Getting Started Guide

A Level Urdu

Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing) (9UR0)
# Getting started guide: A level Urdu

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1 Introduction

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

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

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

We have redeveloped A levels in:
- Arabic
- Greek
- Japanese
- Urdu

And we have developed the following A levels for the first time:
- Gujarati
- Persian
- Portuguese
- Turkish

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

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

2.1 AS has not been redeveloped

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

2.2 Changes to A level qualifications

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

Independent research skills

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

The A level languages Assessment Objectives have been revised.

There are two main changes to the Assessment Objectives:

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

<table>
<thead>
<tr>
<th>AO1</th>
<th>20%</th>
<th>Understand and respond in writing to spoken language drawn from a variety of sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO2</td>
<td>30%</td>
<td>Understand and respond in writing to written language drawn from a variety of sources</td>
</tr>
<tr>
<td>AO3</td>
<td>30%</td>
<td>Manipulate the language accurately, in written forms, using a range of lexis and structures</td>
</tr>
<tr>
<td>AO4</td>
<td>20%</td>
<td>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</td>
</tr>
</tbody>
</table>

2.3 Specification overview

Assessment structure

<table>
<thead>
<tr>
<th>Paper</th>
<th>Translation into English, reading comprehension and writing (research question) in Urdu</th>
<th>2 hours 30 minutes</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Translation into Urdu and written response to works</td>
<td>2 hours 40 minutes</td>
<td>30%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>Listening, reading and writing in Urdu</td>
<td>2 hours 15 minutes</td>
<td>30%</td>
</tr>
</tbody>
</table>

Specification content

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

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

Students will study four themes:

- Theme 1: Evolving Pakistani society
- Theme 2: Art and culture in the Urdu-speaking world
- Theme 3: Immigration and multicultural society
- Theme 4: Aspects of Pakistani politics

There are a number of sub-themes, which can be found on page 6. The questions in the question papers are set within the context of these themes.
Students are also required to undertake independent research based on one of the four research subjects listed in the specification. Students must research all three aspects within the research subject. Research subjects and aspects are as follows:

- **Teaching and色々な教育**
  - میا: آزادی اطبار؛ سیاست بر پرینٹ میا کے اثرات؛ سوشال تیمیا کے نتیجہ میں بُرہنہ پلوئی باپسی
  - پاکستان سے بچتے: بجرت کی سیاسی اور معاشری وجوبات؛ اعلیّ تعالیّ تیافہ طبّی کا ترک وطن؛ پاکستانی معاشرہ یہ
  - پاکستان میں ماحولیاتی مسائل سے متعلق اقدامات

موسمیاتی تبدیلیوں اور آئلیگی کے مسائل کے سبب کی لئے حکومت کی کاروائیاں؛ قدرتی افرات کی سہ باب کی لئے

**Comparison of reformed and legacy specifications**

<table>
<thead>
<tr>
<th>Reformed specification</th>
<th>Legacy specification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme 1</strong></td>
<td>Education and Employment Youth OR generation gap in modern day Urdu-speaking society; social issues (AS)</td>
</tr>
<tr>
<td>موضوع 1: پاکستانی معاشرہ کا انعقاد</td>
<td>خاندان: خاندانی ساخت میں تبدیلیاں؛ خاندان میں غیر ملکی امدادی ادارے</td>
</tr>
<tr>
<td></td>
<td>عامالہ ورہونا: لکحاتوں میں تبدیلیاں؛ خدمات کا ترقی</td>
</tr>
<tr>
<td></td>
<td>نذرالورہا: مذہبی ترقی</td>
</tr>
<tr>
<td><strong>Theme 2</strong></td>
<td>Historical studies (A2) National and international events: past, present and future Aspects of modern society (A2)</td>
</tr>
<tr>
<td>موضوع 2: حجرت وطن کے جواب کے ترقی</td>
<td>اردو بولنے والی دُنیا میں تمدن اور فنونِ انسانی</td>
</tr>
<tr>
<td></td>
<td>لوک رسوم و روايات: لوک موسیقی؛ مغرب کا اثر</td>
</tr>
<tr>
<td></td>
<td>مقبول کلچر: سینما سے متعلق کلیدی تحریکیں</td>
</tr>
<tr>
<td><strong>Theme 3</strong></td>
<td>National and international events: past, present and future Aspects of modern society (A2)</td>
</tr>
<tr>
<td>موضوع 3: (حجرت وطن) اور کثیر الثقافتی معیشت</td>
<td>(جرت وطن) گیردہ نفاذی</td>
</tr>
<tr>
<td></td>
<td>میری نظر کی اثرات</td>
</tr>
<tr>
<td></td>
<td>پاکستانی سیاست کے سمت</td>
</tr>
<tr>
<td></td>
<td>جمہوریت کے سمت</td>
</tr>
<tr>
<td><strong>Theme 4</strong></td>
<td>National and international events: past, present and future (A2) Aspects of modern society (A2)</td>
</tr>
<tr>
<td>موضوع 4: پاکستانی سیاست کے سمت</td>
<td>پاکستان پر سیاسی اثرات؛ پاکستان کی عالمی رنگی</td>
</tr>
<tr>
<td></td>
<td>شریک اور دیہاتی علاقائی کی سیاست میں ترقی</td>
</tr>
</tbody>
</table>
### Literary works

**Prescribed list of works:**

1. پطرس کے مضامین مصنف احمد شاقی (2018)
2. سویرے جو کل ائمہ میرا کہلی
3. اودی کی آخری کتاب
4. مرخومن کی باد میں
5. لاہور کا جغرافیائی

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**Study of literary works not compulsory. Students could choose to study one of the prescribed texts for Unit 2 Section C.**

Students are expected to produce responses that relate to features such as:

- form and technique
- key themes, concepts and issues
- characterisation
- plot structure
- social and cultural setting

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### Films

**Prescribed list of films:**

1. بن روئی (2015) مومنہ درید
2. باغیہ (2003) روی چوپڑہ
3. بجرنگ بنہاپناج (2015) کبیر خان

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**Study of film not required.**

Students are expected to produce responses that relate to features such as:

- form and technique
- key themes, concepts and issues
- characterisation
- plot structure
- social and cultural setting

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### Independent research

**Must be based on one of the four research subjects listed in the specification:**

1. تعلیم کے متوازی نظام؛ اڑکوں مزکور کے لیے
2. میڈیا: اراؤ اظہار؛ سیاست پر پرنٹ میڈیا کے اثرات
3. پاکستان سے بہت ہیں: بھارت کی سیاسی اور معاشری روشنیاں؛ اسی اپنے طبقہ کا ترک
4. پاکستان میں ماحولیاتی اقدامات

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**Must link to Urdu-speaking culture and/or society: chosen from a list of prescribed topics and texts in the specification.**

Students must research all three aspects of their chosen research subject.
3 Planning

3.1 Planning a linear A level course

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

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

Course planning needs to cover:

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

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1</td>
<td>Theme 3</td>
</tr>
<tr>
<td>Theme 2</td>
<td>Theme 4</td>
</tr>
<tr>
<td>Literary work/Film</td>
<td>Literary work/Film</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Skills</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision/development</td>
<td>Transferable listening, reading, writing, translation, thinking</td>
<td>Develop skills/research all aspects of chosen research subject</td>
</tr>
</tbody>
</table>

3.2 Suggested resources

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

- teaching literature
- teaching film
- how to analyse a text or film
- how to develop research skills.

Other useful resources include:

Grammar

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

Literature

Urdu poetry

https://www.rekhta.org/AuthorsEBooks

Patras Bukhari

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

Amazon Urdu books

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

*Bajrangi Bhaijan*: available on Amazon Prime  

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

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

**Newspapers, television and radio**

*Weekly Urdu Times UK*  
http://epaper.pknewspapers.com/weekly-urdu-times-uk.html

ARY Digital UK  
AAG TV  
ARY QTV  
ARY News  
Geo TV  
Geo News UK  
Geo Tez UK  
PTV Global
4 Content guidance

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

4.1 Themes and sub-themes

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

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

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

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

4.2 Prescribed works

<table>
<thead>
<tr>
<th>Literary works</th>
<th>Films</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. پتربس کے مضامین مصنف احمد شاہ بخاری</td>
</tr>
<tr>
<td></td>
<td>2. سویرے جو کل آنکھ میری کھلا</td>
</tr>
<tr>
<td></td>
<td>3. عوام کی کتاب</td>
</tr>
<tr>
<td></td>
<td>4. مرحم کی پاڑ میں</td>
</tr>
<tr>
<td></td>
<td>5. لابور کا جغرافیا</td>
</tr>
<tr>
<td>2011 essays</td>
<td>1. بان 3. بساط باصر کاظمی</td>
</tr>
<tr>
<td>1999 novel</td>
<td>2. باغبان</td>
</tr>
<tr>
<td>1987 play</td>
<td>3. بجرنگی بھاتیجان</td>
</tr>
</tbody>
</table>

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

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

For further guidance, download our guide to analysing text or film.
5 Assessment guidance

5.1 Breakdown of Assessment Objectives

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

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

5.2 Assessment overview

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

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

2 hours 30 minutes (80 marks)

**Section A: Translation into English (20 marks)**

We recommend students spend 20 minutes on Section A.

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

**Section B: Reading (20 marks)**

We recommend students spend 45 minutes on Section B.

Students must respond to a series of comprehension questions based on a variety of text types and genres. Section B draws on vocabulary and structures across all sub-themes within the four themes.

**Section C: Writing (research question) (40 marks)**

We recommend students spend 1 hour 25 minutes on Section C.

Students must read one unseen text in Urdu and then answer a question, incorporating information and ideas from both the unseen text and their research findings. Section C draws on a student's independent research of their chosen research subject.
Paper 2: Translation into Urdu and written response to works
2 hours 40 minutes, 110 marks

Section A: Translation into Urdu (20 marks)
We recommend students spend 30 minutes on Section A.
Students must translate one unseen passage from English into Urdu. Section A draws on vocabulary and structures from any one of the sub-themes within the four themes.

Section B: Written response to works (literary texts) (45 marks)
We recommend students spend 1 hour 5 minutes on each response in Sections B and C.
Students must write an extended response on either one or two of the literary texts listed in the specification. Students choose one question from a choice of two for each of their chosen literary texts. If a student answers questions on two literary texts, then they do not complete Section C.

Section C: Written response to works (films) (45 marks)
We recommend students spend 1 hour 5 minutes on each response in Sections B and C.
Students must write an extended response on one of the films listed in the specification (if they only answered one question in Section B). Students choose one question from a choice of two for their chosen film.

Paper 3: Listening, reading and writing in Urdu
2 hours 15 minutes, 60 marks

Section A: Listening comprehension (30 marks)
We recommend students spend 45 minutes on Section A.
Students must respond to comprehension questions based on a variety of contexts and sources. Section A draws on vocabulary and structures across all sub-themes within the four themes.

Section B: Listening, reading and writing (30 marks)
We recommend students spend 1 hour 30 minutes on Section B.
Students must summarise a listening source and a text, both of which are based on the same sub-theme. Students must then evaluate the points of view in both sources, stating which views they agree with and why. Section B draws on vocabulary and structures from any one of the sub-themes within the four themes.

5.3 Understanding how to apply the mark grids

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

Section A: Translation into English
The translation into English is marked using a points-based mark scheme (Sample Assessment Materials, pages 25–26). The translation is divided into 20 ‘chunks’, and there is one mark available for the correct translation of each chunk.
The mark scheme gives acceptable answers for each chunk but these are indicative only and variants will be accepted by the examiner if they convey the same intended meaning.
Misspellings are tolerated as long as they don’t lead to ambiguity. For example, ‘drought’ misspelled as ‘drowght’ would be acceptable, but misspelled as ‘draught’ would be unacceptable as this is a real word with a different meaning (leading to ambiguity).
Section B: Reading comprehension
The questions in this section are marking using a points-based mark scheme (Sample Assessment Materials, pages 29–30).

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

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

Section C: Writing (research question)
This question is marked using three levels-based mark grids:

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

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

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

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

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

Note this list is not exhaustive.

Answers will be marked according to the guidance on pages 33–36 of the Sample Assessment Materials.
Paper 2: Translation into Urdu and written response to works

Section A: Translation into Urdu

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

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

The mark scheme for Paper 2 states:

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

Sections B and C: Written response to works

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

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

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

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

Paper 3: Listening, reading and writing in Urdu

Section A: Listening comprehension

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

Section B: Listening, reading and writing

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

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

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

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

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

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Languages

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We recommend that you sign up to receive Alistair’s email updates. To do so, please complete this online form.