

Examiners' Report/
Principal Examiner Feedback

Summer 2014

Pearson Edexcel GCE
in Urdu (6UR03/01) Paper 3

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6UR03/01(1A) Examiner's report 2014

This year the performance of the candidates in 6UR03 paper was slightly better than last year. Most of the topics chosen by candidates were appropriate but there were some topics that did not give candidates the opportunity to justify their opinion.

Teacher examiners should encourage students to avoid non-debatable topics such as holidays and future plans. Candidates should bear in mind that such topics have no scope for a debate in the exam.

After the introduction teacher examiner should initiate the conversation by challenging the stance in straightforward, accessible language. During this time candidates are expected to defend and justify their opinions. Teachers should play the role of devil's advocate, expressing views contrary to those of the candidate. Teacher-examiners should be careful to avoid an aggressive or confrontational tone. In some cases more able candidates were not able to score high marks because their stance was not sufficiently challenged.

In the second part of the test teacher- examiner should introduce unpredictable areas which may emerge naturally from the initial discussion, but should move on and away from the candidate's chosen issue. Teacher-examiner should aim to initiate a spontaneous discussion in which a minimum of two further areas of discussion will be covered. These will not require special factual knowledge or relate to target language culture. Candidates who covered the two topics from unpredictable areas in the discussion were awarded good marks.

In a few centres the timing was not observed properly. The timing of the test begins the moment the candidate starts the presentation. A test is too short if it is less than 10 minutes and 30 seconds. On the other hand once the 13 minute mark has passed, the examiner stops listening at the end of the next sentence.

It was also observed that some candidates used Hindi/English words. Students are advised to avoid using those Hindi/English words which are not commonly used in Urdu.

Overall the performance of the candidates in this paper was very good. Many candidates performed extremely well and were awarded high marks in this paper.

ADMINISTRATIVE MATTERS

Centres are advised to record Unit 1 and Unit 2 on separate CD/USB. Attendance register and appropriate oral forms were missing from some centres. The quality of recording was good from most centres but in some case examiners had difficulty to understand the recording. It is important to check the recording before sending it to the examiners.

NB: Please note that following notification on the qualification page of the Pearson/Edexcel website, and via the updates from the Subject Advisor, Mr Alistair Drewery, we will no longer be accepting audio cassettes for assessment from September 2014 onwards.

Unit 3: Understanding and Spoken Response

Marking guidance for oral examiners

Tests that are too short

The timing of the test begins the moment the candidate starts the presentation.

A test is too short if it is less than 10 minutes 30 seconds (including a 30 second tolerance).

Drop down one mark band to the corresponding mark across the following assessment grids:

- 'Response'
- 'Comprehension and Development'

e.g.

5-8	Limited incidence of spontaneous discourse; limited range of lexis and structures; very little evidence of abstract language.
9-12	Satisfactory incidence of spontaneous discourse; range of lexis and structures adequate with some ability to handle language of abstract concepts.
13-16	Frequent examples of spontaneous discourse; good range of lexis and structures; good use of abstract concepts.

If a candidate would have scored 12 for Response, they should be given 8, if they would have scored 9, they should be given 5. A similar adjustment would be made to the mark for Comprehension and Development. This adjustment should not be applied to marks for Quality of language or Reading and Research.

Tests that are too long

Once the 13 minute mark has passed, the examiner stops listening at the end of the next sentence/sense group.

Tests that do not have a debatable or defensible issue

e.g. where the candidate does not present or defend a definite stance, or the teacher-examiner

fails to give the candidate an opportunity to justify their opinions.

- Candidates will be limited to scoring a maximum of 4 for 'Reading and Research'.
- This may affect the marks given for 'Comprehension and Development'.

Tests that do not move away from initial issue/topic

e.g. further unpredictable areas of discussion are not covered and/or a monologue.

- Candidates are limited in the amount of marks they can score. Please see the grids.

Response	
Only one unpredictable area discussed	No more than 12 marks
No unpredictable areas discussed	No more than 8 marks

Reading and research	
Only one unpredictable area discussed	No more than 4 marks
No unpredictable areas discussed	No more than 3 marks

Comprehension and development	
Only one unpredictable area discussed	No more than 10 marks
No unpredictable areas discussed	No more than 7 marks

Spontaneity/Response

A performance which is, in the marker's view, *largely* recited, and demonstrates *very little* spontaneity as well as impaired intonation may suggest pre-learning. If the examiner believes that a test has been pre-learnt then the mark for **Response** will be limited to 8, irrespective of use of lexis/structure/abstract language.

A pre-learnt test may also affect the mark given for **Comprehension and Development** if it does not permit a natural and logical interaction.

It is important that the PE and team leaders can see clearly the justification for marks awarded and examiners should note briefly on the OR3 form the reason for any caps which are applied in marking an oral test.

If a score of '0' is awarded for any of the assessment grids, the recording should be referred to your Team Leader.

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>

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