

Examiners' Report/
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCE
In Urdu (6UR03) Paper 1A
Spoken Expression (TE)

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Assessment Principles

This unit assesses communication in spoken language. It also covers understanding, which is in essence, a test of listening skills. The test is conducted by a teacher examiner and it is marked out of 50, by Edexcel examiners.

Centres should be aware of the rules that apply to short tests. Also material presented after 13 minutes in long tests is not assessed. The fact that listening as well as speaking is being assessed does have implications for the conduct of the test. The candidate must be able to demonstrate that they can understand a range of questions and provide answers which directly address these questions.

Candidates' Responses

The first part of the test is a discussion of a controversial issue, which has been prepared in advance. Candidates have up to one minute to present an argument, outlining the adopted standpoint on the issue. The examiner takes the opposing view and a debate ensues. The total length for this part of the test is 5 minutes. Candidates should ensure that the issue chosen is such, that there are two possible sides to the debate. The oral form (OR3) reminds candidates that they must state which viewpoint they are taking, and also that the statement must be in the target language, which in this instance, is Urdu.

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

On the other hand some of the inexperienced teacher examiners still made mistakes in conducting the test. The distinction between 6UR01 and 6UR03 test was not very clear to some of them. They were unaware that candidates must present their chosen issue topics and it should have been a debate or an argument between the teacher and the candidate. The teacher examiner should familiarise themselves with the Specification and the Administrative guidance document.

For a few centres the candidates were allowed to talk freely for a long time and no intervention was made by the teacher examiner. The conversation ended without any questioning by the teacher examiner. On the other hand, in some cases, teacher examiner's input was far too long. Where no two unpredictable areas were covered the candidates suffered because of the teacher examiner's fault.

It is worth mentioning that for most centres the teacher examiners and the candidates were both well prepared, they performed extremely well. This year none of the teacher examiner had performed the test in less than 10 minutes. They observed the timing really well and as a result candidates did not lose marks because of the test being too short. This indicates further improvement towards conducting the test.

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

The centres showed fewer problems this year although attention needs to be given to the following;

- Some centres did not submit Oral chosen issue form
- Chosen issue inadequately/not outlined
- Definite stance inadequately/not adopted
- Unpredictable areas of discussion inadequately/not explored

ADMINISTRATION MATTERS:

A few centres had sent old oral forms. New oral forms were completed and attached with the old ones. Examiners received a few oral forms in which neither the candidates nor the teacher examiners had signed. A few centres had sent only the CD.

Overall the performance of the candidates in this paper was very good indeed. Majority of the candidates had obtained very high marks in this paper where the teacher examiners had worked hard to prepare the candidates.

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>