



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCE

In Urdu (9UR0)

Paper 03: Listening, reading and writing in Urdu

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2024

Publications Code 9UR0_03_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

The performance for most candidates was generally good and there were several high scoring answers. Most candidates performed very well, keeping up with the demands of the questions, especially with the target language questions. Most candidates scored marks consistently throughout the paper. Some parts of written response questions had mixed answers because these questions were aimed towards the higher grades and required precise answers. Some also required candidates to understand material which contained more complex and less familiar language, in line with the requirements of the subject content.

Question 1

Most Candidates performed well in this question because they were able to listen to the recording and identify the correct answers. This is a multiple-choice question which also required students to read the options in Urdu before making the correct choice and most students performed very well. The only part of the question that a few students found challenging was (iv) because they did not understand the spoken language or were not able to read the options in Urdu therefore lost a mark. The correct answer for (iv) was D (Khandani hamait par election jeetna mumkin nahin).

Question 2

Most Candidates performed well in this question because they were able to listen to the recording and identify the correct answers. This is multiple choice question which also required students to read the options in Urdu before making the correct choice, however most students performed very well. The only part of the question that a few students found challenging was (iii) because they did not understand the spoken language or were not able to read the options in Urdu therefore lost a mark. The correct answer for (iii) was B (isey munasib Rozgar nahin milta).

Question 3a

Most Candidates performed well in this question because they were able to listen to the recording and identify the correct answers. This question required to write the answers in short phrases. Students were not penalised for a small spelling mistake and were not required to answer the questions in full sentences. This question was based on Akram's point of view. The student performance in (i), (ii) was very good. In part (iii) some students missed one answer (kaam kay aokat) and therefore lost a mark. In The last two parts of the question students made more frequent mistakes. In (iv) they didn't provide complete answer (bemari ki chuti par tankwah). In (v) students failing to score a mark was not due to the missing information, they wrote completely wrong answers. The correct answer for (v) (was burhapay main madadgar sabit ho gee).

Question 3b

Most Candidates performed well in this question because they were able to listen to the recording and identify the correct answers. This question required to write the answers in short phrases. Students were not penalised for a small spelling mistake and were not required to answer the questions in full sentences.

In this question B(i) was based on Sana's point of view and B(ii) was based on Akram's point of view. The reason why some students made mistakes in this question was because of their reading skills.

In B(ii) most students scored 2/3 marks but in B(i) some students made mistakes. In b(i) there were three prompts / questions. In first part very few students made a mistake and rather than writing the correct answer, (haftey main chalis gantey) students wrote other numbers. In the second part and third part of the questions some students made mistakes and wrote wrong answers rather than the required answers.

Question 4

Most Candidates performed well in this question because they were able to listen to the recording and identify the correct answers. The part of the question that a few students found challenging was 4(b), 4(d) and 4(f) which were two-marks and some students missed one point therefore lost a mark. The point missed in 4b was (Punjab ki tahzeeb), in the other two questions some students missed one of the points made, but it is difficult to figure out which point was missed by most students.

Question 5a

Most Candidates performed well in this question because they were able to listen to the recording and identify the correct answers. There were six possible answers available from the text. 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 and were not able to provide the correct answers. The two possible answers where the student's made mistakes are provided in the brackets, (apney therekaey say zindigi guzarney walo ki hoslaafzi ki jati hai & purney tahzeeb main tabli). Overall candidates performed well in this question.

Question 5b

Some candidates performed well in this question whereas some 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 some candidates found the reading task challenging and therefore lost marks in this question. The possible answers where

students made mistakes are provided in the brackets (bachey dosri tahzeeb key barey main nahin jaan saktey & moshwara apni community say latey hain).

Question 5c

This question was based on writing skills, candidates had to analyse the 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 5a or 5b. It was vital to discuss both parts and then mention their own viewpoint to gain maximum marks.

In 5c the language marks were based on quality of writing, some candidates produced excellent pieces of work and most candidates' performance was varied in this question because this was the most challenging question for all students.