

# Examiners' Report/ Principal Examiner Feedback

Summer 2016

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's candidates exceeded the performance of last year's candidate, partly due to the increasing experience of the teacher examiners. The role of the teacher-examiner is crucial in this test. The more trained & experienced the teacher is, the better results the candidates can achieve in the examination.

The teacher-examiner can guide the candidates to choose topics in which discussion and debate can take place, advising candidates to express their opinions and justify their stance. The teacher-examiner can also restrict certain topics, such as food and drink, holidays etc. Furthermore the teacher-examiner can change the focus of topics to make them more debatable.

In some centres it was noticed that a few teacher-examiners did not cover two unpredictable areas, discussing the main topic until the test ended. Unfortunately this resulted in the loss of candidates' marks.

The other problem that was encountered was timing. Some tests were completed within 7-8 minutes, consequently those candidates were heavily penalised. Teacher examiners should carry out the test for at least 10 minutes, as is required by the specification.

On the other hand some centres showed improvement in carrying out the test within the required time scale and were vigilant to timing.

It was observed that some candidates used Hindi words such as: "sahmat hoon" meaning "agree" in Urdu "muttafiq hoon" "Parivar" means family, in Urdu "Khandaan." Such language is caused by popular media. Candidates should be aware that such Hindi interpolations are not acceptable in an Urdu exam.

Overall the performance of the candidates in this paper was very good indeed.

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
- Time too long/too short
- Chosen issue inadequately/not outlined
- Definite stance inadequately/not adopted
- Unpredictable areas of discussion inadequately/not explored.

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>