



Examiners' Report
Principal Examiner Feedback
Summer 2023

Pearson Edexcel GCE
In Urdu (9UR0)
Paper 3: Listening, Reading and Writing in Urdu

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Publications Code 9UR0_03_2306_ER

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GCE Urdu Paper 3 2023 report

June 2023 examination from current specification was successful, with a lot of good performances from candidates. Generally high standard of answers was produced by candidates. Most centres understood the specification requirements and prepared their candidates well. Most candidates performed very well keeping up with the demands of the questions especially with the answers with written language. Most of the centres have well prepared their candidates.

Teachers have clearly embedded sample materials in to their teaching and targeted good range of relevant questions and have consistency used successful references to tenses (past, present, and future) and the grammatical structures. It is vital that centres are given robust feedback about the performance of exams, so candidates are better prepared, hence improving candidate's performances. The general performances in the higher tier were good however the standard of students' work varied enormously in foundation tier.

The standard was generally good and there were several pleasing, high scoring answers. Most candidates scored marks consistently throughout the paper. Questions requiring a written answer discriminated well. Most of these questions were aimed at the top grades and required precise answers. Some also required candidates to draw simple conclusions and to understand material which contained more complex and less familiar language in line with the requirements of the subject content.

In this paper Q1, Q2, Q3, Q4, were based on Listening skills, Q5a was testing listening skills, Q5b was testing reading skills and Q5c was testing writing skills. Candidates were very comfortable with listening questions usually scoring high marks especially Q1 and Q2 because they were the multiple-choice questions where as Q3 and Q4 required written answers in Urdu. Q5 was more challenging question which had three parts listening, reading, and writing. Again, the candidates found part a student friendly, part B provided more challenge because of reading skills were required. Part c was writing questions therefore students found it more challenging. I think the paper was well balanced to meet the needs of all abilities and the questions were pitched at the right level. In fact, in each question there were parts of each question which were targeted at different grades to ensure that the paper is suitable for candidates from the different abilities.

Marked scheme was effective and agreed by QPEC team and further refined during the standardisation meeting after reflecting on candidates' responses. All possible answers were considered so that candidates are not penalised. Given below is detail guide on candidates' performances.

Question 1

In this question candidates performed very well. This was a multiple-choice question and Most students scored full marks in this question.

In this question some candidates found 'thafreehi waqat gazarana' difficult which was tested in part (ii) of this question.

Question 2

In this question candidates performed very well. This was a multiple-choice question and Most students scored full marks in this question.

In this question some students found part (v) little bit challenging which was testing 'mulk ki taraqee ke liye zaroori hai', the other distracters were also close to the correct answer, so candidates really needed to listen to the complete sentence and answer the question correctly.

Question 3a

Looking at candidates' performance I didn't feel students had any issues with this question however some candidates didn't answer it successfully.

3a(i): Some candidates used other responses rather than the one in the mark scheme which was, 'rooh ki hasiat'.

3a(ii): For this question any one of the three responses from rahensain, khandapina and shadi bia was accepted therefore candidates found this question easy and almost all were able to gain a mark in this part of the question.

3a(iii): Two correct responses were required for this part of the question to gain marks and some student only wrote one response for this part of the question. Ithaad ki alamat was the response commonly listed by students and hamari pachaan was the response missed out.

3a(iv): Many candidates answer this question correctly and were able to gain a mark for this part of the question.

3a(v): Many candidates answer this question correctly and were able to gain a mark for this part of the question. Although the spelling mistakes were not penalised but often students made spelling mistakes spelling rasmorawaj incorrectly.

Question 3b

3b(i): In this question most, candidates answered this part of the question correctly and were able to gain full marks. Although the spelling mistakes were not penalised but often students made spelling mistakes, spelling some key words like meel jool, nasli jagra and warasat incorrectly.

3b(ii): In this question only, some candidates answered the question correctly. This was the challenging part of the question and most candidates made mistakes. The correct three responses were mukhtalif tahzeebain, rasmorwaj to ameat, tazeeb zinda rehana. It was difficult to identify the pattern in which students were making mistakes. Candidates randomly made mistakes in this question.

Question 4

In this question candidates performed very well, and most candidates were able to perform very well but there were parts of the questions where students lost their marks.

4a: In this part of the question most students performed very well.

4b: In this part of the question two correct responses were required. **Mustiqbal roshan hai aur maang main kaami nahin ho gi.** Most students missed out **maang main kami nahin ho gi** in this part of the question.

4c: In this part of the question most students performed very well.

4d: In this part of the question two correct responses were required. **Hameesha se maang rahey gi aur maang ziada ho gi.** Some students missed out **maang ziada ho gi** in this part of the question.

4e: In this part of the question most students performed very well. Although in this part of the question two details were required most candidates were able to answer this part of the question successfully.

4f: In this part of the question two possible correct answers were available and candidates were required to give one correct answer therefore most candidates answered this question successfully.

Question 5a

Generally, candidates' performance was good in this question and there were six possible answers available. Candidates had to listen to the spoken language, and they were required to list four correct answers, however some candidates were confused with few vocabulary words like **poorskoon** and **mutasar**. Overall candidates performed well in this question.

Question 5b

In this part of the question candidates generally found this part of the question somewhat challenging. This question was based on the reading skills and there were six possible answers available. Candidates had to read the text, and they were required to list four correct answers, however candidates found reading task challenging and therefore lost marks in this question. Candidates need to ensure they spend more time to practice their reading skills especially words like **lootaf andoos**, **ghair ikhlaqi**, **maloomaat**, **masalsal** and **ishtiraat** which candidates found challenging in this text.

Question 5c

Although this question was based on writing skills, candidates had to analyse spoken text from 5a, written text from 5b and mention their own viewpoint. Some candidates didn't understand the question correctly and their analysis only focused on one part either the 5a or 5b. It was vital to discuss both parts and then develop mention their own viewpoint to gain maximum marks. In 5c the language marks were based on quality of writing, some candidates produced excellent piece of work and most candidates' performance was varied in this question because this is the most challenging question for all students.

