

Examiners' Report/  
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCE  
In Urdu (6UR01) Paper 1A  
Spoken Expression (TE)

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2015

Publications Code US042756

All the material in this publication is copyright

© Pearson Education Ltd 2015

## General

The test is divided into two sections.

### SECTION A

This requires candidates to respond to four Edexcel-set questions on a stimulus related to the candidates chosen general topic area. The teacher /examiner will first ask two questions about the general content of the stimulus and will then follow on with two other questions that invite candidates to express their opinions on, or give reactions to, the stimulus.

### SECTION B

In the second part of the exam the candidate is expected to **discuss and develop** the general topic area as part of a wider conversation.

## Assessment Principles

This paper carries 50 marks. It consists of a conversation between the visiting or teacher examiner on an AS topic area chosen by the candidate. The general topic areas are:

Youth Culture and Concerns  
Lifestyle Health and Fitness  
The World Around Us  
Education and Employment

Stimulus cards are provided for each area. Before starting the examination, the candidates have 15 minutes to prepare with the stimulus card provided.

They may make notes of up to one side of A4 in this time, which they may refer to during the examination.

It is expected that the candidate will keep the notes throughout the exam and they, together with the card, will be collected at the end.

The speaking exam lasts **between 8 and 10 minutes** and is made up of two parts:

In Part A, the candidate is asked 4 questions relating to the stimulus card which are set by Edexcel. These questions are **mandatory** and may be repeated, but for the purpose of fair assessment across all centres, they must **not be re-phrased or expanded on in any way**. The first two questions relate specifically to information in the stimulus material, the second two to the wider issues developing from the stimulus material. For questions 3 and 4 it is expected that the candidate will give answers which are **as full and as detailed as possible**. The candidates' understanding of this stimulus specific topic area is marked out of 4.

In Part B, the teacher/examiner must initiate a discussion about the general topic area chosen by each student, and the teacher/examiner must move away from the subtopic of the stimulus card to more general discussion of the topic area and its linked subtopics.

The candidates must also show a clear understanding of the chosen topic. The subtopics of each area are stated in the specification. The candidate's understanding of the general topic area is marked out of a total of 10.

The marks of 8 for Quality of Language (Accuracy), 8 for Quality of Language (Lexis) and 20 for response apply to the test as a whole. It is important that the full test lasts **at least eight minutes**. If the test is too short, it will be liable to a penalty.

Similarly there is no point in continuing the test beyond ten minutes and examiners will usually not listen beyond this point. It is possible that some candidates may start to tire significantly beyond 9 minutes or so and there is no need to prolong the exam beyond 10 minutes. Examiners should possibly remember that a written examination has a fixed time when candidates must stop and it is the same thing for an oral test.

### **The most popular topic area is Lifestyle, Health and Fitness.**

Stimulus Card 1 was a passage on the benefits of walking for health. The first two questions, common to both cards A and B directly concerned with the particular stimulus were in the most part well answered although there were some who missed out on the second part of the second question relating to 'peace of mind'. The third and fourth questions in each card were broader based ones relating to the general topic area. Most candidates were able to respond at length to these questions.

Stimulus Card 2 related to a female Pakistani squash player. Few candidates had problem answering the second common question. This was "Why did Maria have to go to Canada?" The answer had to be inferred rather than read so it was not always easy for candidates to dig out the answer, which was "She had to face too many difficulties at home". Apart from this the majority of candidates did manage to answer appropriately.

The general questions were designed to provide candidates to talk at length about their chosen topic and then the examiner could broaden out the discussion. Very few candidates were unable to maintain a conversation for the required eight to ten minutes. Question 4 on Card 2B provoked some very heated responses about overpaid sportsmen!

### **The second most popular Topic Area was Youth Culture & Concerns.**

The topic for Card 1A and 1B was about young people and depression. The first two questions, being directly text based were straightforward and very few problems were reported. On both cards the general questions on this related to advice and role of parents, which provided candidates with the opportunity to give more expanded responses.

Stimulus Cards 2A and 2B were based on a passage about mobile phones and accidents. It was well received as it was in the most part amusing piece which related to the candidates' own experience. The general questions related to mobile phone use and restrictions are some things they all know about and have opinions on.

### **The third topic area is The World Around Us.**

Stimulus Card 1A and 1B was based on a passage about a scheme to repair electrical goods instead of throwing them away. The direct questions were straightforward and only few candidates whose reading skills were not really up to the required level for this examination failed to understand the questions.

What was interesting about Question 4 was that the responses seemed to demonstrate that many candidates did not consider it their responsibility to care for the environment but that it was the job of government and local councils to do the work. Question 3 on 1B was not so well answered by some candidates. It concerned the environmental impact of technology which they did not seem to understand sufficiently well to be able to give reasons for.

Stimulus Cards 2A and 2B were based on a passage about a famous charitable organisation, The Eidhi Foundation. The first two text-based questions were straightforward for nearly every candidate. Question 3 and 4 on Card 2A, related to the responsibility for dealing with natural disasters, appeared to cause no problems. Question 4 on Card 2B, however, produced a wide variety of responses concerning measures to combat floods and earthquakes. Very few candidates fail to answer this question.

### **The fourth Topic Area was "Education & Employment."**

The passage on Cards 1A and 1B was about the benefits to pupils' reading ages of using computers in school. There were no notable problems for candidates here. Neither was there for the further questions on either card. In Card 1A Candidates were able to discuss the diminishing popularity of reading books and in Card 1B the importance of exams from their own personal experience, which is always advantageous when having a discussion.

The second stimulus was based on techniques for revising, which again is directly relevant to the candidates' own experience. Question 1 and 2 were very straightforward and were well answered by most candidates. They were particularly well informed about the consequences of 'copying' in exams and that it was unintelligent to do so as they would have all their results cancelled.

## **Part 2: General discussion.**

This part of the examination is heavily dependent on a: the ability of the teacher-examiner to prepare suitably testing questions on the topic, and b: to respond flexibly to the candidates' responses, thus trying to maintain a naturalistic discussion rather than a list of stilted disconnected questions.

There were a very small number of centres where the teacher-examiner asked only the first four questions from the stimulus and ended the test without any further discussion. Such candidates could score a maximum of only twenty marks.

Many teacher examiners do this job very conscientiously and respond to their candidates' answers with appropriate questions. It is only when the questions are too rigid that the candidates' performance can be compromised. Some questioning does seem to me more appropriate for a GCSE level candidate and does not provide the candidate with the scope to demonstrate the full range of their linguistic ability. An example may be given in the Lifestyle, Health and Fitness Topic Area where too many questions were about diet and daily routine which is a topic too well covered at GCSE Level and is not really appropriate at this A/S Level.

## **Conclusion**

The overall level of performance is extremely high this year as candidates and teachers become more familiar with the format. As long as the test is conducted correctly most candidates are achieving extremely high marks.

## **Administrative Matters.**

The correct paperwork is one of the major issues for the examining team. The time spent chasing up the right documents, or getting signatures on the Oral Forms is extremely time-consuming. Many centres are still using the old Oral Form. Please use the updated forms from the Pearson website and make sure the CDs are working before sending the work out to examiners for marking.

## **Grade Boundaries**

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

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