

Getting Started Guide



A Level Urdu

**Pearson Edexcel Level 3 Advanced GCE in Urdu
(listening, reading and writing) (9URO)**

Getting started guide: A level Urdu

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1 Introduction

Our A level qualifications are designed to be appealing and engaging to students, while preparing them for future study and work. We have developed inspiring and culturally relevant courses based on feedback from teachers, students, subject associations, academics and advisors.

The qualification has a clear structure, which will enable students to develop advanced-level, transferable language alongside a deeper cultural appreciation of Urdu and Urdu-speaking culture. There is an emphasis on promoting understanding of grammar to allow spontaneous, creative use of language to suit different purposes. The themes are engaging and relevant, combining familiar and new content. Popular texts and films have been chosen, both classical and contemporary.

Pearson is strongly committed to maintaining the availability of a wide range of language A levels. Although some awarding organisations are ceasing to offer those languages A levels only taken by a limited number of students, we believe these qualifications make an important contribution to fostering diversity and community cohesion.

We have redeveloped A levels in:

- Arabic
- Greek
- Japanese
- Urdu

And we have developed the following A levels for the first time:

- Gujarati
- Persian
- Portuguese
- Turkish

Note that we have taken the decision not to develop AS qualifications in any of these languages.

This Getting Started Guide provides an overview of the new A level Urdu specification, to help you get to grips with the changes to content and assessment.

2 What's changed?

2.1 AS has not been redeveloped

Our discussions with school and colleges have indicated that, under the new system, in which AS results no longer count towards A level grades, take-up of AS level will be very limited. For this reason we have taken the decision only to offer the full linear A level in the languages being developed for first teaching in 2018.

2.2 Changes to A level qualifications

From September 2018, A level Urdu will be a fully linear qualification. This means that all examinations must be sat at the end of the course. More information about the implications of the move to linear assessment is given on page 8.

Separate subject criteria have been developed for these languages with smaller cohorts. While the level of rigour and demand will be the same, there will be no requirement for students to demonstrate spoken language skills.

Aims and objectives

There is a new set of aims and objectives for this A level. As a result, students are now required to:

- study two works from a prescribed list
- summarise information from spoken and written sources in writing
- develop independent research skills
- undertake a task integrating the skills of listening, reading and writing
- translate from and into the target language.

Themes

The specification content is broken down into four themes relating to the target language culture. Two themes relate to 'society, past and present', and two themes relate to 'political and/or intellectual and/or artistic culture, past and present'.

Prescribed works

In the specification, we have specified a list of prescribed works in the target language, including literary texts and films. Students must study either one literary text and one film, or two literary texts. Knowledge and understanding of works will be assessed in Paper 2 (Translation into Urdu and written response to works).

Summarising information

This is a new requirement testing students' ability to summarise information. Students should be able to:

- identify the main ideas
- summarise a line of argument and/or different points of view
- evaluate and draw conclusions.

Ability to summarise will be assessed in Paper 3 (Listening, reading and writing in Urdu), question 5(c).

Independent research skills

Students will be required to develop as independent researchers through the study of language. Students are required to select one research subject from the four given in the specification and undertake independent research on all three aspects. Students will have to demonstrate knowledge and understanding of the research subject in Paper 1 (Translation into English, reading comprehension and writing (research question) in Urdu).

Assessment Objectives

The A level languages Assessment Objectives have been revised.

There are two main changes to the Assessment Objectives:

- A new AO4 has been introduced. This requires knowledge and understanding of, and critical and analytical response to, cultural and social issues relating to countries where the target language is spoken.
- AO3 has a greater proportion of the marks than in the previous specification, and has a subtly changed emphasis – there is greater emphasis now on active application of grammar in generating new, independent language.

AO1 20%	Understand and respond in writing to spoken language drawn from a variety of sources
AO2 30%	Understand and respond in writing to written language drawn from a variety of sources
AO3 30%	Manipulate the language accurately, in written forms, using a range of lexis and structures
AO4 20%	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of the countries where the language is spoken

2.3 Specification overview

Assessment structure

Paper 1	Translation into English, reading comprehension and writing (research question) in Urdu	2 hours 30 minutes	40%
Paper 2	Translation into Urdu and written response to works	2 hours 40 minutes	30%
Paper 3	Listening, reading and writing in Urdu	2 hours 15 minutes	30%

Specification content

Specification content is now based around social, political and cultural themes, relating to the Urdu language, culture and communities. This will enable students to gain a deeper understanding of the culture related to their language of study, and ensure smooth progression to further study.

Themes 1, 3 and 4 focus on aspects of the society and politics of **Pakistan** only. Theme 2 focuses on political and artistic culture in **the Urdu-speaking world**.

Students will study four themes:

- **Theme 1: Evolving Pakistani society** **موضوع 1: پاکستانی معاشرے کا ارتقا**
- **Theme 2: Art and culture in the Urdu-speaking world** **موضوع 2: اردو بولنے والی دنیا میں تمدن اور فنون لطیفہ**
- **Theme 3: Immigration and multicultural society** **موضوع 3: (بجرتِ ترک وطن) اور کثیر الثقافتی معاشرہ**
- **Theme 4: Aspects of Pakistani politics** **موضوع 4: پاکستانی سیاست کے رخ**

There are a number of sub-themes, which can be found on page 6. The questions in the question papers are set within the context of these themes.

Students are also required to undertake independent research based on one of the four research subjects listed in the specification. Students must research all three aspects within the research subject. Research subjects and aspects are as follows:

- **تعلیم کے متوازی نظام ؛ لڑکیوں، لڑکوں کے لیے یکسان موقع؛ غربا کے لئے بہتر موقع**
میڈیا: آزادی اظہار؛ سیاست پر پرنٹ میڈیا کے اثرات؛ سوشن میڈیا کے نتیجے میں بڑھنا بوسیاسی شعور
- **پاکستان سے بجرت: بجرت کی سیاسی اور معاشی وجوہات؛ اعلیٰ تعلیم یافتہ طبقے کا ترک وطن؛ پاکستانی معاشرے پر وطن لوٹھے والوں کے مثبت اثرات**
پاکستان میں ماحولیاتی مسائل سے متعلق اقدامات
- **موسیماں تبدیلیوں اور آؤڈگی کے مسائل کے سنبھاب کے لئے حکومت کی کارروائیاں؛ قدرتی آفات کے سبب باب کے لئے حکومت کے اقدام؛ پاکستان میں غیر ملکی امدادی ادارے**

Comparison of reformed and legacy specifications

Reformed specification	Legacy specification
Theme 1	<p>موضوع 1: پاکستانی معاشرے کا ارتقاء خاندان: خاندانی ساخت میں تبدیلیاں؛ خاندان میں عورتوں کا کردار اور مقام؛ شادی کے بارے میں بدلنے بوجے روپے کام؛ پیشہوں میں تبدیلیاں؛ کام کی جگہ پر عورتیں؛ کارکنوں کے حقوق</p>
Theme 2	<p>موضوع 2: اردو بولنے والی دنیا میں تمدن اور فنون اطیفہ لوک رسم و روایت: لوک موسیقی؛ مغرب کا ابھرتا بوا اثر؛ قومی اور مذہبی تواریخ مقول کلچر؛ سینما سے متعلق کلیدی تحریکیں اور اصناف؛ سینما میں آئے والی تبدیلیاں، کیا کیا دیکھا جائے سکتا ہے۔ ٹیلیویژن کا جر کے اثرات</p>
Theme 3	<p>موضوع 3: (بجرت ترک وطن) اور کثیر الثقافتی معاشرہ ایک متنوع اور گوناگون معاشرے کے مثبت پہلو: پاکستان میں کمیونٹی سے پیوستگی؛ ایک متنوع معاشرے کے کلپر پر اثرات؛ معاشی ترقی میں مہاجرین کا کردار بجرت (ترک وطن) کی جانب رجحانات و طرز فکر؛ معاشرے کو یکجا کرنے کے لئے کمیونٹی کی سرگرمیاں؛ بجرت (ترک وطن) کی جانب عوام کا طرز فکر؛ مہاجرین کا نکتہ نظر</p>
Theme 4	<p>موضوع 4: پاکستانی سیاست کے رخ قیام پاکستان (1947): پاکستان پر سیاسی اثرات؛ پاکستان کے عوام پر تقسیم پاک و بند کے سماجی اثرات؛ پاکستان میں جمہوریت کا ارتقاء جاگیرداری نظام؛ پاکستانی دیہاتی معاشرے میں اس کے سیاسی اثرات؛ دیہاتی علاقوں میں اس کے سماجی اثرات؛ شہری اور دیہاتی علاقوں کی سیاست میں تفرقہ و ممائٹ</p>

<p>Literary works</p>	<p>Prescribed list of works:</p> <p>1. بطرس کے مضمون مصنف احمد شاہ بخاری 2. سویرے جو کل انکھ میری کھلی 3. اردو کی آخری کتاب 4. مُرِيد پُور کا پیر 5. مرحوم کی یاد میں 6. لاپور کا جغرافیہ 7. آنگن خدیجہ مستور 8. بساط باصر کاظمی (1987)</p> <p>Students are expected to produce responses that relate to features such as:</p> <ul style="list-style-type: none"> • form and technique • key themes, concepts and issues • characterisation • plot structure • social and cultural setting 	<p>Study of literary works not compulsory. Students could choose to study one of the prescribed texts for Unit 2 Section C.</p>
<p>Films</p>	<p>Prescribed list of films:</p> <p>1. بن روئے (2015) مومنہ درید 2. باغیان (2003) روی چوپڑہ 3. بھرنگی بھائیجان (2015) کبیر خاں</p> <p>Students are expected to produce responses that relate to features such as:</p> <ul style="list-style-type: none"> • form and technique • key themes, concepts and issues • characterisation • plot structure • social and cultural setting 	<p>Study of film not required.</p>
<p>Independent research</p>	<p>Must be based on one of the four research subjects listed in the specification:</p> <p>1. تعلیم کے متوازی نظام، لڑکیوں، لڑکوں کے لیے یکساں موقع، غربا کے لئے بہتر موقع 2. میڈیا: ازادی اظہار، سیاست پر پرمنٹ میڈیا کے اثرات، سوشل میڈیا کے نتیجے میں بڑھتا ہوا سیاسی شعور 3. پاکستان سے بجرت: بجرت کی سیاسی اور معاشی وجوہات، اعلیٰ تعلیم یافتہ طبقے کا ترک وطن، پاکستانی معاشرے پر وطن لوٹتے والوں کے مثبت اثرات 4. پاکستان میں ماحولیاتی مسائل سے متعلق اقدامات موسیبائی تبدیلیوں اور آؤڈگی کے مسائل کے سیکھا کے لئے حکومت کی کارروائیاں، فدراتی آفات کے سبب باب کے لئے حکومت کے اقدام، پاکستان میں غیر ملکی امدادی ادارے۔</p> <p>Students must research all three aspects of their chosen research subject</p>	<p>Must link to Urdu-speaking culture and/or society: chosen from a list of prescribed topics and texts in the specification.</p>

3 Planning

3.1 Planning a linear A level course

The key difference with a linear A level is that all exams are taken at the end of the (usually) two-year course. As a result, it is not possible to retake individual exams – rather, if you wish to retake, you must retake the entire qualification.

In terms of language learning, this is a logical and positive development because students must retain and build on everything they learn in order to master a language effectively.

Course planning needs to cover:

- four themes
- either two literary texts, or a literary text and a film
- sufficient practice in listening, reading, writing and translation
- a broad range of grammar and opportunities to use this to generate language independently
- independent research of selected research subject
- development of critical and analytical thinking.

Here is just one way in which you might structure a two-year course:

		Grammar	Skills	Research
Year 1	Theme 1	Revision/ development	Transferable listening, reading, writing, translation, thinking	Develop skills/research all aspects of chosen research subject
	Theme 2			
	Literary work/Film			
Year 2	Theme 3	Revision/ development	Transferable listening, reading, writing, translation, thinking	Develop skills/research all aspects of chosen research subject
	Theme 4			
	Literary work/Film			
	Revision			

3.2 Suggested resources

Our free **online support** for A level Urdu, which can be accessed on our website, includes guides on:

- [teaching literature](#)
- [teaching film](#)
- [how to analyse a text or film](#)
- [how to develop research skills](#).

Other useful resources include:

Grammar

Step by Step Urdu, Tasnim F Korotana, The Mehfil, London (2014) (www.themehfil.co.uk); Amazon books, UK

Literature

Urdu poetry

<https://www.rekhta.org/AuthorsEBooks>

Patras Bukhari

<https://www.youtube.com/watch?v=KdfvHz5Pe-c>

Amazon Urdu books

<https://www.amazon.co.uk/Urdu-Books/b?ie=UTF8&node=713764>

Films

Bajrangi Bhaijan: available on Amazon Prime

<https://www.amazon.com/Bajrangi-Bhaijaan-Kabir-Khan/dp/B073WLFCTW>

Bin roye: available on Amazon Prime

https://www.amazon.com/Episode-1/dp/B0787G1P3P/ref=sr_1_1?s=instant-video&ie=UTF8&qid=1530734285&sr=1-1&keywords=bin+roye+movie

Baghbaan: available on DVD

https://www.amazon.com/BAGHBAN/dp/B077N4P7WB/ref=sr_1_2?s=instant-video&ie=UTF8&qid=1530734558&sr=8-2&keywords=baghban+movie

Newspapers, television and radio

Weekly Urdu Times UK

<http://epaper.pknewspapers.com/weekly-urdu-times-uk.html>

ARY Digital UK

AAG TV

ARY QTV

ARY News

Geo TV

Geo News UK

Geo Tez UK

PTV Global

4 Content guidance

The themes and sub-themes identified below are vehicles for the development of linguistic and cognitive skills, as well as cross-cultural awareness. Assessment is predominantly related to the ability to use the target language. Papers 1, 2 and 3 will be based on content from the four themes. Students will need to demonstrate knowledge and understanding of, and critical and analytical response to, the target language community and culture.

4.1 Themes and sub-themes

Theme 1, 'Evolving Pakistani society', examines the emergence and evolution of specific social issues and trends that are of core importance to Pakistan. The optional research subject, 'equal access to education in Pakistan' will give students the opportunity to examine key developments and changes.

In **Theme 2**, 'Art and culture in the Urdu-speaking world', students are able to expand their cultural knowledge by learning about artistic culture in Pakistan and areas of India where Urdu is an official language. The sub-themes 'folklore' and 'popular culture' cover important aspects of modern and traditional Pakistani culture, and Indian culture in areas where Urdu is an official language. The optional research subject, 'the media', focuses on what is an important political and cultural movement.

In **Theme 3**, 'Immigration and multicultural society', the sub-themes 'positive features of a diverse society' and 'attitudes towards immigration' cover important aspects of Pakistani society, past and present. The optional research subject 'emigration from Pakistan' requires students to study a very topical, well-documented and interesting area which has had a significant impact on Pakistan.

Theme 4, 'Aspects of Pakistani politics', focuses on political culture in the context of issues and events in contemporary Pakistan. The creation of Pakistan and events leading up to the partition of India (and its repercussions) have had a fundamental impact on the political scene in Pakistan. The optional research subject 'responses to environmental issues in Pakistan' gives students the opportunity to study the government's responses to pollution, climate change and natural disasters.

4.2 Prescribed works

Literary works	1. پٹرس کے مضامین مصنف احمد شاہ بخاری 2. سویرے جو کل آنکھ میری کھلی 3. اردو کی آخری کتاب 4. مُرید پور کا پیر 5. مرخوم کی یاد میں 5. لاپور کا جغرافیہ (2011) essays خیجہ مستور آنگن -2 (1999) novel باقر کاظمی بساط -3 (1987) play
Films	1. بن روئے (2015) مونہ دری 2. باغبان (2003) روی چوپڑہ 3. بجنگی بھائیجان (2015) کبیر خاں

For each of the prescribed literary works and films, students need to consider:

- Author/Director
- Relevant background
- Plot
- Main character(s)
- Themes
- Important quotations/dialogue and scenes
- Reference materials and extended reading

For further guidance, download our [guide to analysing text or film](#).

5 Assessment guidance

5.1 Breakdown of Assessment Objectives

The breakdown of Assessment Objectives by paper will be as follows:

Paper	AO1 %	AO2 %	AO3 %	AO4 %	Total
Paper 1: Translation into English, reading comprehension and writing (research question) in Urdu	-	25	5	10	40%
Paper 2: Translation into Urdu and written response to works	-	-	20	10	30%
Paper 3: Listening, reading and writing in Urdu	20	5	5	-	30%
Total	20	30	30	20	100%

5.2 Assessment overview

The Pearson Edexcel A level in Urdu comprises three externally-examined papers that assess listening, reading and writing skills.

Paper 1: Translation into English, reading comprehension and writing (research question) in Urdu 2 hours 30 minutes (80 marks)
Section A: Translation into English (20 marks) We recommend students spend 20 minutes on Section A. Students must translate one unseen passage from Urdu into English. Section A draws on vocabulary and structures from any one of the sub-themes within the four themes.
Section B: Reading (20 marks) We recommend students spend 45 minutes on Section B. Students must respond to a series of comprehension questions based on a variety of text types and genres. Section B draws on vocabulary and structures across all sub-themes within the four themes.
Section C: Writing (research question) (40 marks) We recommend students spend 1 hour 25 minutes on Section C. Students must read one unseen text in Urdu and then answer a question, incorporating information and ideas from both the unseen text and their research findings. Section C draws on a student's independent research of their chosen research subject.

Paper 2: Translation into Urdu and written response to works

2 hours 40 minutes, 110 marks

Section A: Translation into Urdu (20 marks)

We recommend students spend 30 minutes on Section A.

Students must translate one unseen passage from English into Urdu. Section A draws on vocabulary and structures from **any one** of the sub-themes within the four themes.

Section B: Written response to works (literary texts) (45 marks)

We recommend students spend 1 hour 5 minutes on **each** response in Sections B and C.

Students must write an extended response on either one **or** two of the literary texts listed in the specification. Students choose one question from a choice of two for each of their chosen literary texts. If a student answers questions on two literary texts, then they do not complete Section C.

Section C: Written response to works (films) (45 marks)

We recommend students spend 1 hour 5 minutes on **each** response in Sections B and C.

Students must write an extended response on **one** of the films listed in the specification (if they only answered one question in Section B). Students choose one question from a choice of two for their chosen film.

Paper 3: Listening, reading and writing in Urdu

2 hours 15 minutes, 60 marks

Section A: Listening comprehension (30 marks)

We recommend students spend 45 minutes on Section A.

Students must respond to comprehension questions based on a variety of contexts and sources. Section A draws on vocabulary and structures across **all** sub-themes within the four themes.

Section B: Listening, reading and writing (30 marks)

We recommend students spend 1 hour 30 minutes on Section B.

Students must summarise a listening source and a text, both of which are based on the same sub-theme. Students must then evaluate the points of view in both sources, stating which views they agree with and why. Section B draws on vocabulary and structures from **any one** of the sub-themes within the four themes.

5.3 Understanding how to apply the mark grids

Paper 1: Translation into English, reading comprehension and writing (research question) in Urdu

Section A: Translation into English

The translation into English is marked using a points-based mark scheme (Sample Assessment Materials, pages 25–26). The translation is divided into 20 ‘chunks’, and there is one mark available for the correct translation of each chunk.

The mark scheme gives acceptable answers for each chunk but these are indicative only and variants will be accepted by the examiner if they convey the same intended meaning.

Misspellings are tolerated as long as they don’t lead to ambiguity. For example, ‘drought’ misspelled as ‘drowght’ would be acceptable, but misspelled as ‘draught’ would be unacceptable as this is a real word with a different meaning (leading to ambiguity).

Section B: Reading comprehension

The questions in this section are marking using a points-based mark scheme (Sample Assessment Materials, pages 29–30).

There is extensive guidance on the marking principles that will be applied to the questions in this section on pages 27–28 of the Sample Assessment Materials. The key things to remember are:

- Students don't have to respond in full sentences to open-response questions.
- Students can use words from the reading extract in their answer, but must not copy whole sections where the question requires them to manipulate the language in order to give an accurate response.
- There are no marks for quality of language in this section so spelling and grammar mistakes will be tolerated as long as they do not introduce ambiguity.
- For a one-mark answer, the candidate's first response is taken as the answer, even if this response is incorrect and the correct information follows later. Where two marks are available, apply the same rule, i.e. the first two responses are taken as the answer even if they are incorrect and the correct information follows later.
- Students must answer in Urdu – correct answers in the wrong language will not be awarded marks.

Section C: Writing (research question)

This question is marked using three levels-based mark grids:

- Knowledge and understanding of society and culture (AO4)
- Understand and respond to written language (AO2)
- Accuracy and range of language (AO3)

In their response, students should demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must also refer to information in the text that supports their ideas, arguments and conclusions (thereby showing understanding of the text).

There are more marks available for AO4 (20 marks) than AO2 (10 marks), so students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language – AO2).

Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas, information, references and examples related to aspects such as:

- lifestyle/customs/events, both current and historical
- important figures, both current and historical
- public opinion, feelings, reaction and behaviour.

Note this list is not exhaustive.

Answers will be marked according to the guidance on pages 33–36 of the Sample Assessment Materials.

Paper 2: Translation into Urdu and written response to works

Section A: Translation into Urdu

The translation into Urdu is marked using a points-based mark scheme (Sample Assessment Materials, pages 59–60). The translation is divided into 20 ‘chunks’, and there is one mark available for the correct translation of each chunk.

The mark scheme gives acceptable answers for each chunk but these are indicative only and variants will be accepted by the examiner if they convey the same intended meaning.

The mark scheme for Paper 2 states:

- Spelling: non-grammatical misspellings are tolerated, for example تھوار rather than تھوار, as long as they are not ambiguous (for example رواج rather than روایت or in the wrong language).
- Verb endings must be correct and will not be classed as spelling errors.
- Adjective endings must be correct and will not be classed as spelling errors.

Sections B and C: Written response to works

Each individual essay is marked using three levels-based mark grids:

- Critical and analytical response (AO4)
- Range of grammatical structures and vocabulary (AO3)
- Accuracy of language (AO3)

Answers will be marked according to the guidance on pages 61–67 of the Sample Assessment Materials.

The indicative content given in the mark scheme is not exhaustive, and you will be rewarded for any valid response and may draw on any relevant examples from the work.

Paper 3: Listening, reading and writing in Urdu

Section A: Listening comprehension

The questions in this section are marked using a points-based mark scheme (Sample Assessment Materials, pages 107–112).

Section B: Listening, reading and writing

Questions 5(a) and 5(b) are marked using a points-based mark scheme (Sample Assessment Materials, pages 113–114).

Question 5(c) is marked using three levels-based mark grids:

- Understand and respond to spoken language (AO1)
- Understand and respond to written language (AO2)
- Accuracy and range of language (AO3)

Answers will be marked according to the guidance on pages 115–120 of the Sample Assessment Materials.

6 Subject advisor support

Your subject advisor for languages is Alistair Drewery, and you can contact him with any questions you have about A level Urdu.

Alistair Drewery

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