascape Gallery Open Fri–Mon 10.00–17.00</p> 

Information for candidates

Situation

You are working in a Tourist Information Office when an Urdu-speaking visitor arrives. The visitor speaks no English and asks you questions about what there is to do in your area.

Task

Use the publicity leaflet to help explain what there is to do in your area. ***Explain that you have visited some of these places and say what you think of them.***

You will need to ask questions to find out what the visitor is interested in.

The person testing you will play the part of the Urdu-speaking visitor and will start the conversation.

D: Business, work and employment



Au pair required

Chester area

To look after 3 children, aged 3, 5 and 8

For July – August

Weekdays only – weekends free

Free accommodation and meals + pay

no smoking

1 dog

Information for candidates

Situation

You are working for an Au pair agency. You have been asked to inform a new Urdu-speaking au pair about his or her job requirements.

Task

Answer the questions you are asked. **Make sure you also ask at least two questions.**

You will be covering the following points:

- who you are and why you are here
- accommodation offered to au pair
- working hours
- pay and working conditions
- possibilities for taking an English language course
- things to do in the area.

BLANK PAGE

Assessment criteria

Content and response	Mark
<ul style="list-style-type: none"> Communicates comprehensive and detailed information related to chosen visual/topic/stimulus. Interacts very well. Speaks very confidently and with clear spontaneity. Frequently takes initiative and develops elaborate responses. No difficulty in expressing and explaining a range of ideas and points of view. Very little or no hesitation. Able to deal with unpredictable elements without difficulty. 	16-18
<ul style="list-style-type: none"> Communicates detailed and relevant information related to chosen visual/topic/stimulus. Interacts well. Speaks confidently. Takes initiative and develops more elaborate responses. Has little difficulty expressing and explaining ideas and points of view. Little hesitation and little or no prompting necessary. Able to deal with unpredictable elements with some success. 	12-15
<ul style="list-style-type: none"> Communicates relevant information related to the chosen visual/topic/stimulus but with some obvious omissions. Some interaction. Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms. Conveys opinions, but rarely expands. Some hesitation. Able to deal with some unpredictable elements. 	8-11
<ul style="list-style-type: none"> Limited communication related to chosen visual/topic/stimulus. Some coherence in unambiguous presentation of simple information and opinions, but responses very limited. Very hesitant and reliant on teacher-examiner prompting. Able to deal with isolated unpredictable elements. 	4-7
<ul style="list-style-type: none"> Minimal description of chosen visual/topic/stimulus. Conveys very little relevant information in minimal responses (mainly one-word replies). Largely disjointed and unconnected ideas. Very limited comprehension of basic questions. Wholly reliant on teacher-examiner prompting. 	1-3
<ul style="list-style-type: none"> No rewardable content. 	0

Range of language	Mark	Accuracy	Mark
<ul style="list-style-type: none"> • Uses wide range of appropriate vocabulary and structures, including some complex lexical items. • Consistently competent use of different tenses. 	6	<ul style="list-style-type: none"> • Very accurate, with only isolated and usually insignificant errors. • Consistently good pronunciation and intonation. 	6
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	5	<ul style="list-style-type: none"> • Some errors, especially in more complex structures, but generally accurate. • Pronunciation and intonation generally good. 	5
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	3-4	<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Pronunciation and intonation generally accurate. 	3-4
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. 	2	<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Pronunciation generally understandable. 	2
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1	<ul style="list-style-type: none"> • Consistently inaccurate language and pronunciation frequently impede basic communication. • Only isolated examples of accurate language. 	1
<ul style="list-style-type: none"> • No rewardable language. 	0	<ul style="list-style-type: none"> • No rewardable language. 	0

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Urdu

Unit 3F: Reading and understanding in Urdu
Foundation Tier

Sample Assessment Material

Time: 35 minutes

Paper Reference

5UR03/3F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

N35743A

©2008 Edexcel Limited.

3/3/3/



edexcel 
advancing learning, changing lives

Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .






Transport

Answer ALL questions.

1 People use the following for travelling:

A بس	B ریل گاڑی	C ہوائی جہاز
D کشتی	E کار	F موٹر سائیکل

Write the correct letters in the boxes.

Example:		D
(i)		
(ii)		
(iii)		
(iv)		


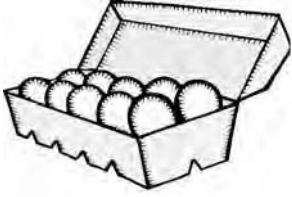
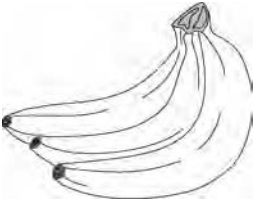


(Total for Question 1 = 4 marks)

In a hotel

2 You are staying in a hotel and want to order the following for breakfast:

A انڈے	B دودھ	C ڈبل روٹی
D مکھن	E کیلا	F چائے

Write the correct letters in the boxes.

Example:		C
(i)		
(ii)		
(iii)		
(iv)		

(Total for Question 2 = 4 marks)

Amenities

3 What can you do in these places?

A بنک	B جمنائیم	C مسجد
D چڑیا گھر	E ریسٹورنٹ	F سینما ہال

Write the correct letters in the boxes.

Example:	You can watch films.	F
(i)	You can offer prayers.	
(ii)	You can deposit money.	
(iii)	You can eat and drink.	
(iv)	You can keep fit.	

(Total for Question 3 = 4 marks)

Leisure activities

4 Read the following passage about games in Pakistan:

پاکستان کا قومی کھیل ہاکی ہے۔ پہلے ہاکی بہت مقبول تھی اور پاکستان نے اولمپک میں سونے کا تمغہ جیت لیا تھا۔ بعد میں ہاکی میں لوگوں کی دلچسپی کم ہوتی گئی اور کرکٹ نے اس کی جگہ لے لی۔ آج بچے ہوں یا بوڑھے سب کرکٹ کے شوقین ہیں۔ سخت گرمیوں میں بھی بچے اور نوجوان کرکٹ کھیلتے نظر آتے ہیں۔ لوگوں کے لیے یہ صرف کھیل نہیں بلکہ تفریح بھی ہے۔ جو خود نہیں کھیلتے، وہ دوسروں کو کھیلتا دیکھ کر خوش ہوتے ہیں۔ پہلے پاکستانی لڑکیاں کرکٹ نہیں کھیلتی تھیں اب ہر شہر میں لڑکیوں کی ٹیمیں بن گئی ہیں۔

Which statements are correct?

Put a cross ☒ in the correct **four** boxes.

Example:	Hockey is the national game of Pakistan.	☒
(a)	Pakistan has won a gold medal in hockey.	☒
(b)	Hockey is very popular in Pakistan.	☒
(c)	Cricket is very popular in Pakistan.	☒
(d)	Old people do not like cricket.	☒
(e)	There is no cricket in summer.	☒
(f)	People play cricket for leisure.	☒
(g)	Girls do not play cricket.	☒
(h)	Girls' teams are common in cities.	☒

(Total for Question 4 = 4 marks)

Job advertisement

5 You see this job advert in an Urdu newspaper:

پاکستان کمیونٹی سینٹر، لندن

ضرورت ہے

ہمیں اپنے سینٹر کے لیے ایسے نوجوان لڑکے یا لڑکی کی ضرورت ہے جسے

- گرمیوں کی چھٹیوں میں عارضی کام کی ضرورت ہو
- اردو اور پنجابی دونوں زبانیں بولنا آتی ہوں
- لوگوں سے ملنا جلنا پسند ہو
- چھوٹے بچے اچھے لگتے ہوں
- عام کاموں کے لیے کمپیوٹر استعمال کرنا آتا ہو
- کھیل کود سے دلچسپی ہو

یہ کام چار ہفتوں کے لیے ہے۔ پیر سے جمعرات تک چھ گھنٹے روزانہ۔ خواہش مند نوجوان اپنی درخواست تیس جون تک ڈاک کے ذریعہ بھیج دیں۔

Read the advert carefully and put a cross ☒ in the correct boxes.

Example: The job is based at a...

A	...school	<input type="checkbox"/>
B	...community centre	<input checked="" type="checkbox"/>
C	...college	<input type="checkbox"/>

(i) The applicant should be fluent in...

A	...English	<input type="checkbox"/>
B	...Arabic	<input checked="" type="checkbox"/>
C	...Punjabi	<input type="checkbox"/>

(ii) The applicant should be...

A	...computer literate	<input type="checkbox"/>
B	...physically fit	<input checked="" type="checkbox"/>
C	...hard-working	<input type="checkbox"/>

(iii) The job is for...

A	...3 days a week	<input type="checkbox"/>
B	...4 days a week	<input checked="" type="checkbox"/>
C	...5 days a week	<input type="checkbox"/>

(iv) Job applications should be delivered by...

A	...e-mail	<input type="checkbox"/>
B	...post	<input checked="" type="checkbox"/>
C	...fax	<input type="checkbox"/>

(Total for Question 5 = 4 marks)

Future plans

6 Your friends are talking about their future plans:

ارم: مجھے دوسروں کی مدد کر کے خوشی ہوتی ہے۔ اس لیے میں مریضوں کی دیکھ بھال کا کورس کرنا چاہتی ہوں۔

غزل: مجھے بچے اچھے لگتے ہیں۔ میں تعلیم مکمل کر کے کسی پرائمری اسکول میں پڑھانا چاہتی ہوں۔

راشد: میں بچپن سے کاروں کا شوقین ہوں۔ میں گاڑیاں ٹھیک کرنے کا کام سیکھنا چاہتا ہوں۔

نجمہ: میں پڑھائی یا کام کرنا نہیں چاہتی۔ میں تو ایک گھریلو عورت بننا چاہتی ہوں۔

طاہرہ: یہ کمپیوٹر کا زمانہ ہے۔ میں تعلیم حاصل کر کے کمپیوٹر پروگرامنگ کا کام کروں گی۔

What do your friends want to do when they leave school?

Put a cross ☒ in the **four** correct boxes.

	A Car mechanic	B IT worker	C Housewife	D Teacher	E Nurse
Example: Rashid	☒	☒	☒	☒	☒
(i) Iram	☒	☒	☒	☒	☒
(ii) Najma	☒	☒	☒	☒	☒
(iii) Ghazal	☒	☒	☒	☒	☒
(iv) Tahira	☒	☒	☒	☒	☒

(Total for Question 6 = 4 marks)

Lost property

7 Join the **two** parts together to make complete sentences:

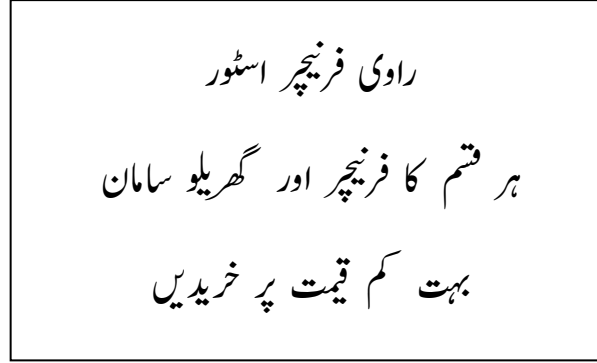
موبائل فون اور بٹوہ بھی تھا	A	کل شام اسکول سے گھر جاتے ہوئے	(i)
تین نوٹ اور دو کریڈٹ کارڈ تھے۔	B	میرے بیگ میں کتابوں کے علاوہ	(ii)
بھی میرے بیگ ہی میں تھا۔	C	گم ہونے والے بیگ کا رنگ کالا	(iii)
میرا بیگ بس میں گم ہو گیا۔	D	میرے بٹوے میں دس پونڈ کے	(iv)
اور بٹوے کا رنگ گلابی تھا۔	E	میرا انگریزی کا تمام کورس ورک	(v)

Example: (v)	D
(i)	
(ii)	
(iii)	
(iv)	

(Total for Question 7 = 4 marks)

Shopping

8 You see this banner outside a big shop:



What can you buy from this shop?

Put a cross ☒ in the **four** correct boxes.

<input checked="" type="checkbox"/>	کرسی	Example:
<input checked="" type="checkbox"/>	کتابیں	(a)
<input checked="" type="checkbox"/>	میز	(b)
<input checked="" type="checkbox"/>	پھل	(c)
<input checked="" type="checkbox"/>	گوشت	(d)
<input checked="" type="checkbox"/>	صوفہ	(e)
<input checked="" type="checkbox"/>	الماری	(f)
<input checked="" type="checkbox"/>	سبزیاں	(g)
<input checked="" type="checkbox"/>	قالین	(h)

(Total for Question 8 = 4 marks)

Special classes

9 Your school has sent this leaflet to your parents:

مفت کلاسیں
طلباً کی مدد کے لیے شام کی کلاسیں۔
انگریزی، حساب اور اردو کی بالکل مفت پڑھائی۔
ہر منگل اور بدھ کو شام چھ بجے سے آٹھ بجے تک۔
امتحان میں کامیابی کے لیے اپنے بچوں کو ضرور بھیجیں۔

Which statements are correct?

Put a cross ☒ in the **four** correct boxes.

Example:	These classes are free.	<input checked="" type="checkbox"/>
A	The classes are only for girls.	<input type="checkbox"/>
B	Classes are held in the evening.	<input type="checkbox"/>
C	All subjects are taught.	<input type="checkbox"/>
D	You cannot learn Urdu.	<input type="checkbox"/>
E	You can learn English.	<input type="checkbox"/>
F	The classes last for two hours.	<input type="checkbox"/>
G	Classes are held on Monday.	<input type="checkbox"/>
H	The classes are helpful for the exam.	<input type="checkbox"/>

(Total for Question 9 = 4 marks)

Accommodation

10 You see the following advert about a flat for sale. Read the advertisement and answer the following questions **in English**.

فلیٹ برائے فروخت

سٹی سینٹر میں سونے کے دو کمروں والا فلیٹ۔ اسکول اور مسجد چند
قدم پر۔ باورچی خانہ میں فرج اور کپڑے دھونے کی مشین
موجود۔ قیمت ساٹھ ہزار پونڈ۔ فوری قبضے کے لیے خالی۔
معلومات کے لیے 0161 200 4506 پر فون کریں۔

(a) Where is the flat located?

.....(1)

(b) How many bedrooms are there in the flat?

.....(1)

(c) Name **one** of the nearby facilities.

.....(1)

(d) How soon can the buyer take possession of the flat?

.....(1)

(Total for Question 10 = 4 marks)

TOTAL FOR PAPER: 40 MARKS

Sample Mark Scheme

Unit 3F: Reading and understanding in Urdu

Question Number	Answer	Mark
1(i)	B	1

Question Number	Answer	Mark
1(ii)	E	1

Question Number	Answer	Mark
1(iii)	F	1

Question Number	Answer	Mark
1(iv)	C	1

Question Number	Answer	Mark
2(i)	A	1

Question Number	Answer	Mark
2(ii)	E	1

Question Number	Answer	Mark
2(iii)	B	1

Question Number	Answer	Mark
2(iv)	D	1

Question Number	Answer	Mark
3(i)	C	1

Question Number	Answer	Mark
3(ii)	A	1

Question Number	Answer	Mark
3(iii)	E	1

Question Number	Answer	Mark
3(iv)	B	1

Question Number	Answer	Mark
4	a, c, f, h	4

Question Number	Answer	Mark
5(i)	C	1

Question Number	Answer	Mark
5(ii)	A	1

Question Number	Answer	Mark
5(iii)	B	1

Question Number	Answer	Mark
5(iv)	B	1

Question Number	Answer	Mark
6(i)	E	1

Question Number	Answer	Mark
6(ii)	C	1

Question Number	Answer	Mark
6(iii)	D	1

Question Number	Answer	Mark
6(iv)	B	1

Question Number	Answer	Mark
7(i)	A	1

Question Number	Answer	Mark
7(ii)	D	1

Question Number	Answer	Mark
7(iii)	E	1

Question Number	Answer	Mark
7(iv)	B	1

Question Number	Answer	Mark
8	b, e, f, h	4

Question Number	Answer	Mark
9	B, E, F, H	4

Question Number	Answer	Mark
10(a)	City centre	1

Question Number	Answer	Mark
10(b)	Two or 2	1

Question Number	Answer	Mark
10(c)	School or Mosque	1

Question Number	Answer	Mark
10(d)	Immediately	1

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Urdu

**Unit 3H: Reading and understanding in Urdu
Higher Tier**

Sample Assessment Material

Time: 50 minutes

Paper Reference

5UR03/3H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

N35742A

©2008 Edexcel Limited.

3/3/3/



edexcel 
advancing learning, changing lives

Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

Leisure activities

Answer ALL questions.

1 Read the following passage about games in Pakistan:

پاکستان کا قومی کھیل ہاکی ہے۔ پہلے ہاکی بہت مقبول تھی اور پاکستان نے اولمپک میں سونے کا تمغہ جیت لیا تھا۔ بعد میں ہاکی میں لوگوں کی دلچسپی کم ہوتی گئی اور کرکٹ نے اس کی جگہ لے لی۔ آج بچے ہوں یا بوڑھے سب کرکٹ کے شوقین ہیں۔ سخت گرمیوں میں بھی بچے اور نوجوان کرکٹ کھیلتے نظر آتے ہیں۔ لوگوں کے لیے یہ صرف کھیل نہیں بلکہ تفریح بھی ہے۔ جو خود نہیں کھیلتے، وہ دوسروں کو کھیلتا دیکھ کر خوش ہوتے ہیں۔ پہلے پاکستانی لڑکیاں کرکٹ نہیں کھیلتی تھیں اب ہر شہر میں لڑکیوں کی ٹیمیں بن گئی ہیں۔

Which statements are correct?

Put a cross in the correct **four** boxes.

Example:	Hockey is the national game of Pakistan.	<input checked="" type="checkbox"/>
(a)	Pakistan has won a gold medal in hockey.	<input type="checkbox"/>
(b)	Hockey is very popular in Pakistan.	<input type="checkbox"/>
(c)	Cricket is very popular in Pakistan.	<input type="checkbox"/>
(d)	Old people do not like cricket.	<input type="checkbox"/>
(e)	There is no cricket in summer.	<input type="checkbox"/>
(f)	People play cricket for leisure.	<input type="checkbox"/>
(g)	Girls do not play cricket.	<input type="checkbox"/>
(h)	Girls' teams are common in cities.	<input type="checkbox"/>

(Total for Question 1 = 4 marks)

Future plans

2 Your friends are talking about their future plans:

ارم: مجھے دوسروں کی مدد کر کے خوشی ہوتی ہے۔ اس لیے میں مریضوں کی دیکھ بھال کا کورس کرنا چاہتی ہوں۔

غزل: مجھے بچے اچھے لگتے ہیں۔ میں تعلیم مکمل کر کے کسی پرائمری اسکول میں پڑھانا چاہتی ہوں۔

راشد: میں بچپن سے کاروں کا شوقین ہوں۔ میں گاڑیاں ٹھیک کرنے کا کام سیکھنا چاہتا ہوں۔

نجمہ: میں پڑھائی یا کام کرنا نہیں چاہتی۔ میں تو ایک گھریلو عورت بننا چاہتی ہوں۔

طاہرہ: یہ کمپیوٹر کا زمانہ ہے۔ میں تعلیم حاصل کر کے کمپیوٹر پروگرامنگ کا کام کروں گی۔

What do your friends want to do when they leave school?

Put a cross ☒ in the **four** correct boxes.

	A Car mechanic	B IT worker	C Housewife	D Teacher	E Nurse
Example: Rashid	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Iram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Najma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Ghazal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Tahira	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 2 = 4 marks)

Shopping

3 Your friend has faxed you the following information about Oxford Street, London.

آکسفورڈ اسٹریٹ لندن میں خریداری کا مرکز

لندن کی آکسفورڈ اسٹریٹ اپنی خوبصورت دکانوں کی وجہ سے دنیا بھر میں مشہور ہے۔ یہ ایک طویل سڑک ہے جس پر واقع دکانیں شام کو دیر تک کھلی رہتی ہیں۔ یہاں کپڑے، جوتے اور گھریلو سامان فروخت کرنے والی دکانیں زیادہ ہیں۔ بعض دکانوں پر کھانے پینے کی چیزیں بھی مل جاتی ہیں۔ لندن کے رہنے والے عام طور پر یہاں سے خریداری نہیں کرتے۔ وہ جہاں رہتے ہیں، وہیں سے چیزیں خریدتے ہیں۔ آکسفورڈ اسٹریٹ میں خریداری کرنے والوں کی بڑی تعداد دوسرے ملکوں اور انگلستان کے دوسرے علاقوں سے آنے والے لوگوں کی ہوتی ہے۔

Look at the words in the table below.

A علاقہ	B سیاح	C کچھ	D بند	E چوڑی
F لمبی	G گھر	H کھلتی	I اکثر	J مقامی

Write the letter matching the correct word to complete the following sentences about Oxford Street.

Example: آکسفورڈ اسٹریٹ بہت **F** سڑک ہے۔

(i) یہاں پر دکانیں دیر میں ہوتی ہیں۔

(ii) یہاں دکانیں کپڑوں اور جوتوں کی ہیں۔

(iii) لندن کے اکثر لوگ اپنے سے خریداری کرتے ہیں۔

(iv) یہاں پر زیادہ خریداری کرتے ہیں۔

(Total for Question 3 = 4 marks)

Public transport

4 You read these comments about public transport.

ٹیوب کے راستے میں کوئی رکاوٹ نہیں ہوتی۔ یہ جلد منزل پر پہنچا دیتی ہے۔	A
ٹرین کا سفر آرام دہ ہے، آپ تھکتے نہیں۔ آج کل یہ سفر بہت مہنگا ہو گیا ہے۔	B
بس سے سفر کافی سستا ہوتا ہے لیکن اس کی رفتار بہت سست ہوتی ہے۔	C
جہاز سے ہزاروں میل کا سفر گھنٹوں میں ہو جاتا ہے لیکن تھکاوٹ ہو سکتی ہے۔	D
ٹرام پر چڑھنا اترنا بہت آسان ہے۔ یہ ٹریفک کی وجہ سے بار بار نہیں رکتی۔	E

What does the writer think about public transport?

Write the correct letters in the boxes below.

Example:	Very quick	A
(i)	Easy to get on/off	
(ii)	Cheap but slow	
(iii)	May cause tiredness	
(iv)	Comfortable but expensive	

(Total for Question 4 = 4 marks)

Lost property

5 Join the two parts together to make complete sentences:

موبائل فون اور بٹوہ بھی تھا	A	کل شام اسکول سے گھر جاتے ہوئے	(i)
تین نوٹ اور دو کریڈٹ کارڈ تھے۔	B	میرے بیگ میں کتابوں کے علاوہ	(ii)
بھی میرے بیگ ہی میں تھا۔	C	گم ہونے والے بیگ کا رنگ کالا	(iii)
میرا بیگ بس میں گم ہو گیا۔	D	میرے بٹوے میں دس پونڈ کے	(iv)
اور بٹوے کا رنگ گلابی تھا۔	E	میرا انگریزی کا تمام کورس ورک	(v)

Example: (v)	D
(i)	
(ii)	
(iii)	
(iv)	

(Total for Question 5 = 4 marks)

Job advertisement

6 You see this job advert in an Urdu newspaper:

پاکستان کمیونٹی سینٹر، لندن

ضرورت ہے

ہمیں اپنے سینٹر کے لیے ایسے نوجوان لڑکے یا لڑکی کی ضرورت ہے جسے

- گرمیوں کی چھٹیوں میں عارضی کام کی ضرورت ہو
- اردو اور پنجابی دونوں زبانیں بولنا آتی ہوں
- لوگوں سے ملنا جلنا پسند ہو
- چھوٹے بچے اچھے لگتے ہوں
- عام کاموں کے لیے کمپیوٹر استعمال کرنا آتا ہو
- کھیل کود سے دلچسپی ہو

یہ کام چار ہفتوں کے لیے ہے۔ پیر سے جمعرات تک چھ گھنٹے روزانہ۔ خواہش مند نوجوان اپنی درخواست تیس جون تک ڈاک کے ذریعہ بھیج دیں۔

Read the advert carefully and put a cross ☒ in the correct boxes.

Example: The job is based at a...

A	...school	<input type="checkbox"/>
B	...community centre	<input checked="" type="checkbox"/>
C	...college	<input type="checkbox"/>

(i) The applicant should be fluent in...

A	...English	<input type="checkbox"/>
B	...Arabic	<input checked="" type="checkbox"/>
C	...Punjabi	<input type="checkbox"/>

(ii) The applicant should be...

A	...computer literate	<input type="checkbox"/>
B	...physically fit	<input checked="" type="checkbox"/>
C	...hard-working	<input type="checkbox"/>

(iii) The job is for...

A	...3 days a week	<input type="checkbox"/>
B	...4 days a week	<input checked="" type="checkbox"/>
C	...5 days a week	<input type="checkbox"/>

(iv) Job applications should be delivered by...

A	...e-mail	<input type="checkbox"/>
B	...post	<input checked="" type="checkbox"/>
C	...fax	<input type="checkbox"/>

(Total for Question 6 = 4 marks)

Visitor information

7 You read the following information in a brochure:

لاہور کی سیر کیجیے

لاہور دو ہزار سال پرانا تاریخی شہر ہے۔ پرانے زمانے میں اسے 'باغوں کا شہر' بھی کہا جاتا تھا لیکن آبادی بہت زیادہ بڑھنے کی وجہ سے اب بہت کم باغ باقی رہ گئے ہیں۔ پرانے باغوں کی جگہ چھوٹے بڑے ہزاروں مکان بن گئے ہیں۔

لاہور میں سیر کرنے اور دیکھنے کی بہت سی جگہیں ہیں جن میں شالیمار باغ، بادشاہی مسجد، شاہی قلعہ، چڑیا گھر اور مینار پاکستان بہت مشہور ہیں۔

لاہور مزیدار کھانوں کے لیے بھی بہت مشہور ہے، خاص طور پر حلوہ پوری، نہاری اور حلیم کی دکانیں ہر جگہ موجود ہیں۔ لاہور کے لوگ زندہ رہنے کے لیے نہیں کھاتے بلکہ کھانے کے لیے زندہ رہتے ہیں۔ اب تو یہاں دنیا کے ہر ملک کا کھانا آسانی سے مل جاتا ہے۔

Answer the following questions **in English**.

(a) How old is the city of Lahore?
.....(1)

(b) What have the old gardens become and why?
.....
.....(2)

(c) Name **two** famous tourist attractions in Lahore.
.....
.....(2)

(d) What did Lahore used to be called?
.....(1)

(e) What sort of food is available in Lahore?
.....(1)

(f) What is the most important thing for local people?
.....(1)

(Total for Question 7 = 8 marks)

General interests

8 Saira has written about the interests of her family in her diary.

سائرہ کی ڈائری

خدا نے مجھے شکل تو معمولی لیکن آواز اچھی اور سریلی بخشی ہے۔ میری آرزو ہے کہ میں موسیقی کی تعلیم حاصل کروں اور گلوکارہ بن کر نام کماؤں۔ مجھے کھانا پکانا بھی پسند ہے۔

اُبو کو سیاست میں گہری دلچسپی ہے۔ وہ گھر پر ہوں، تو ٹی وی پر صرف خبریں ہی لگاتے رہتے ہیں۔ ہم کوئی اور پروگرام لگانا چاہیں، تو وہ ناراض ہو جاتے ہیں۔

امی کو کھانا کھانے کا نہیں بلکہ پکانے کا شوق ہے۔ وہ پکانے کے دوران گانے سنتی رہتی ہیں۔ وہ بیٹھک اور غسل خانہ میں مجبوراً جاتی ہیں۔ ان کا بس چلے، تو ہر وقت باورچی خانے ہی میں رہیں۔

بھائی جان صحت مند رہنا چاہتے ہیں، اس لیے روزانہ ورزش سے ان کا دل نہیں بھرتا اور وہ اکثر تیرنے اور فٹ بال کھیلنے کے لیے بھی جاتے ہیں۔

باجی کو فلمیں دیکھنے کا شوق ہے۔ انہیں شاہ رخ اور سلمان خان کافی پسند ہیں لیکن عامر خان کی کوئی فلم تو وہ دیکھے بغیر رہ نہیں سکتیں۔

Read the passage carefully and put a cross ☒ in the correct boxes.

<input checked="" type="checkbox"/>	پکانا	A
<input checked="" type="checkbox"/>	موسیقی	B
<input checked="" type="checkbox"/>	گانا	C

Example: سائرہ کیا سیکھنا چاہتی ہے؟

<input checked="" type="checkbox"/>	اچھی شکل	A
<input checked="" type="checkbox"/>	دولت	B
<input checked="" type="checkbox"/>	خوبصورت آواز	C

(i) سائرہ کو کون سی نعمت حاصل ہے؟

<input checked="" type="checkbox"/>	گانے میں	A
<input checked="" type="checkbox"/>	موسیقی میں	B
<input checked="" type="checkbox"/>	پکانے میں	C

(ii) سائرہ کس میں شہرت چاہتی ہے؟

<input checked="" type="checkbox"/>	ٹی وی	A
<input checked="" type="checkbox"/>	مطالعہ	B
<input checked="" type="checkbox"/>	سیاست	C

(iii) ابو کا شوق کیا ہے؟

<input checked="" type="checkbox"/>	فلمیں	A
<input checked="" type="checkbox"/>	خبریں	B
<input checked="" type="checkbox"/>	ڈرامے	C

(iv) ابو کیا دیکھتے ہیں؟

<input type="checkbox"/>	پکانے کا	A
<input type="checkbox"/>	کھانے کا	B
<input type="checkbox"/>	گانے کا	C

(v) امی کو کس چیز کا شوق نہیں ہے؟

<input type="checkbox"/>	بیٹھک	A
<input type="checkbox"/>	باورچی خانہ	B
<input type="checkbox"/>	غسل خانہ	C

(vi) امی کی پسندیدہ جگہ کیا ہے؟

<input type="checkbox"/>	پڑھائی	A
<input type="checkbox"/>	تیراکی	B
<input type="checkbox"/>	ورزش	C

(vii) بھائی جان ہر روز کیا کرتے ہیں؟

<input type="checkbox"/>	عامر خان	A
<input type="checkbox"/>	شاہ رخ	B
<input type="checkbox"/>	سلمان خان	C

(viii) باجی کو کون سا اداکار زیادہ پسند ہے؟

(Total for Question 8 = 8 marks)

TOTAL FOR PAPER: 40 MARKS

BLANK PAGE

BLANK PAGE

Sample Mark Scheme

Unit 3H: Reading and understanding in Urdu

Question Number	Answer	Mark
1	a, c, f, h	4

Question Number	Answer	Mark
2(i)	E	1

Question Number	Answer	Mark
2(ii)	C	1

Question Number	Answer	Mark
2(iii)	D	1

Question Number	Answer	Mark
2(iv)	B	1

Question Number	Answer	Mark
3(i)	D	1

Question Number	Answer	Mark
3(ii)	I	1

Question Number	Answer	Mark
3(iii)	A	1

Question Number	Answer	Mark
3(iv)	B	1

Question Number	Answer	Mark
4(i)	E	1

Question Number	Answer	Mark
4(ii)	C	1

Question Number	Answer	Mark
4(iii)	D	1

Question Number	Answer	Mark
4(iv)	B	1

Question Number	Answer	Mark
5(i)	D	1

Question Number	Answer	Mark
5(ii)	A	1

Question Number	Answer	Mark
5(iii)	E	1

Question Number	Answer	Mark
5(iv)	B	4

Question Number	Answer	Mark
6(i)	C	1

Question Number	Answer	Mark
6(ii)	A	1

Question Number	Answer	Mark
6(iii)	B	1

Question Number	Answer	Mark
6(iv)	B	1

Question Number	Answer	Mark
7(a)	2,000 years	1

Question Number	Answer	Mark
7(b)	Houses Because of the growing population	2

Question Number	Answer	Mark
7(c)	Shalimar Gardens, Badshahi Mosque, Royal Fort, Zoo, Minar-i-Pakistan	2 (1 mark each, max 2)

Question Number	Answer	Mark
7(d)	City of gardens	1

Question Number	Answer	Mark
7(e)	Halwa Puri, Nihari, Haleem	1

Question Number	Answer	Mark
7(f)	Eating	1

Question Number	Answer	Mark
8(i)	C	1

Question Number	Answer	Mark
8(ii)	A	1

Question Number	Answer	Mark
8(iii)	C	4

Question Number	Answer	Mark
8(iv)	B	4

Question Number	Answer	Mark
8(v)	B	1

Question Number	Answer	Mark
8(vi)	B	

Question Number	Answer	Mark
8(vii)	C	1

Question Number	Answer	Mark
8(viii)	A	1

Edexcel GCSE

Urdu

Unit 4: Writing in Urdu

Sample Controlled Assessment Material

Time: 1 hour

Paper Reference

5UR04/01

You do not need any other materials.

Turn over ►

N35744A

©2008 Edexcel Limited.

3/3/3/



edexcel 
advancing learning, changing lives

Controlled assessments for writing

The following are samples of controlled assessment materials that you may use with your students. You are able to use these as they appear or you can adapt them to accommodate the specific needs of your students.

Stimuli are provided for each of the four themes identified in the specification:

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment

Students can focus on **one** of the above themes for both speaking (and writing) controlled assessments or, if preferred, work across more than one theme.

If your centre wishes to undertake work on a centre-devised theme, you will need to create your own stimuli for the controlled assessment speaking tasks. Such stimuli do not have to be approved in advance but if you require reassurance on the suitability of a particular approach, topic or theme, you can consult an experienced examiner through the Edexcel *Ask the Expert service*.

Students must undertake two separate writing tasks, **one task** in each of the **two required controlled assessment sessions**. Each session should last up to one hour and the task must be completed in this time. The assessment must take place in controlled conditions and students must have access to notes and a dictionary as advised in the specification.

It is possible that, for some students, it is more appropriate for them to complete two shorter tasks rather than a longer one in a single assessment session. Consequently, centres can submit more than two pieces of writing from these students as long as the work has all been produced in two separate assessment sessions (maximum of four pieces of writing).

Students may undertake more than two controlled writing assessments but only the work from two sessions must be submitted to Edexcel for marking.

Adaptation of tasks

As stated in the specification, teachers may use or adapt these tasks and are free to create their own. Centre-devised tasks may result from students' ideas and suggestions or could be linked to other areas of the curriculum.

Teachers may amend and edit the Edexcel tasks in a number of ways:

- to introduce a different context that is more appropriate to the needs and/or interests of particular students. (*An account of a concert could be changed to an account of a film.*)
- to alter the type of 'support' for individual students. Some students are reliant on bullet points that clearly spell out task requirements and provide some structure, whereas others (possibly more confident or creative) prefer more open-ended tasks. To accommodate these different types of learner, teachers could, for example, remove or add bullets and alter the wording of the task rubrics (e.g. change 'must refer to' to 'may refer to' or vice versa).
- to change the nature of the task. Teachers may rewrite a task so that it takes on a different nature. For example, it may be more appropriate for certain students to produce a poster or complete a form rather than write an article or letter. Similarly, teachers may introduce guidance on the length of the task (e.g. number of words) either to ensure that the task is feasible or, for more able students, to promote extended writing. Teachers may also wish to change the content of the bullets so that a learner is able to focus on providing simple information rather than description and opinion. With revised simpler content and fewer and/or different bullets to cover, the nature and size of the task brief can change radically. This allows for some students who encounter difficulties when writing in the target language to undertake two separate shorter tasks rather than one in a controlled assessment session.

Clearly, the facility to modify task stimuli enables teachers to target activities to the level and needs of individual students. However, as all changes to tasks can impact significantly on their overall level of demand, it is imperative that teachers do not constrain or compromise the performance of their students through an inappropriate task stimulus.

Possible writing tasks (Media and Culture)

Task 1

You are writing an article for an Urdu-language website about what it is like to be a teenager in Britain today.

You could include information about the following:

- some details about your life and interests
- what you have done with friends recently
- what young people are interested in
- the difficulties of being a teenager in Britain
- how adults perceive teenagers
- your hopes for the future

Task 2

You have been asked to write an article in Urdu about your favourite TV programme.

You should include details on the following:

- name and type of programme
- when and on which channel is it on
- who appears in the programme
- why you like it
- what changes you would like to see
- which other programmes you watch

Task 3

Your town is preparing for a special Youth Festival and you have been asked to produce a publicity leaflet for Urdu-speaking visitors.

You could include the following:

- information about key events
- comments from young people participating in the festival
- details about tickets, times and venues

Possible writing tasks (Sport and Leisure)

Task 1

You have a week off school. You decide to write a blog for some Urdu e-pals, telling them about each day. Make each day different!

For example:

- Day 1: why you have a week off school
- Day 2: what you did at home
- Day 3: what you did in town
- Day 4: a quiet day, when you didn't see any friends (maybe you found it boring?)
- Day 5: your plans for the weekend

Task 2

You are on work experience at a health and fitness centre. You have been asked to produce a webpage to promote the centre to Urdu-speaking visitors.

It can include details on the following:

- place, day and time of the classes
- list of available activities
- benefits of regular exercise
- why it is important to keep fit
- what a healthy life style is

Task 3

Write an imaginary magazine interview with an Urdu-speaking sports personality.

You will need to briefly introduce the personality and include questions and answers about him or her.

You may refer to some of the following:

- early life and passion for sport
- main achievements
- leisure interests and activities
- family life – marriage, children etc
- views on fashion, politics etc
- future intentions

Possible writing tasks (Travel and Tourism)

Task 1

You are on work experience at your local tourist information office. You have been asked to create a webpage in Urdu to promote increased tourism.

Include details about the following:

- location
- travel
- shopping
- restaurants
- accommodation
- places of interest
- why people should visit your area

Task 2

You have recently spent a week on a school trip abroad. Write an article about your visit.

You should mention the following details:

- how you travelled there
- description of a major city that you visited
- what you saw and did there
- whether you enjoyed your trip or not, and why
- where you would like to visit next

Task 3

You have been asked to produce a webpage for an international travel company wishing to promote its service to potential Urdu-speaking clients.

You will need to include the following:

- dates and days of the trip
- travel arrangements
- hotel rooms and other facilities
- catering arrangements
- leisure activities

Possible writing tasks (Business, Work and Employment)

Task 1

While on a work placement, you are asked to email a hotel in Urdu with details of a conference that your company is organising.

You need to include the following details:

- the number and name of delegates and their job titles
- the dates of the conference at the hotel
- give details of the company and what the conference is about

You need to ask for the following information:

- details of transport links to and from the airport and train station
- a map of the town
- what other facilities are available at the hotel

Task 2

You have recently finished some work experience. Write an article in Urdu about it.

You will need to include the details on:

- what kind of job you did
- how long you did the job
- the people you worked with
- what you liked and/or disliked, and why
- what you are planning for your future career

Task 3

Your Urdu link school has asked you to write about the place of work where you spent your recent work experience for their school website.

It should include the following:

- location of the store
- opening hours
- range of products available
- special offers
- facilities e.g. free parking, play area, restaurant etc

Example 1: Competition

An Urdu magazine is offering a prize for the best account of a dream holiday. You enter the competition.

You must mention:

- where you went
- who you went with
- what happened
- your opinion as to why the holiday was so enjoyable
- how you would like to spend the prize money

The above task is structured so that students know exactly what they have to do. Although this is appreciated by many students, some may find this a constraint. Apart from the language that they produce, students will be also be assessed on content and, therefore, their ability to complete the task (and related bullet requirements). This task is best suited to those seeking grades C-A.*

Example 2: Competition

An Urdu magazine is offering a prize for the best postcard received. You write a postcard.

You must mention:

- where you are on holiday
- who you are with
- two holiday activities

The above illustrates how the first task has been adapted to produce a much shorter task (postcard) that is accessible to those encountering most difficulties when writing in Urdu. The bullets still provide structure but call for less complex language, opinion and description. This task would pose insufficient challenge for most GCSE candidates and could be undertaken as one of two tasks within a controlled assessment.

Example 3: Competition

An Urdu magazine is offering a prize for the best account of a dream holiday.

You could mention:

- where you went
- who you went with
- what happened
- your opinion as to why the holiday was so enjoyable
- how you would like to spend the prize money

At first glance, this task differs only slightly from the first task but the use of the word could makes this task more open ended. Students would be less constrained in terms of creativity and fulfilling specific task requirements.

Assessment criteria

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • Shows a clear ability to narrate, describe, express opinions and expand, as appropriate to the task. • Communicates with no ambiguity. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	13-15
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Provides evidence of description, opinion and expansion, as appropriate to the task. • Generally communicates clearly, with some lapses. • Reasonable attempt to link the piece into a whole. • Generally coherent. • Pedestrian or, alternatively, somewhat over ambitious. 	10-12
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Provides evidence of an ability to go beyond a minimal response. • Begins to expand ideas and express opinions, as appropriate to the task. • Comprehensible overall with some lapses, sometimes leading to ambiguity, especially if more ambitious language is attempted. • Some attempt at linking piece into a whole. 	7-9
<ul style="list-style-type: none"> • Relevant key information is given but there may be major omissions, irrelevance and/or repetition. • The level of response is minimal • There is no evidence of description or opinions (other than simple likes/dislikes). • Some ambiguity. • Just about comprehensible overall. • Sentences mostly written in isolation. • Not easy to read. 	4-6
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • The level of response is very limited. • Substantial degree of irrelevance and incoherence. • Except for isolated items, would not be comprehensible to a native speaker. 	1-3
<ul style="list-style-type: none"> • No relevant communication worthy of credit. • A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of vocabulary and structures, fully appropriate to the task and used effectively. • Little or no repetition. • Confident use of more complex structures, such as object pronouns, negatives, superlatives and range of tenses, with very few lapses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Quite a wide range of vocabulary and structures appropriate to describe and to express and justify opinions. • Some attempt to use ambitious structures (subordinate clauses, object pronouns, tenses, etc) with a fair measure of success. • Tenses are generally used correctly. • Some ability to manipulate language although not always successful. 	7-8
<ul style="list-style-type: none"> • Vocabulary and structures are generally appropriate to the task. • Correct syntax when using simple, short sentences. • Some longer sentences where syntax is not always correct. • Attempts enhancement of fact with adjectives and adverbial phrases with some success. • Some evidence of correct use of a range of tenses, with some lapses. • Attempts to use subordinate clauses/simple linking with some success. 	5-6
<ul style="list-style-type: none"> • Limited vocabulary and structures, often repetitive and stereotyped. • Language is basic and sometimes inappropriate to the task. • Pre-learnt, set phrases predominate but there are some short simple sentences, which are more or less correct. • Some attempts at tenses, but many mistakes. • Some attempt to use adjectives. • There may be some simple subordination. 	3-4
<ul style="list-style-type: none"> • Very limited vocabulary, with occasional correct words. • Very little understanding of language structures. • There may be the occasional correct phrase or short sentence pre-learnt or 'lifted'. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

Accuracy	Mark
<ul style="list-style-type: none"> • High level of accuracy, though not necessarily faultless. • Spellings, genders, agreements, verb forms mastered with the odd slip. • Secure when using more complex language with only a few minor errors. 	5
<ul style="list-style-type: none"> • Generally accurate language. • Most verb forms correct, secure in genders and agreements but the odd lapse. • Spellings mostly accurate. • When more complex structures are attempted, accuracy can be more variable. 	4
<ul style="list-style-type: none"> • Fairly accurate in straightforward language, but some lapses with more complex language. • Inconsistency in verb forms but more correct than incorrect. • Spelling of common words generally accurate. • The work is clearly more accurate than inaccurate. • Language errors do not significantly hinder communication. • Inaccuracy increases if more complex structures are attempted. 	3
<ul style="list-style-type: none"> • Many basic errors which often impede communication. • Some correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms. 	2
<ul style="list-style-type: none"> • Frequent basic errors and inaccuracies prevent communication. • Isolated examples of correct language. • Spellings and genders very weak. • Little or no evidence of correct verb formation. 	1
<ul style="list-style-type: none"> • No language worthy of credit. 	0

Edexcel is a Pearson company and the UK's largest awarding body. We offer academic and vocational qualifications and testing to schools, colleges, employers and other places of learning here and in over 85 countries worldwide.

We will publish updates to this document on our website. Any changes will be clearly marked with sidebars in the revised document.

Acknowledgements

This guide has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel would like to thank all those who contributed their time and expertise to its development.

References to third-party material made in this guide are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Roger Beard

Publications code UG020535
September 2008

All the material in this publication is copyright
© Edexcel Limited 2008

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linneydirect.com

Why choose Edexcel?

We're delighted to introduce these Sample Assessment Materials for our GCSE in Urdu, which demonstrate all the key features of the qualification and include:

- **Accessible papers** using a mixture of questions styles where appropriate. We've worked hard to ensure the papers are easy to follow with an encouraging tone so that the full range of students can show what they know.
- **Clear and concise mark schemes** for each paper outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.
- **Supported controlled assessment**, including sample controlled assessment materials to show you the sort of activity students will undertake. Used in conjunction with the guidance in the Teacher's Guide, these samples will help you manage the controlled assessment in your centre and help students achieve their best.

Consider this your personal guide through the various teaching support services we have on offer. You can also find useful contact information, web addresses and much more. Our GCSE 2009 Urdu qualification will be supported better than ever before.

We look forward to working with you to achieve better results.

For further information please visit our website at www.edexcel.com/gcse2009

Publications code UG020535 September 2008

Contact us

If you have any questions regarding this qualification or if there is anything you're unsure of, please use our Ask the Expert service. This online support service will put you in direct email contact with our senior subject experts.

Edexcel
One90 High Holborn,
London WC1V 7BH
Online enquiries:
www.edexcel.com/ask
Tel: 0844 576 0027

Fax: 020 7190 5700

www.edexcel.com