

Examiners' Report/
Principal Examiner Feedback

Summer 2013

GCE Urdu (6UR03)
Paper 1A

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Unit 3: Understanding and Spoken Response in Urdu

This year the performance of the candidates in 6UR03 paper was much better than the last year. It showed a gradual improvement in the performance of the candidates in this paper ever since the new syllabus was introduced. The reason for the progress is possibly that more and more teacher examiners got trained and experienced.

On the other side, the inexperienced teacher examiners still did not conduct the exams according to the specification. It appeared that the distinction between 6UR01 and 6UR03 test was not very clear and the exam was conducted in the same fashion. This could potentially prevent candidates from achieving higher marks no matter what their ability. It should be noted that for 6UR03 exams candidates must choose an issue/stance type topics where a debate can be created with two opposing sides. The teacher examiner should advise candidates that they must take a stance and they need to defend it and the teacher examiners should argue from the opposite stance.

If, for example, a candidate had chosen a non-debatable topic like "Taleeme-niswan", the teacher examiner could have discussed and the topic could be presented as follows: "is it necessary to educate girls in Pakistan?" Another example is "unemployment in Pakistan". This clearly cannot be argued but it could be presented as, for example, "Is the government responsible for the unemployment in Pakistan?"

It was observed that in a few centres the candidates were allowed to talk freely for a long time and no intervention was made by the teacher examiner. The conversation ended without any questioning by the teacher examiner. On the other hand, in some cases, teacher examiner's input was far too long. Where no two unpredictable areas were covered the candidates could be prevented from accessing higher marks.

It is worth mentioning that in some large centres the teacher examiners and the candidates were both well prepared, they performed extremely well.

It was observed that this year no teacher examiner had performed the test in less than 10 minutes. In other words the teacher examiners observed timing. As a result candidates did not lose marks because the test was too short. This indicates further improvement towards conducting the test.

This year the oral form was designed to remind the candidates that they should choose issue type topics. It was clearly written: candidates must indicate their stance/standpoint on the issue (i.e. I am in support or I disagree with). In spite of this effort in a few centres the candidates chose the topics such as education, unemployment, pollution and drugs etc. No debate was possible until the teacher examiners could make them debatable.

ADMINISTRATION MATTERS:

A few centres had sent old oral forms. Some centres submitted new oral forms attached with the old forms. Some of the markers received a few oral forms in which neither the candidates nor the teacher examiners had signed. A very small number of centres had sent the CD only without any form attached. It is advisable to go refer to the "**Administrative Support Guide Conducting oral examinations (2013)**" pdf document which is found at the Edexcel's website.

*Centres are reminded of the Edexcel Notice to Centres on the website to inform them that **audio cassettes will no longer be accepted for assessment** after September 2014.*

Unit 1: Spoken Expression and Response

Marking guidance for oral examiners

Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds. Candidates are allowed a 30 second tolerance.

Drop down one mark band to the corresponding mark across the following assessment grids:

- 'Quality of Language – Accuracy'
- 'Quality of Language - Range of lexis'
- 'Response'

e.g.

4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

If a candidate would have scored 7, they should be given 5, if they would have scored 6, they should be given 4. This will not affect the other assessment criteria 'Understanding – Stimulus specific' or 'Understanding – General Topic Area'.

Test that are too long

Once the 10 minute mark has passed, the examiner stops listening at the end of the next sentence.

Tests that do not move away from initial stimulus sub topic

Candidates are limited in the amount of marks they can score.

- 'Quality of Language - Range of lexis' – limited to a maximum of 3 marks
- 'Response' – limited to a maximum of 8 marks
- 'Understanding - General topic area' – cannot score more than 0

Tests that are pre-learnt

Candidates are limited in the amount of marks they can score.

- 'Response' - limited to a maximum of 8 marks

Please note:

Understanding – Stimulus specific should only be used to mark **Section A** of the oral test.

Understanding – General topic area should only be used to mark **Section B** of the oral test

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwant to/Pages/grade-boundaries.aspx>

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