



Examiners' Report Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCE
In Urdu (9UR0)

Paper 02: Translation into Urdu and Written
response to works

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General Comments

This report pertains to paper **9UR02**, designed to assess candidates' skills in translating from English into Urdu and their ability to provide analytical responses to Urdu literature or film. The marking process for this session demonstrated effective differentiation between candidates of varying abilities, with all questions performing as expected.

The published mark scheme offers comprehensive guidance on the overall marking approach, detailing correct, acceptable, and rejected responses for Section A, along with indicative content for Sections B and C. It's important for teachers to note that the Section A mark scheme does not encompass every conceivable answer; examiners evaluate each response on its individual merits.

Marking for Sections B and C employs a levels-based approach, applying a 'best-fit' methodology to place responses within the appropriate mark scheme category and then determine the applicable mark within that category.

Teachers are advised to clearly differentiate between the assessment objectives outlined in the specification:

- A01: Listening and responding in Urdu
- A02: Reading and responding in Urdu
- A03: Grammar and vocabulary of Urdu
- A04: Knowledge and understanding of Urdu-speaking countries and communities

In this paper, A03 is assessed in Section A, while A03 and A04 are evaluated in Sections B and C. The evidence suggests varied levels of candidate preparedness for the assessment, with minimal instances of rubric infringement noted.

Comments on Each Question

Section A

This section evaluates candidates' ability to translate into Urdu. It is noted that, akin to Paper 1, the mark scheme may occasionally show apparent misalignment between the English and Urdu columns due to the idiomatic nature of translation and differences in word order and clause structure between English and Urdu. Reading vertically down the correct answer column provides a complete translation in fluent Urdu.

This year's translation focused on the theme of family and women's roles within it. Each segment of the passage is targeted at a specific grade level, ensuring differentiation across the full spectrum of abilities. While most candidates successfully translated straightforward segments, challenges were evident in translating more complex aspects such as obstacles to women's involvement and economic independence, particularly for lower-scoring candidates.

There is a noted need for some candidates to refine their Urdu phrasing to ensure clarity and naturalness of expression, as highlighted in the reject column of the mark scheme.

Comments on Sections B and C

These sections assess candidates' ability to critically and analytically respond to literature and film in Urdu. All candidates must respond to at least one literary work, with

the option to choose either a film or a second literary work for their second response. These sections also evaluate candidates' proficiency in extended writing in Urdu.

The mark scheme's indicative content for A04 serves as a guide for potential topics candidates can discuss in response to their studied works. However, examiners assess each response on its own merits, allowing candidates flexibility in their approach while still accessing the full range of marks available.

High-scoring responses typically demonstrate a deep understanding of the work studied, accompanied by insightful analysis of the author's or director's intentions and their impact on the reader or audience. It was observed that some teachers effectively utilized guidance from the Pearson website in preparing their candidates.

Section B

The most popular works chosen by candidates were *Patras Kay Mazameen* (Ahmed Shah Patras Bukhari) and *Angan* (Khadeeja Mastur).

Section C

The most popular films chosen were *Bajrangji Bhaijaan* (Kabir Khan) and *Baghban* (Ravi Chopra).

Guidance for Teachers for Future Sessions

1. Ensure all candidates are thoroughly familiar with the paper format and understand the requirements of each section and question.
2. Clarify to students in Section A that a correct translation may not be a literal word-for-word rendering; differences in word order, clause structure, and linguistic features between English and Urdu should be expected.
3. Utilize the mark scheme in Section A to illustrate various approaches to translation, encouraging students to think critically rather than relying on online translators.
4. For Sections B and C, familiarise students with the literature and film information available on the Pearson website.
5. Review the indicative content in the mark scheme for insights into writing effective responses, even for works and films not studied in class.
6. Emphasize the use of appropriate academic language in Urdu, including terms such as 'analyse' and 'conclusion', to help students write in a scholarly manner.