

A Level Urdu



Specification

**Pearson Edexcel Level 3 Advanced GCE in Urdu
(listening, reading and writing) (9UR0)**

First teaching from September 2018

First certification from 2020

Issue 1

Contents

1 Introduction	2
Why choose the Edexcel Level 3 Advanced GCE in Urdu?	2
Supporting you in planning and implementing this qualification	3
Qualification at a glance	4
2 Subject content and assessment information	7
Themes, sub-themes and research subjects	8
Paper 1: Translation into English, reading comprehension and writing (research question) in Urdu	10
Paper 2: Translation into Urdu and written response to works	21
Paper 3: Listening, reading and writing in Urdu	28
Assessment Objectives	34
3 Administration and general information	35
Entries	35
Access arrangements, reasonable adjustments, special consideration and malpractice	35
Student recruitment and progression	38
Appendix 1: Prescribed literary texts and films	41
Appendix 2: Grammar list	42
Appendix 3: The context for the development of this qualification	47
Appendix 4: Transferable skills	49
Appendix 5: Level 3 Extended Project qualification	50
Appendix 6: Codes	52

1 Introduction

Why choose the Edexcel Level 3 Advanced GCE in Urdu?

We believe languages should appeal to all students. Our new Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) has been developed to inspire all students to have an appreciation of the language, literature, film and culture of Pakistan and areas of India where Urdu is an official language.

We have listened to feedback from the languages community – subject associations, academics and advisors, together with teachers and students – and have designed a motivating course of study that will enable your students to develop advanced level knowledge and understanding of the Urdu language, the culture of Pakistan and areas of India where Urdu is an official language.

As well as practical and valuable language and transferable study skills. This specification will help to prepare students for higher education and enhance their employability profile.

Inspiring and engaging themes – our qualification features familiar and popular themes, as well as some new content that provides clear links to some of the most fundamental and interesting aspects of the culture of Pakistan and areas of India where Urdu is an official language.

Popular literary texts and films – we offer a choice of literary texts and films that includes contemporary and more classic titles.

Rewards creativity – our assessments place an emphasis on communication and grammar, as well as providing plenty of opportunities for students to apply their knowledge independently and creatively. Clear mark schemes encourage students to develop ideas, use language to persuade and analyse, and give critical responses in their writing.

Clear and coherent structure – our qualification has a straightforward structure with four engaging themes: ہجرت (ترک وطن) اور اردو بولنے والی دنیا میں تمدن اور فنون لطیفہ: پاکستانی معاشرے کا ارتقا؛ پاکستانی سیاست کے رُخ؛ کثیر الثقافتی معاشرہ

The four themes are studied alongside two works (either two literary texts or one literary text and one film) and are assessed through three externally-examined papers.

Manageable content – we have worked closely with teachers and students to ensure that our content is manageable and appropriate so that you and your students can be confident that you have enough time to cover what you need to at the appropriate depth.

Continuous progression – our content builds on the understanding developed at Key Stage 4 and gives students the opportunity to learn and apply important transferable skills in critical thinking and analysis, enabling them to make a smooth transition to the next level of study. However, students do not need to have studied GCSE Urdu to follow this course.

Supporting you in planning and implementing this qualification

Our *Getting Started Guide*, available on our website, gives you an overview of the new A Level qualification to help you get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.

Teaching and learning

There will be lots of free teaching and learning support to help you deliver the new qualification, including:

- support with teaching literature and film
- support for the independent research.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support

Our subject advisor service, led by Alistair Drewery, and our online community will ensure that you receive help and guidance from us, and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) consists of three externally-examined papers that assess listening, reading and writing skills. These assessments will be set and marked by Pearson.

Students must complete all assessments in May/June in any single year.

Paper 1: Translation into English, reading comprehension and writing (research question) in Urdu (*Paper code: 9UR0/01)
Written examination: 2 hours 30 minutes 40% of the qualification 80 marks
Content overview Section A draws on vocabulary and structures from any one of the sub-themes within the four themes listed on pages 8–9. Section B draws on vocabulary and structures across all sub-themes from within the four themes listed on pages 8–9. Section C is based on independent research selected and carried out by the student. The research must be based on one of the research subjects listed on pages 8–9. All aspects of the chosen research subject must be studied. Students use information from their research findings and from an unseen written text to answer the question.
Assessment overview Students are not permitted access to a dictionary during the examination or any documentation related to their research The examination is made up of: Section A: Translation into English (20 marks) An unseen passage to be translated from Urdu to English. Section B: Reading (20 marks) A reading assessment based on a variety of text types and genres. Students must respond to a series of comprehension questions. Section C: Writing (research question) (40 marks) A reading and writing question based on an aspect of the student’s chosen research subject. Students read a text and then answer a question, incorporating information and ideas from both the text and their research findings.

Paper 2: Translation into Urdu and written response to works

(*Paper code: 9UR0/02)

Written examination: 2 hours and 40 minutes

30% of the qualification

110 marks

Content overview

Section A draws on vocabulary and structures from any one of the sub-themes within the four themes listed on pages 8–9.

Sections B and C draw on the study of two discrete Urdu works: either two literary texts or one literary text and one film. The works must be taken from the list provided in *Appendix 1: Prescribed literary texts and films*. The literary texts listed include a novel, short essays and a play. All of the films are feature length.

Assessment overview

This paper includes a translation exercise and two essays on either two literary texts **or** one literary text and one film (students must **not** answer questions on two films).

During the examination, students are not permitted access to a dictionary or any documentation relating to the works.

Section A: Translation into Urdu (20 marks)

Students translate an unseen passage from English into Urdu.

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

Students must write an extended response on either one **or** two of the literary texts listed in *Appendix 1: Prescribed literary texts and films*.

Students select **one** question from a choice of two for each of their chosen literary text(s).

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)

Students who answer only one question from a literary text in the Section B must write an extended response on **one** of the films listed in *Appendix 1: Prescribed literary texts and films*.

Students select one question from a choice of two for their chosen film.

Paper 3: Listening, reading and writing in Urdu	(*Paper code: 9UR0/03)
Written examination: 2 hours and 15 minutes	
30% of the qualification	
60 marks	
Content overview	
<p>Section A draws on vocabulary and structures across all sub-themes within the four themes listed on pages 8–9.</p> <p>The Section B draws on vocabulary and structures from any one of the sub-themes within the four themes listed on pages 8–9. There is one unseen listening source and one unseen written source that students must respond to.</p>	
Assessment overview	
<p>This paper includes a listening comprehension and a question that assesses listening, reading and writing skills together.</p> <p>Students are not permitted access to a dictionary during the examination.</p>	
Section A: Listening comprehension (30 marks)	
<p>A listening assessment based on a recording that features male and female Urdu speakers. Students will respond to comprehension questions based on a variety of contexts and sources.</p> <p>The listening audio files for the sample assessment materials are available on the Pearson Edexcel website.</p>	
Section B: Listening, reading and writing question (30 marks)	
<p>Students summarise a listening source and a text that are based on the same sub-theme. Students then evaluate the points of view in both sources, stating which views they agree with and why.</p>	

*See *Appendix 6: Codes* for a description of this code and all other codes relevant to this qualification.

2 Subject content and assessment information

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of Pakistan and areas of India where Urdu is an official language.
- develop control of the language system to convey meaning, using written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of Urdu
- develop their ability to understand language in spoken and written form and to interact effectively with users of Urdu in writing
- develop language skills and strategies, including comprehension strategies such as using contextual clues and cues, and communication strategies to build fluency and confidence in writing
- develop speaking skills as part of their courses of study, although there will be no assessment of those skills
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of Urdu and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of Pakistan and areas of India where Urdu is an official language.
- translate texts from English into Urdu, and from Urdu into English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- develop their capacity for critical and analytical thinking through the language of study
- develop as independent researchers through the language of study.

Themes, sub-themes and research subjects

Papers 1, 2 and 3 will be based on content from the following four themes.

The four themes address a range of content related to society past and present, as well as aspects of the political and artistic culture of Pakistan and areas of India where Urdu is an official language.

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**, i.e. Pakistan and areas of India where Urdu is an official language.

Each theme is broken into two sub-themes and a research subject (highlighted in bold). Each sub-theme and research subject is divided into a series of aspects.

Students are required to select only **one** research subject for Paper 1 and must cover all three aspects of the research subject. Students must base their research on only **one** country/area. For Themes 1, 3 and 4, students must focus on Pakistan only; for Theme 2, students must focus on either Pakistan or one of the areas of India where Urdu is an official language. Teachers should consider cultural sensitivities when giving guidance to students on selecting an appropriate research subject. See pages 12-13 of the specification for further guidance on the independent research.

موضوع 1: پاکستانی معاشرے کا ارتقا

Theme 1 is set in the context of Pakistan. This theme covers society past and present. If the research subject is chosen from this theme, it must focus on Pakistan only.

خاندان: خاندانی ساخت میں تبدیلیاں؛ خاندان میں عورتوں کا کردار اور مقام؛ شادی کے بارے میں بدلتے ہوئے رویے
کام؛ پیشوں میں تبدیلیاں؛ کام کی جگہ پر عورتیں؛ کارکنوں کے حقوق
تحقیق کے لئے موضوعات
تعلیم کے متوازی نظام؛ لڑکیوں، لڑکوں کے لیے یکساں مواقع؛ غربا کے لئے بہتر مواقع
موضوع 2: اردو بولنے والی دنیا میں تمدن اور فنون لطیفہ

Theme 2 is set in the context of the Urdu speaking world. This theme covers artistic culture past and present (folklore, popular culture) and political culture past and present (Media). If the research subject is chosen from this theme, it must focus on **either** Pakistan **or** on one area of India where Urdu is an official language.

لوک رسوم و روایت: لوک موسیقی؛ مغرب کا ابھرتا ہوا اثر؛ قومی اور مذہبی تہوار
مقبول کلچر: سینما سے متعلق کلیدی تحریکیں اور اصناف؛ سینما میں آنے والی تبدیلیاں، کیا کیا دکھایا جا سکتا ہے۔
ٹیلی ویژن کلچر کے اثرات
تحقیق کے لئے موضوعات
میڈیا: آزادی اظہار؛ سیاست پر پرنٹ میڈیا کے اثرات؛ سوشل میڈیا کے نتیجے میں بڑھتا ہوا سیاسی شعور

موضوع 3: (ہجرت ترک وطن) اور کثیر الثقافتی معاشرہ

Theme 3 is set in the context of Pakistan. This theme covers Society Past and Present. If the research subject is chosen from this theme, it must focus on Pakistan only.

ایک متنوع اور گوناگون معاشرے کے مثبت پہلو: پاکستان میں کمیونٹی سے پیوستگی؛
ایک متنوع معاشرے کے کلچر پر اثرات؛ معاشی ترقی میں مہاجرین کا کردار
ہجرت (ترک وطن) کی جانب رجحانات و طرز فکر: معاشرے کو یکجا کرنے کے لئے کمیونٹی کی سرگرمیاں؛
ہجرت (ترک وطن) کی جانب عوام کا طرز فکر؛ مہاجرین کا نکتہ نظر
تحقیق کے لئے موضوعات

پاکستان سے ہجرت: ہجرت کی سیاسی اور معاشی وجوہات؛ اعلیٰ تعلیم یافتہ طبقے کا ترک وطن؛ پاکستانی معاشرے پر وطن لوٹنے والوں کے مثبت اثرات

موضوع 4: پاکستانی سیاست کے رُخ

Theme 4 is set in the context of Pakistan. This theme covers political culture past and present. If the research subject is chosen from this theme, it must focus on Pakistan only.

قیام پاکستان (1947): پاکستان پر سیاسی اثرات؛ پاکستان کے عوام پر تقسیم پاک و ہند کے سماجی اثرات؛ پاکستان میں جمہوریت کا ارتقا
جاگیرداری نظام: پاکستانی دیہاتی معاشرے میں اس کے سیاسی اثرات؛ دیہاتی علاقوں میں اس کے سماجی اثرات؛

شہری اور دیہاتی علاقوں کی سیاست میں تفرق و مماثلت

تحقیق کے لئے موضوعات

پ پاکستان میں ماحولیاتی مسائل سے متعلق اقدامات
موسمیاتی تبدیلیوں اور آلودگی کے مسائل کے سدباب کے لئے حکومت کی کارروائیاں؛ قدرتی آفات کے سدباب کے لئے حکومت کے اقدام؛ پاکستان میں غیرملکی امدادی ادارے۔

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

Content

Students will be assessed on their ability to translate accurately from Urdu into English, their understanding of written Urdu from a variety of types of authentic texts, and their knowledge and understanding of culture and society via research.

Texts vary in length and include an extended passage. All written materials are culturally relevant to Pakistan and areas of India where Urdu is an official language (depending on where they are covered within the themes) and are drawn from the four themes (listed on pages 8–9).

Students should be able to:

- translate from Urdu into English
- understand main points and detail from written material
- infer meaning from complex written material
- assimilate and use information from written sources
- develop research skills, demonstrating the ability to initiate and conduct individual research using a range of authentic sources in Urdu
- use information from research findings and an unseen text to put forward an argument, draw conclusions and demonstrate knowledge and understanding of the research subject.

Although speaking skills are not directly assessed in the qualification, students should be encouraged to develop their speaking skills in Urdu during the course of study.

Translation into English

The content of the translation will be taken from any one of the sub-themes within the four themes.

Reading

The reading section will be made up of texts containing both factual and abstract content and will be authentic or adapted from authentic sources. The texts will include contemporary, historical, literary, fiction and non-fiction sources, written for different purposes and audiences.

Writing (research question)

This section comprises an unseen text based on the research subject and a question related to the text. Students must use their research findings, as well as information in the text, to answer the question.

Assessment information

- First assessment: May/June 2020.
- The total assessment time is 2 hours and 30 minutes. Recommended timings for each section are given below.
- The assessment is out of 80 marks.
- There are three sections in the paper. They cover the assessment of translation, reading, and writing skills in Urdu, as well as knowledge and understanding of culture and society.
- Students must answer all questions in each Sections A and B and one question on their chosen research subject in Section C.
- Students are not permitted access to a dictionary during the examination or any documentation related to their research.
- For Section A (translation into English), 20 minutes (recommended timing), 20 marks:
 - students are given one unseen text in Urdu and must translate it into English.
- For Section B (reading), 45 minutes (recommended timing), 20 marks:
 - students respond to four questions based on the texts provided
 - questions are comprised of both multiple-choice questions and open-response questions.
- For Section C (writing), 1 hour and 25 minutes (recommended timing), 40 marks:
 - students are required to select only one research subject prior to the examination and must base their research on only one country/area. Students must research Pakistan only, if they choose the research subject from Themes 1, 3 or 4. Students who choose the research subject from Theme 2 must base their research on **either** Pakistan **or** one area of India where Urdu is an official language.
 - in the examination, for each research subject, students read one unseen text in Urdu and then respond to a statement based on the research subject; they must use information from the unseen text and their research findings in their response (as students must only research one country/area, the unseen text for Theme 2 will be general in nature and equally relevant to Pakistan and any area of India where Urdu is an official language).
 - students are expected to critically analyse the statement and demonstrate knowledge and understanding of the research subject. They do this by presenting ideas, arguments and conclusions that are supported by relevant information, examples and references from their research findings and from the unseen text. Students must use a range of language accurately and focus on the question throughout their response
 - students should write approximately 320-370 words in their answer.
- All questions in Sections B and C are set in Urdu and must be answered in Urdu.

The recommended timings have been set to enable the student to complete each section in sufficient time.

Guidance on the independent research

For the purposes of the assessment, independent research means research carried out without the help or instruction of others, including teachers.

The independent research must relate to the Urdu-speaking cultural and/or social context. The student must base their research on all aspects of **one** of the prescribed research subjects listed on pages 8 and 9. Students must base their response on **one** country/area only (see pages 8 to 9). Students who choose Themes 1, 3 or 4 must base their response on Pakistan only. If students choose Theme 2, they must base their response on **either** Pakistan **or** one area of India where Urdu is an official language. Correspondingly, the student's response in the examination must only refer to that country/area. If students do refer to more than one country/area, they are likely to disadvantage themselves as they will waste time writing content that will not gain them any marks. Students should therefore be discouraged from doing this (see the mark grid 'Knowledge and understanding of society and culture').

The independent research must **not** relate to or make reference to one of the literary works or films studied for Paper 2. The independent research **must**:

- allow students to gather evidence independently from at least two authentic sources in the assessed language. Authentic sources could include newspaper and magazine articles, online written sources, journals, literary texts, films, television, radio, online audio-visual material and interviews. The types of evidence that show knowledge and understanding of society and culture (and research) are outlined in information relating to indicative content on page 16
- enable the student to contextualise and evaluate their findings independently.

The table below gives guidance on the process that could be followed.

Stage	Description
1 Pre-independent research	<ul style="list-style-type: none"> • Teacher instruction on how to conduct research, for example the teacher gives advice on suitable resources and how to analyse information. • Initial conversations with the teacher, explaining the content of the research subject as outlined in the specification. • The teacher should ensure that if students choose the research subject from Themes 1, 3 or 4 that they focus on Pakistan only. For Theme 2, students may focus on either Pakistan or one of the areas of India where Urdu is an official language. • The teacher should consider cultural sensitivities when giving guidance to students on selecting an appropriate research subject.
2 Independent research	<ul style="list-style-type: none"> • The student conducts research to find and select appropriate sources. • The teacher monitors the research by giving general feedback. • Students evaluate their findings and prepare for the assessment.

It is recommended that students decide on which research subject they wish to research as early as possible in the academic year. However, learning hours for the independent research are not specified because the process of information collation and investigation are undertaken independently.

Teachers **can**:

- give guidance on developing research skills (including methodology and analytical tools)
- give guidance on the content of the research subjects as outlined in the specification
- comment on the availability of resources and time constraints
- advise and direct students to the Assessment Objectives.

Teachers **must**:

- explain what 'independence' means (see definition in *Guidance on the independent research* on page 12)
- confirm that the student's research meets all of the aspects of the research subject and has the potential to meet the requirements of the assessment criteria
- ensure that students do not intend to use any of the literary works or films that they have studied for Paper 2 in their research
- monitor the different research subjects being undertaken in a centre to ensure that independence is being maintained. If more than one student chooses the same research subject, the teacher must ensure that each student is working independently
- ensure that if the research subject is chosen from Theme 2, students only focus their research on **either** Pakistan **or** one area of India where Urdu is an official language.

Teachers **must not**:

- teach the content of the research subjects to students and provide sources.

Students **must**:

- initiate and conduct their own research, and develop their research skills when investigating their research subject.

If malpractice is found to have taken place, a penalty may be applied, dependent on the circumstances and severity of the malpractice.

For full details on malpractice, please see the section entitled *Malpractice* and the JCQ document *Suspected Malpractice in Examinations and Assessments 2016–17*.

Synoptic assessment

Synoptic assessment requires students to work across different areas of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.

This paper assesses synopticity.

Sample assessment materials

A sample paper and marking criteria (including guidance on how these criteria are applied) for this paper can be found in the *Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) Sample Assessment Materials (SAMs)* document.

Marking guidance

Marking guidance has been written to accompany the SAMs and is included with the SAMs booklet. Please note that this guidance is for the use of the Pearson-appointed external examiners. It is printed for reference in the specification to aid understanding of how the assessment criteria will be applied.

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

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

Section A – Question 1 (translation into English)

This question is marked using a points-based mark scheme in which 1 mark is given for each correct individual section of language. Please see the *Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) Sample Assessment Materials (SAMs)* document for an example of how the translation will be marked.

Section B – Questions 2 to 5 (reading comprehension)

A sample paper and mark scheme for this section can be found in the Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) Sample Assessment Materials (SAMs) document.

Section C – Writing (research question)

There are three levels-based mark grids to be applied to this question. These are:

- knowledge and understanding of society and culture (via research) (AO4)
- understand and respond to written language in writing (AO2)
- accuracy and range of language (AO3).

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, the examiner will consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, the examiner will look at the overall quality of the answer and not focus disproportionately on small and specific areas of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, the examiner will use a 'best fit' approach for defining the level. They will then use the variability of the response to help decide the mark within the level. For example, if the response is predominantly band 13–16 with a small amount of band 17–20 material, it would be placed in band 13–16 but be awarded a mark near the top of the band because of the band 17–20 content.

Step 2: Decide on a mark

- Once the examiner has decided on a band they will need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- The examiner will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

Knowledge and understanding of society and culture (AO4 – 20 marks)

- This mark grid assesses the content of the student’s answer in relation to the knowledge and understanding of culture and society they have demonstrated, based on their research. It also assesses their ability to critically analyse by sustaining a line of argument and drawing conclusions about aspects of culture and society, based on the question related to the research subject. Students must base their response on one country/area only (see pages 8 to 9). Students who choose Themes 1, 3 or 4 must base their response on Pakistan only. However, if students choose Theme 2, they must base their response on **either** Pakistan **or** one area of India where Urdu is an official language.
- If students refer to more than one country/area for Themes 1, 3 or 4, examiners will mark content based on Pakistan only.
- If students refer to more than one country/area for Theme 2, examiners will mark positively by awarding marks for content based on the country/area that will gain the highest mark.
- If students do refer to more than one country/area in their response, they are likely to disadvantage themselves as they will waste time writing content that will not gain them any marks.

Understand and respond to written language (AO2 – 10 marks)

- This grid assesses students’ understanding of the unseen text through their ability to use relevant information from it to contribute to the ideas, arguments and conclusions presented on society and culture.

The two mark grids for AO4 and AO2 are presented side by side. This is because of the connection between the information that students are producing based on knowledge and understanding of society and culture, and the information that they are using from the unseen text to contribute to this.

Indicative content

- When deciding how to reward the answer for content, examiners will consult both of these mark grids as well as the indicative content associated with each question, this can be found in the document *Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) Sample Assessment Materials (SAMs)*. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.
- The indicative content shows that 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). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks).
- Students can demonstrate their knowledge and understanding of society and culture (research) by providing relevant ideas/information/references/examples related to aspects such as:
 - o lifestyle/customs/events both current and historical
 - o important figures both current and historical
 - o public opinion, feelings, reactions and behaviour.

This list is not exhaustive. Aspects are illustrated in the indicative content in the *Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) Sample Assessment Materials (SAMs)*.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material.	0	No rewardable material
1-4	<ul style="list-style-type: none"> Limited, straightforward, predictable ideas expressed on culture and society; limited information/examples/ references from the one country/area researched to support ideas; limited focus on the research subject. Limited evidence of critical analysis of culture and society; points of view have little justification; limited/brief conclusions on the one country/area researched that are frequently contradictory; frequently relies on description rather than analysis. 	1-2	<ul style="list-style-type: none"> Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country/area researched; information used is frequently contradictory/irrelevant.
5-8	<ul style="list-style-type: none"> Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/examples/ references from the one country/area researched; some loss of focus on the research subject. Occasional evidence of critical analysis of culture and society; points of view are given with occasional justification, arguments may be made but not developed, occasionally leading to straightforward conclusions from the one country/area researched that may include contradictions; some reliance on description rather than analysis. 	3-4	<ul style="list-style-type: none"> Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country/area researched; sometimes information used is contradictory/irrelevant.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
9–12	<ul style="list-style-type: none"> • Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/ references from the one country/area researched; occasional loss of focus on the research subject. • Some critical analysis of culture and society is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions from the one country/area researched; occasionally relies on description rather than analysis. 	5–6	<ul style="list-style-type: none"> • Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country/area researched; occasionally information used is contradictory/irrelevant.
13–16	<ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/ examples/reference from the one country/area researched; focus predominantly maintained on the research subject. • Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions from the one country/area researched. 	7–8	<ul style="list-style-type: none"> • Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country/area researched.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
17-20	<ul style="list-style-type: none"> • Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/ references from the one country/area researched; focused on the research subject throughout. • Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions from the one country/area researched. 	9-10	<ul style="list-style-type: none"> • Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country/area researched.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, arguments, conclusions are deemed to be those that give the standard, predictable response.

Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1–2	<ul style="list-style-type: none">Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.
7–8	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.Accurate language throughout most of the response, resulting in mostly coherent writing; errors occur that rarely hinder clarity of communication.
9–10	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.Accurate language throughout, resulting in consistently coherent writing; any errors do not hinder clarity of the communication

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary (including to express literary and cinematic analysis – (see further detail below), complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier and more quickly the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments. The writing will become more difficult to read quickly and with ease as the reader has to stop and re-read to understand the message.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example some gender and adjectival agreements, as long as they do not include mismatch of cases e.g. لیلی لڑکا تھا مجنوں لڑکی تھی۔
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are provided as examples only and do not constitute a finite list.

Paper 2: Translation into Urdu and written response to works

Content

Students should be able to:

- manipulate language accurately through translating an unseen passage from English into Urdu
- develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from the prescribed list provided (see *Appendix 1: Prescribed literary texts and films*)
- produce responses that relate to features such as the form and the technique of presentation; key themes concepts and issues; characterisation; structure of the plot; and the social and cultural setting
- present viewpoints, develop arguments, persuade, analyse and evaluate.

Although speaking skills are not directly assessed in the qualification, students should be encouraged to develop their speaking skills in Urdu during the course of study.

Translation into Urdu

The content of the translation will be taken from any one the sub-themes within the four themes.

Written response to works

Students must study two discrete Urdu works: either two literary texts, or one literary text and one film. The works must be taken from the list in *Appendix 1: Prescribed literary texts and films*. The literary texts listed include a novel, short essays and a play. All the films are feature length.

Assessment information

- First assessment: May/June 2020.
- The total assessment time is 2 hours and 40 minutes. Recommended timings for each section are given below.
- The assessment is out of 110 marks.
- There are three sections to this paper, Section A (translation into Urdu) and Section B and Section C (written response to works).
- For Section A (translation into Urdu), 30 minutes (recommended timing), 20 marks:
 - o students are given one unseen text in English and must translate it into Urdu.
- For Sections B and C (written response to works), 2 hours and 10 minutes, 90 marks:
 - o students must write two essays selected from Section B (literary texts) **or** one selected from Section B (literary texts) and one from the Section C (films)
 - o there will be a choice of two questions for each literary text and film. As a guide, we advise students to write approximately 320-370 words for each essay in order to give a detailed analysis of the works, although the whole essay will be marked regardless of length
 - o students should justify points of view, arguments and conclusions with evidence from the work
 - o students are expected to provide a critical and analytical response by selecting relevant material from the works, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding, and evaluating different aspects of the works studied
 - o no credit will be given for essays on literary texts that are based on film versions adapted from the literary texts. Evidence given in the essay to justify viewpoints and arguments **must** be based on the original literary text.
- All questions will be set in Urdu and must be answered in Urdu.
- The use of dictionaries is not permitted.
- Students **must not** take any documentation relating to the works into the examination.

The recommended timings have been given to enable the student to complete each section in sufficient time.

Sample assessment materials

A sample paper and marking criteria (including guidance on how these criteria are applied) for this paper can be found in the *Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) Sample Assessment Materials (SAMs)* document.

Marking guidance

Marking guidance has been written to accompany the SAMs and is included with the SAMs booklet. Please note that this guidance is for the use of the Pearson-appointed external examiners. It is printed for reference in the specification to aid understanding of how the assessment criteria will be applied.

Marking guidance for Paper 2: Translation into Urdu and written response to works

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

Section A – Question 1 (translation into Urdu)

This question is marked using a points-based mark scheme in which 1 mark is given for each correct individual section of language. Please see the *Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) Sample Assessment Materials (SAMs)* document for an example of how the translation will be marked.

Sections B and C – Questions 2 to 7 (written response to works)

There are three levels-based mark grids to be applied to each individual essay included in Sections B and C, Written response to works. The mark grids are:

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

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, the examiner will consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, the examiner will look at the overall quality of the answer and not focus disproportionately on small and specific areas of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, the examiner will use a 'best fit' approach for defining the level. They will then use the variability of the response to help decide the mark within the level. For example, if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2: Decide on a mark

- Once the examiner has decided on a band they will need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- The examiner will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

Sections B and C – Questions 2 to 7 (written response to works)

Critical and analytical response (AO4)

- This mark grid assesses students' ability to respond critically and analytically to the aspect of the literary text or film outlined in the question. To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.
- This grid should be applied twice, once for each essay individually.
- When deciding how to reward an answer, examiners will consult this mark grid as well as the indicative content associated with each question, which can be found in the document *Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) Sample Assessment Materials (SAMs)* document. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.
- The recommended word count for each essay is 320-370 words but the whole essay will be marked regardless of length.

Marks	Description
0	No rewardable material.
1–4	<ul style="list-style-type: none"> • Points of view relating to issues/themes/cultural or social contexts are presented with simplistic justification limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive. • Limited ability to form arguments or draw conclusions. • Response relates to the work but limited focus on the question.
5–8	<ul style="list-style-type: none"> • Response relates to the work but often loses focus on the question. • Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive. • Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments.
9–12	<ul style="list-style-type: none"> • Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work. • Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration. • Response is relevant to particular aspects of the question, occasional loss of focus.
13–16	<ul style="list-style-type: none"> • Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work. • Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together. • Predominantly relevant response to the question.
17–20	<ul style="list-style-type: none"> • Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work. • Detailed, logical arguments and conclusions are made that consistently link together. • Relevant response to the question throughout.

Range of grammatical structures and vocabulary (A03)

- This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.
- This grid will be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none">• Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted.• Limited variation of vocabulary resulting in repetitive expression.• Limited use of terminology appropriate to literary and cinematic analysis.
4–6	<ul style="list-style-type: none">• Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted.• Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive.• Occasional use of terminology appropriate for literary and cinematic analysis.
7–9	<ul style="list-style-type: none">• Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing.• Some variation in use of vocabulary, resulting in variation of expression but this is not sustained.• Some use of terminology appropriate for literary and cinematic analysis.
10–12	<ul style="list-style-type: none">• Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the response.• Frequent variation in use of vocabulary, resulting in regular variation of expression.• Frequent use of terminology appropriate for literary and cinematic analysis.
13–15	<ul style="list-style-type: none">• Consistent variation in use of grammatical structures, consistent variation in use of complex language, producing consistently articulate writing.• Consistent variation in use of vocabulary, allowing ideas to be conveyed in a variety of different ways.• Consistent use of terminology appropriate for literary and cinematic analysis.

Additional guidance

Variation of vocabulary and grammatical structures: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners will judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of 'articulate' below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary (including to express literary and cinematic analysis – (see further detail below), complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Terminology for literary and cinematic analysis: vocabulary for critical analysis according to the work being studied, for example 'plot', 'character'; figures of speech such as 'metaphor', 'similes'; to describe theme and style such as, 'camera technique', 'hand-held camera', 'use of black and white', 'first person narrative'.

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways

Straightforward language is considered to be:

- simple sentences with limited linking of sentences and clauses
- high-frequency grammatical structures and vocabulary.

Accuracy of language (A03)

- This mark grid assesses students' ability to apply grammar and syntax accurately.
- This grid will be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–2	<ul style="list-style-type: none">• Limited sequences of accurate language, resulting in lapses in coherence.• Errors occur that often prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">• Some accurate sequences of language, resulting in some coherent writing.• Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5–6	<ul style="list-style-type: none">• Frequent sequences of accurate language, resulting in generally coherent writing.• Errors occur that occasionally hinder clarity of communication.
7–8	<ul style="list-style-type: none">• Accurate language throughout most of the response, resulting in mostly coherent writing.• Errors occur that rarely hinder clarity of communication.
9–10	<ul style="list-style-type: none">• Accurate language throughout, resulting in consistently coherent writing.• Any errors do not hinder clarity of communication.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example some gender and adjectival agreements, as long as they do not include mismatch of cases e.g. - لیلی لڑکا تھا مجنوں لڑکی تھی۔
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are provided as examples only and do not constitute a finite list.

Paper 3: Listening, reading and writing in Urdu

Content

Students will be assessed on their understanding of spoken Urdu from a variety of authentic listening sources, as well as on their ability to summarise and evaluate viewpoints in spoken and written material.

Recordings vary in length and include an extended passage. All spoken and written materials are culturally relevant to Pakistan and areas of India where Urdu is an official language and for Section A are drawn from across the four themes (listed on pages 8–9). Materials for Section B will be drawn from any **one** of the sub-themes from the four themes.

Students should be able to:

- listen, and respond in writing, to spoken passages, including an extended passage from a range of different contexts and sources, understand main points, gist and detail from spoken and written material
- infer meaning from complex spoken material
- assimilate and use information from spoken and written sources
- summarise information from spoken and written sources, reporting key points and subject matter in writing
- identify main ideas, and summarise different points of view, drawn from spoken and written sources
- evaluate points of view and draw conclusions in writing
- apply listening, reading and writing skills in combination.

Although speaking skills are not directly assessed in the qualification, students should be encouraged to develop their speaking skills in Urdu during the course of study.

Section A (listening comprehension)

The listening section will be made up of spoken passages covering different registers and types, including authentic communication involving one or more male and female speakers. Sources will include material from online media.

Section B (listening, reading and writing question)

This section is comprised of a listening source and a reading text. Students must summarise the different points of view in each source. They must then answer a question, which requires the student to evaluate the viewpoints in both sources and draw conclusions.

Assessment information

- First assessment: May/June 2020.
- The total assessment time is 2 hours and 15 minutes. Recommended timings for each section are given below.
- The assessment is out of 60 marks.
- There are two sections in the paper. They cover the assessment of listening, reading and writing skills in Urdu.
- Students must answer all questions in both sections (A and B).
- The use of dictionaries is not permitted.
- For Section A (listening), 45 minutes (recommended timing), 30 marks:
 - there are four questions in this section made up of multiple-choice and open-response questions, including questions testing summary skills
 - students will listen to a recording featuring Urdu-language speakers who will speak at a speed appropriate for the expected understanding at this level
 - recordings will be issued as a CD or in MP3 audio format. The MP3 sound files must be accessed via a secure download from the Pearson website. The listening audio files are also available on our website
 - students will have individual control of the recording and may stop, revisit and replay sections of the recording as they wish.
- For Section B (listening, reading and writing question), 1 hour and 30 minutes (recommended timing), 30 marks:
 - students listen to a recording and read a written text
 - students summarise the different points of view in both sources
 - students answer a question in writing, which requires the student to evaluate the viewpoints in the recording and the text and draw conclusions
 - the question is an open-response question
 - Students should write approximately 220-270 words for their response to question 5(c).
- All questions in Sections A and B are set in Urdu and must be answered in Urdu.

Recommended timings have been given for each section to enable the student to complete each one in sufficient time to access the full range of assessment criteria.

Synoptic assessment

Synoptic assessment requires students to work across different areas of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.

This paper assesses synopticity.

Sample assessment materials

A sample paper and marking criteria (including guidance on how these criteria are applied) for this paper can be found in the *Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) Sample Assessment Materials (SAMs)* document.

Marking guidance for Paper 3: Listening, reading and writing in Urdu

Marking guidance has been written to accompany the SAMs and is included with the SAMs booklet. Please note that this guidance is for the use of the Pearson-appointed external examiners. It is printed for reference in the specification to aid understanding of how the assessment criteria will be applied.

Section A – Questions 1 to 4

A points-based mark scheme for this section can be found in the *Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) Sample Assessment Materials (SAMs)* document.

Section B – Listening, reading and writing

A points-based mark scheme for questions 5(a) and 5(b) can be found in the *Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) Sample Assessment Materials (SAMs)* document.

There are three levels-based mark grids applied to question 5(c). The mark grids are:

- understand and respond to spoken language (AO1)
- understand and respond to spoken/written language (AO2)
- accuracy and range of language (AO3).

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, the examiner will consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band, the examiner will look at the overall quality of the answer and not focus disproportionately on small and specific areas of the answer where the student has not performed quite as well as the rest or indeed has performed temporarily better. If the answer covers different aspects of different bands of the mark scheme, they will use a 'best fit' approach for defining the band. They will then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 3–4 with a small amount of band 5–6 material, it would be placed in band 3–4 but be awarded a mark at the top of the band because of the band 5–6 content.

Step 2: Decide on a mark

- Once the examiner has decided on a band they will then need to decide on a mark within the band.
- The examiner will decide the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- The examiner will modify the mark based on how securely the trait descriptors are met at that band.
- The examiner will need to go back through the answer as they apply the mark scheme to clarify points and to assure that the band and the mark are appropriate.

Understand and respond to spoken language (AO1 – 6 marks)

This mark grid assesses students' understanding of spoken language and how well they use information from it to evaluate and draw conclusions.

Understand and respond to written language (AO2 – 6 marks)

- This mark grid assesses students' understanding of written language and how well they use information from it to evaluate and draw conclusions.
- The two mark grids for AO1 and AO2 are presented side-by-side. This is because of the interconnection of the task in that students need to compare information that they hear to the information that they read. They need to do this in order to weigh up the views in both sources to be able to write their evaluation and come to cohesive conclusions.

Indicative content

- When deciding how to reward an answer, examiners will consult this mark grid as well as the indicative content associated with the question, which can be found in the document *Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) Sample Assessment Materials (SAMs)* document. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.
- The recommended word count for question 5(c) is 220-270 words, but the whole response will be marked regardless of length.

Understand and respond to spoken language (AO1)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material	0	No rewardable material
1–2	<ul style="list-style-type: none"> • Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation. • Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints. 	1–2	<ul style="list-style-type: none"> • Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation. • Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.
3–4	<ul style="list-style-type: none"> • Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation. • Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints. 	3–4	<ul style="list-style-type: none"> • Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation. • Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.
5–6	<ul style="list-style-type: none"> • Expresses relevant and substantiated judgements on the viewpoints in the spoken source, showing clear evaluation. • Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints. 	5–6	<ul style="list-style-type: none"> • Expresses relevant and substantiated judgements on the viewpoints in the written source, showing clear evaluation. • Draws convincing conclusions on written source, consistent with evaluation of viewpoints.

Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1–2	<ul style="list-style-type: none">Limited variation of straightforward grammatical structures and vocabulary with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.
7–8	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.Accurate language throughout most of the response, resulting in mostly coherent writing; errors occur that rarely hinder clarity of communication.
9–10	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.Accurate language throughout, resulting in consistently coherent writing; any errors do not hinder clarity of the communication

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways.

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary (including to express literary and cinematic analysis – (see further detail below), complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments/interest the reader. The writing will become more difficult to read with ease as the reader has to stop and re-read to understand the message.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example some gender and adjectival agreements, as long as they do not include mismatch of cases e.g. لیلی لڑکا تھا مجنوں لڑکی تھی۔
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, wrong case endings
- frequent errors that hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are provided as examples only and do not constitute a finite list.

Assessment Objectives

Students must:		% in GCE A Level
AO1	Understand and respond in writing to spoken language drawn from a variety of sources	20
AO2	Understand and respond in writing to written language drawn from a variety of sources	30
AO3	Manipulate the language accurately, in written forms, using a range of lexis and structure	30
AO4	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	20
Total		100%

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
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 for GCE A Level	20	30	30	20	100%

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website.

Discount code and performance tables

Centres should be aware that students who enter for more than one GCE qualification with the same discount code will have only one of the grades they achieve counted for the purpose of the school and college performance tables.

Students should be advised that if they take two GCE qualifications with the same discount code, the colleges, universities and employers to which they wish to progress are likely to take the view that this achievement is equivalent to only one GCE. The same view may be taken if students take two GCE qualifications that have different discount codes but which have significant overlap of content. Before embarking on their programmes, students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our Equality Policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

The language of assessment for this qualification is Urdu. All student work must be in Urdu, except the translation in Paper 1 (Section A), which requires a response in English.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and, therefore, might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a student's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk

Malpractice

Student malpractice

Student malpractice refers to any act by a student that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Student malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with student malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2a* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for all papers in this qualification will be scaled by Pearson to represent the relative weighting of 40% for Paper 1, and 30% for Papers 2 and 3.

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	40%	80	1.850	148
2	30%	110	1.009	110.99
3	30%	60	1.850	111

This A Level qualification will be graded and certificated on a six-grade scale from A* to E using the total subject mark. Individual papers are not graded.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

The first certification opportunity for this qualification will be 2020.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Students who would benefit most from studying this qualification are likely to have a Level 2 qualification such as a GCSE in Urdu. However, students do not need to have studied a GCSE in Urdu to follow this course.

Progression

This qualification offers a suitable progression route from GCSE, focusing on the development of three language skills: listening, reading and writing. Grammar and the mastering of linguistic features are key elements of this qualification, as is the inclusion of authentic written and spoken sources, responding through writing to literature and film, and independent research.

Students are expected to be able to develop knowledge and understanding of society past and present, and of the political and artistic culture of Pakistan and areas of India where Urdu is an official language. They should be able to express and justify their own opinions, develop arguments and persuade in writing, building on the fluency developed at Key Stage 4.

The skill of translation will be developed from those skills practised at Key Stages 3 and 4. The range of topics promotes a clear progression in grammar, vocabulary and cultural knowledge and understanding from Key Stage 4 and will increase linguistic and cognitive demand. The grammar list illustrates the level required for this qualification.

This qualification offers a suitable progression route to further study at university level. In addition, the study of one language at GCE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile, particularly for UK organisations trading overseas as well as with international companies based in the UK and globally. Students can progress to a wide range of careers in areas such as journalism and media, education, science, medicine, the civil service, sales, marketing, retail, and charities.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support the study of other GCE subjects, higher-education study and the transition to employment, together with an understanding and appreciation of Pakistan and areas of India where Urdu is an official language.

Appendices

Appendix 1: Prescribed literary texts and films	41
Appendix 2: Grammar list	42
Appendix 3: The context for the development of this qualification	47
Appendix 4: Transferable skills	49
Appendix 5: Level 3 Extended Project qualification	50
Appendix 6: Codes	52

Appendix 1: Prescribed literary texts and films

For Paper 2, students are required to study two works from the list below. The works can be either two literary texts **or** one literary text and one film. Teachers should select works that are appropriate for their students.

Literary texts

- خدیجہ مستور - (1999) novel
- احمدشاہ پطرس بخاری - (2011) essays
 - 1. سویرے جو کل آنکھ میری کھلی
 - 2. اردو کی آخری کتاب
 - 3. مُرید پور کا پیر
 - 4. مرخوم کی یاد میں
 - 5. لاہور کا جغرافیہ
- بصر کاظمی - (1987) play

Films

- مومنہ ڈرید - (2015)
- باغبان - (2003)
- کبیر خان - (2015)

Appendix 2: Grammar list

Students at A Level are expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed.

In the examination, students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following lists. The mention of an item in the lists implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

The examples in italics in parentheses are indicative, that is they serve to illustrate the part of speech or structure that students must know and hence do not represent an exhaustive specification of the required grammatical knowledge.

Nouns

- Gender (masculine/feminine)

Animate (m) بیٹا، لڑکا، گھوڑا، بیٹی (f)

Inanimate (m) کمرہ، ٹنڈا، کمرہ (f) الماری، انڈہ، ٹنڈا

- Singular and plural forms (animate/inanimate) مرغیاں، کھڑکیاں، کمرے، بیٹے
- Plural of male/female pairs
Non changing nominative plurals (inanimate) e.g. پانی، درخت، کھیت موتی،
Non changing nominative plurals (animates) e.g. راجہ، بادشاہ، چچا، تایا، دوست، بھائی، بیٹے
- Affective suffixes (R) صندوقچہ، ڈبیا، بتنگڑ

Articles

- Definite and indefinite

Particles giving the impact of the definite article e.g. وہ، جو، یہ، وہی، یہی، سچ ہے۔

Adjectives

- Agreement بڑا بیٹا، ٹھنڈا کھانا، چھوٹی کرسی
- Position - adjectives always precedes the noun
- non-changing adjectives (i.e. adjectives ending in a consonant)
گرم چائے، مشکل سوال، آسان جواب
- Apocoptation e.g. زندہ / زندگی، لڑکا/لڑکین، شرمندہ/شرمندگی
- Comparative and superlative e.g. بہتر، بہترین، آسان ترین، آزاد تر، گرم ترین، سے زیادہ، سب سے مشکل
- Use of adjectives as nouns e.g. آزادی کے متوالے، ایرانی، سوگوار
- Demonstrative e.g. یہ، وہ، اس، اُس
- Indefinite e.g. کوئی، کچھ، کسی، دوسری قومیں
- Partitive article and non-count nouns (mass) e.g. بہت زیادہ، بے حد، بے انتہا، ان گنت، بے شمار، کم، انتہائی، کافی
- Possessive (weak and strong forms) e.g. میرا، میری، اس کا، اس کی، ہماری، تمہاری
- Interrogative and exclamatory e.g. کیا کیا نہیں کیا گیا... ایسے ویسے کیسے کیسے ہو گئے۔
کیسے کیسے ایسے ویسے ہو گئے
- Relative (R) (کس کا، جس کا)

Numerals

- Cardinal e.g. ایک، دو، تین، سو ہزار، لاکھ، کروڑ، وغیرہ
- Ordinal e.g. پہلا، دوسرا، دسواں، ہزارواں
- Agreement e.g. دو سو لڑکیاں، ایک درجن انڈے
- Expression of time and date e.g. سوا چار بجے جمعہ کو، ڈھائی بجے، سترہ دسمبر کو، ساڑھے پانچ بجے شام

Adverbs

- Formation of adverbs دھیرے سے دروازہ کھلا
- Comparative and superlative e.g. میری زندگی کا بدترین لمحہ، نور جہاں سب سے اچھا گاتی ہیں۔
- Use of adjectives as adverbs e.g. صاف صاف کہو۔۔۔ تیز چلو۔
- Adjectives as equivalents of English adverbs e.g. اس نے مسکراتے ہوئے (مسکرا کے) کہا۔
- Interrogative e.g. کب؟ کون؟ کیسے؟ کیوں؟ کتنا؟ کیا؟
- Compound adverbs – repetitive words e.g. کبھی کبھی، گھڑی گھڑی، ایک ایک کر کے، گرما گرم، لمبے لمبے، کھا کھا کر، بیٹھے بیٹھے

Quantifiers/intensifiers/the partitive article e.g. کچھ، تھوڑا، تھوڑا سا کام ہے۔ کچھ۔۔۔ کچھ، تھوڑا، تھوڑا سا وقت چاہیے کہئے۔

Pronouns

- Subject یہ، وہ، میں، ہم، تو، تم، آپ
- Object: direct and indirect یہ پیسے فقیروں میں بانٹ دو
- Reflexive/declined reflexive وہ اپنے بھائی کے ساتھ آیا تھا۔، اپنا
- Unstressed/stressed forms e.g. اس کو / اسی کو مجھ کو / مجھ ہی کو
یہ ہمیں تھے جن کے لباس پر سرِ راہ سیاہی ملی گئی
یہی داغ تھے جو سجا کے ہم سر کوئے پار چلے گئے
- Position and order
- Relative e.g. کب/اب/جب/تب، جو، کس کا؟ اس کا، جس کا، کن کا؟ انہیں کا، جن کا
- Demonstrative (with and without declension) e.g. وہ، یہ، اس، اُس، ان، اُن
- Indefinite e.g. کوئی، کچھ
- Including declined form کس کس کو بلایا گیا؟ کسی سے مت کہو۔۔۔ کس کو دوں؟
- Possessive ، میرا، اس کا، تمہارا، ہمارا، آپ کا
○ Expression of possession by the use of the indirect object pronoun must also be included using correct form of the pronoun اُس نے اس کا کام کیا پھر اپنا کام بھی کیا (own) اپنا
- Interrogative کون؟ کیا؟ کیسا؟ کتنا؟

Verbs

- Regular conjugations and orthographic-changing verbs, in all tenses and moods, finite and non-finite forms
- Regular and Irregular verbs, in all tenses and moods, finite and non-finite forms
- Agreement of verb and subject لڑکے گاتے ہیں۔ لڑکی پڑھتی ہے۔
- Use of چاہیے(should) and ضرور (must) in all tenses

- Use of tenses

- Present وہ بولتا ہے
- Preterite/The past absolute وہ بولا، ہم نے فلم دیکھی
- The present perfect میں نے یہ کتاب پڑھی ہے
- The past perfect/pluperfect آپ نے اُسے کیا کہا تھا؟ وہ بھی یہاں آتا تھا
- Conditional اگر آپ میری جگہ ہوتے تو کیا کرتے؟
- Future simple وہ بولے گا
- The future perfect اس نے کہا ہوگا۔ جب ہم وہاں جائیں گے کیا وہ ہمارا انتظار کر رہے ہوں گے؟
- Conditional perfect اگر وہ بولا ہوتا۔
- Continuous tense including present/past/present perfect continuous/past perfect continuous
 - وہ بول رہا ہے/وہ بول رہا تھا۔ وہ بولتا رہا ہے/وہ بولتا رہا تھا - وہ بولتے رہتے ہیں /وہ بولتے رہتے تھے -
 - وہ بولتے رہے ہیں/وہ بولتے رہے تھے -

- Future perfect continuous ہم تقریباً تین گھنٹے وہاں انتظار کرتے رہے ہوں گے۔

- Compound verbs
- Desideratives (چاہنا) غریب عوام بھی تعلیم حاصل کرنا اور ترقی کرنا چاہتے ہیں۔
- Permissives (دینا) خالہ نے مجھے ہوٹل میں نہ ٹھہرنے دیا۔
- Inceptives (لگنا) دو بجے بارش ہونے لگی۔
- Intensives (دینا، لینا، پڑنا، جانا، اٹھنا)
 - میں نے تمہارا کام کر دیا۔ کیا تم نے وہ کتاب پڑھ لی ہے؟ بوڑھا زمین پر گر پڑا، سب خاموش رہے مگر اسد بول اٹھا
 - مگر وہ جس کے لیے یہ سب کچھ تھا وہ میرا نام درختوں پہ لکھ کے چھوڑ گیا
- Potentials (سکنا) وہ یہ کام مکمل نہیں کر سکتا۔
- Completives (چکنا) میں کھانا کھا چکا ہوں۔
- Frequentatives (کرنا) بزرگ فرمایا کرتے تھے۔

- Causal/double causal verbs سننا/سنانا/سنوانا، بولنا/بلانا/بلوانا، پکنا/پکانا/پکوانا

- Constructions with verbs

- Verb with an infinitive (e.g. *want, power*) پسند کرنا، پیچھا کرنا، ناراض ہونا، خوش ہونا
- Compound verb
- Verbs preceded by a preposition plus an infinitive or noun phrase e.g. پر اصرار کرنا، سے انکار کرنا
- Verbs preceded by a gerund e.g. وہ میرے اصرار کرنے پر مان گیا۔ انکار کرنا اچھا نہیں لگا
- Use of the infinitive, the gerund and the past participle میرا بولنا اس کو اچھا نہیں لگا۔ اس کا جانا ضروری نہیں
- Inflected infinitive کہنے سے کچھ نہیں ہوتا۔ یہ میرے کرنے کا کام نہیں۔
- Present participle بہتا ہوا دریا، بھاگتے چور کی لنگوٹی ہی کافی ہے۔
- Past participle وہ سویا رہا طوفان آیا اور سب بہا لے گیا

- Verbal paraphrases and their uses. These include but are not limited to the following:

- Verbal phrases as adverb or adjective بچہ روتا ہوا سو گیا۔ جب وہ آنے گا پھر ہم باہر جائیں گے۔
- A variety of lead-ins بو سکتا ہے، میرا خیال ہے، ممکن تو ہے، دکھائی دیتا ہے، محسوس ہوتا ہے، اندازہ تو یہ ہے، سناتو یوں ہے، بظاہر تو ایسا ہی لگتا ہے۔

- Use of the subjunctive ، آئے، جائے، بولے، کہے،
 - Commands بولیں، کہیں، آؤ، جاؤ، انہیں، کہو کہ اندر آئیں۔ بچوں کو بتاؤ کہ وہ سکول جائیں۔
 - Conditional sentences اگر وہ بولے، اگر تم کہوتو، اگر آپ آئیں، اگر ہم جائیں،
 - After conjunctions of time (وہ گیا) اس کے جانے کے بعد میں اٹھا اور نماز پڑھی۔
 - After so, that, without شکاری نے جال بچھایا تاکہ پرندے اس میں پھنسیں۔
 - In relative clauses (R) دوسروں نے درخت لگائے کہ ہم پھل کھائیں اور ہم لگاتے ہیں کہ دوسرے کھائیں۔
 - After other subordinating conjunctions (R) ہم انتظار میں تھے کہ جب وہ بات ختم کریں تب ہم بولیں۔ (R)
 - With verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability (R)
 - شاید وہ آئے اور شاید نہ ہی آئے۔ ممکن ہے وہ نہ جائیں۔ کوشش کرو کہ آج کام ختم ہو جائے۔
 - میں چاہتی ہوں کہ وہ محنت کریں۔ والدین کا حکم تھا کہ وہ ڈاکٹر بنے۔ آج لگتا نہیں کہ بارش ہو۔
- Voice
 - Use of the reflexive as a passive e.g. لوگوں کی سہولت کے لیے نئی بسیں چلائی گئی ہیں۔
 - Use of the reflexive to express an impersonal subject e.g. اسٹیشن پر کیسے پہنچا جا سکتا ہے؟
 - Use of + past participle مجھے بلایا گیا ہے۔
 - Use of to be (ہونا) for continuity
 - present participle past participle انسان دنیا میں روتا ہوا آتا ہے۔
 - Modes of address جناب، صاحب، صاحبہ، حضرت، محترم، محترمہ آپ بولیں، تشریف رکھیے

Prepositions

- All prepositions, both simple e.g. اوپر، نیچے، میں، پر، سے، کو، کا، کے، کی، وغیرہ and complex with enclitic *izafat* (from Persian) e.g. قرانی تعلیمات کو بالائے طاق رکھ دیا۔
- 'Personal' use of زیر زمین معدنیات کے خزانے دفن ہیں۔ محبت ماورائے فکر تنگ و نام ہے ساقی
- 'Personal' use of بازار میں علی کو دیکھا۔ بازار میں سامان دیکھا۔
- Ergative and with inanimate nouns اس تصویر کو بھی دیکھو۔
- Ergative Use of کس نے دیکھا ہے؟ وہ آیا ، اس نے دیکھا اور فتح کر لیا۔ (transitive verbs only) نے for by

Conjunctions

- Coordinating conjunctions
- Subordinating conjunctions. These include but are not limited to the following:
 - Cause چونکہ، کیونکہ، تاکہ
 - Purpose تاکہ
 - Proviso تاکہ
 - Supposition اگر
 - Time جب
 - Concession اگرچہ
- Use of else to introduce a clause e.g. خیردار! ایسا نہ ہو کہ گر جاؤ!۔

Negation

Questions نہیں ایسا تو نہیں؟ کیا تم باہر نہیں جاتے؟

Commands نہ، جھوٹ برگز نہ بولنا ، زمین پر جا کر فساد نہ پھیلانا **With infinitive** مت نہ

Word order

Subject + Adverbial expression of time, place & manner + object + verb

Negation is just before the verb میں یہ کام نہیں کر سکتا۔ وہ آج سکول نہیں جائے گا۔

Interrogative pronouns also just before the verb آپ کیسے ہیں؟ وہ کیسے آیا؟ کتاب کتنے کی ہے؟ قلم کیوں ہیں؟

Interrogative pronoun and negation within a sentence

وہ کیا کرتا ہے؟ وہ کیا نہیں کرتا؟ ہم ہر روز کیا سنتے ہیں؟ ہم ہر روز کیا نہیں سنتے؟ Dropping auxiliary verb

Other constructions

- Time expressions e.g. سے پہلے، کے بعد، دو سال سے، تین ماہ تک، ایک دن میں
- Cleft sentences (use of correlative) - یہ سعد تھا جس نے یہ خبر پھیلائی تھی۔ جیکب آباد ہی تو ہے جہاں سب سے زیادہ گرمی پڑتی ہے
- Comparative constructions – these include but are not limited to the following:
وہ سرزمین ہمارے تصورات سے کہیں زیادہ خوبصورت تھی O سے بڑھ کر ، O جیسا کہ ، جیسا سوچا تھا ویسا ہی پایا
- Indirect speech

Discourse markers

e.g. مثلاً، اب جبکہ، اچھا؟ امید تو ہے

Fillers e.g. اچھا، ٹھیک ہے، یعنی کہ، میرا مطلب ہے، درست ہے

Appendix 3: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles^[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including higher-education academics and teachers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCE Qualification Level Conditions and Requirements* and *GCSE/GCE Subject Level Conditions and Requirements for Modern Foreign Languages*, published in April 2016.

^[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 4*.

From Pearson's Expert Panel for World Class Qualifications

May 2014

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

All titles correct as at May 2014.

Appendix 4: Transferable skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves the following^[2].

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate^[3].

Interpersonal skills

- **Communication** – active listening, speaking communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

^[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

^[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

^[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 5: Level 3 Extended Project qualification

What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside GCEs. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be higher education or employment. The qualification:

- is recognised by higher education for the skills it develops
- is worth half of an Advanced GCE qualification at grades A*–E
- carries UCAS points for university entry.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice for in-depth study (which may or may not be related to a GCE subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (for example an investigation based on predominantly secondary research)
- an investigation/field study (for example a practical experiment)
- a performance (for example in music, drama or sport)
- an artefact (for example creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is coursework based and students are assessed, in English, on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

The Extended Project has 120 guided learning hours (GLH) consisting of a 40-GLH taught element that includes teaching the technical skills (for example research skills) and an 80-GLH guided element that includes mentoring students through the project work. The qualification is 100% internally assessed and externally moderated.

How to link the Extended Project with languages

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace, through the exploration of either an area of personal interest or a topic of interest from within the language qualification content. The project must be written in English.

Through the Extended Project, students will develop skills that support their study of Urdu, including:

- conducting, organising and using research
- independent reading in the subject area
- planning, project management and time management
- defining a hypothesis to be tested in investigations or developing a design brief
- collecting, handling and interpreting data and evidence
- evaluating arguments and processes, including arguments in favour of alternative interpretations of data and evaluation of experimental methodology
- critical thinking.

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and to consider and respond to alternative arguments. This supports the development of evaluative skills, through evaluating different arguments, and using qualitative and quantitative evidence to support informed judgements and propose evidence-based solutions to issues.

Types of Extended Project related to languages

Students may produce a dissertation on any topic that can be researched and debated, for example a controversial issue such as 'equal rights for all', 'the role of the church' or 'hooliganism in sport'.

A dissertation might involve an investigation such as:

- the impact of English language on the Urdu music industry
- the success of English-medium schools in Pakistan

The dissertation uses secondary research sources to provide a reasoned defence or a point of view, with consideration of counter-arguments.

An alternative might be an investigative project or field study involving the collection of data from primary research, for example:

- the impact of Afghan refugees on Pakistani society
- a statistical survey of changing attitudes towards technology among young people in Pakistan.

A field study might consider an issue that lends itself to primary research, for example an investigation into the partnership of the media and producers in the production of films in the Urdu film industry.

Using the Extended Project to support breadth and depth

In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. Students should demonstrate that they have extended themselves in some significant way beyond what they have been studying in Urdu. Students can demonstrate extension in one or more dimensions:

- **deepening understanding** – where a student explores a topic in greater depth than in the specification content. This could be an in-depth exploration of one aspect of the themes
- **broadening skills** – where a student learns a new skill. This might be learning how to design a website or learning a new statistical technique that can be used in the analysis of either primary or secondary data collected by the student
- **widening perspectives** – where the student's project spans different subjects. A student studying Urdu with business may wish to research the impact of tourism on a particular region or locality. A student studying Urdu with history may wish to analyse the impact of military rule or the creation of Bangladesh on today's society.

Information to support the delivery and assessment of the Extended Project, including the specification, can be found on our website.

Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	<p>Every qualification eligible for performance tables is assigned a discount code that indicates the subject area to which it belongs.</p> <p>Discount codes are published by the DfE.</p>	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	<p>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.</p> <p>The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.</p>	<p>The QN for this qualification is:</p> <p>603/3184/7</p>
Subject codes	<p>The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.</p>	A Level – 9UR0
Paper codes	<p>These codes are provided for reference purposes. Students do not need to be entered for individual papers.</p>	<p>Paper 1: 9UR0/01</p> <p>Paper 2: 9UR0/02</p> <p>Paper 3: 9UR0/03</p>

*www.gov.uk/government/publications/2018-performance-tables-discount-code

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Original origami artwork: Mark Bolitho

Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

ISBN 978 1 446 94717 3

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Registered Office: 80 Strand, London WC2R 0RL
VAT Reg No GB 278 537121

ISBN 978-1-4469-4717-3

