



Examiners' Report Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE
In As Urdu (6UR02/01)

Unit 2: Understanding and Written Response
Advanced Subsidiary

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Introduction

This was the legacy examination of the GCE Urdu qualification. In accordance to the requirements of the specification the standard, quality and accessibility of the paper was same as in previous years. The overall performance of the candidates shown that large centres prepared their candidates well for this examination.

In Section A (Listening), most candidates performed well in nearly all questions. A similar trend was noticeable in Section B (Reading) and Section C (Writing) as well.

Section A: Listening

In Section A: Listening, there were four questions. The first two questions required nonverbal responses.

Question 1

A dialogue between a sister and a brother, about the news of brother's successful entry into his desired future career. Most candidates scored full marks.

Question 2

A listening passage about the tourist attractions in northern Pakistan. The candidates were asked to put a cross against four correct statements from the eight given statements. Most of the candidates scored at least three marks out of four.

A few candidates were confused about Statements B (*In the north of Pakistan beautiful mountains, rivers, forests, green meadows and lakes are found.*) and Statement F (*They take with them handicrafts, jewellery, warm shawls, dry nuts and fruits as a gift.*).

Teachers are requested to give enough practice to candidates for listening tasks where they listen and practice on how to identify or find the relevant and appropriate key words, phrases for correct statements.

Question 3

A passage about a new catering business run by women from home in the city of Peshawar. They sell homemade and freshly cooked food which is ordered through social media for home delivery. For this question, candidates were asked to complete a gap-fill exercise, by selecting the correct and proper English letters corresponding to the correct Urdu words from a given list of eight words in Urdu.

Most of the candidates scored full marks except a few candidates who found Q3 (ii) challenging and faltered in their correct response. Teachers should ensure that candidates are well prepared for such Urdu vocabulary and grammar tasks.

Question 4

An interview between Faraz and Shazia, where Faraz talks about planting trees to fight against climate change or at least stopping it from getting worse. Due to massive plantation of trees, more rains will help to grow more food. There will be plenty of water available as well. Candidates were asked to listen and write their responses for the given questions in Urdu.

The assessment criteria for Q4 states that candidates should be able to listen, and extract the specific information, for the part of the question being asked. Being a listening skills test, the candidates are not penalised for 'lifting' directly from the text, nor for poor quality of Urdu language. It was imperative to understand precisely what is being asked, and then to select proper and relevant vocabulary. However, they should either respond in short relevant sentence keeping their answer in the same

tense as that used in the question, or give key words or phrase, and not copy out part of the spoken sentence. Q4(c) was for arranging a 'teacher', and it was the main keyword.

For the whole Listening Section, candidates should listen to the recording, make small notes and replay as required to complete their answers for Section A within the prescribed time.

Section B: Reading

Question 5

There were three sub questions in this section, which was about the views of young people about their likes and dislikes. It required a non-verbal response. Many of the candidates scored high marks in this question.

Question 6

It was about a new most luxurious flight. Candidates were required to read the passage in Urdu and to answer the questions in English, relating their answers exclusively to the passage and convey all relevant information required correctly. Many candidates scored good marks. A few candidates lost one or two marks, either due to not understanding what was being asked or not having enough English vocabulary to transfer the relevant answers into English.

To score full marks in 6 (b) and (e), the candidate should have been more careful in understanding the questions.

(b) Instead of writing 88 passengers in English many candidates wrote other numbers, which was not correct answer.

(e) The cost of travelling was \$18,000 but some candidates wrote incorrect amount.

Question 7

This question was a passage explaining that instead of giving out charity the money should be in the form of interest free loan. The candidates were required to answer the target language questions in their own words, in Urdu.

Some candidates did not follow the rubric and failed to rephrase the language from the passage. There were only a few examples of 'total lifting' of the sentences from the passage. In such cases, the candidate did not manipulate the language and lost valuable marks, especially in Question 7(f) and 7(h). Some candidates also did not keep their answers in the past tense, as were the questions.

Section C: Writing

Question 8

Candidates are required to write 200-220 words in the form of an article in Urdu, based on a short language stimulus. The question carries 30 marks out of 70 marks for the paper.

In Question 8 the topic was very interesting and well-received by most candidates. It was gratifying to read that most candidates were aware of the importance of education and responsibilities of themselves, their parents and the government, hence could write well on this topic.

It was pleasing to note that many centres have prepared their candidates well for this task, because there were some very good responses to read.

Some candidate covered all the bullet points and elaborated them with good quality language. This helped to achieve marks in the top bands of the assessment criteria grid for both *content* and *Quality of Language*.

15 marks - Content and Response

15 marks - Quality of Language

Careful planning of the essay and writing down prompts for each of the given bullet points can ensure that the content and response has been covered within the required number of words. In addition, keeping the language flow and use of appropriate vocabulary throughout the essay can help in scoring good marks.

Paper Summary

The overall performance of the candidates showed that the paper was accessible, similar in quality and standard to previous year.

The following advice can be offered keeping in mind the recent performance of candidates in this paper:

- Candidates must ensure that they read and understand rubrics or instructions well and follow them carefully for each type of question
- For Section A: Listening, the effective way to answer such questions is to replay and listen to the specific parts of the recordings and make notes before writing down the answers
- For Q4 and Q7 it is better to write relevant keywords, rather long sentences
- For Section B: Reading, in Q7 candidates must write their responses in their own words.

Candidates must avoid 'lifting' sections of text from the passage in Q7. The information must be slightly rephrased or manipulated before writing as their own response.

- For Section C: Writing, in order to achieve marks in the top bands for both *content* and *Quality of Language* in Q8 candidates should plan and organise and base their essay on the given bullet points.

Grade Boundaries

Grade boundaries for all papers can be found on the website at:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>