



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCE

In Urdu (9UR0)

Paper 3: Listening, reading and writing in
Urdu

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Introduction

The performance of most candidates was generally good, with several high-scoring answers. Most candidates performed very well, meeting the demands of the questions, particularly those targeting the use of the language. Marks were consistently scored throughout the paper by most candidates. Some parts of the written response questions elicited mixed answers, as these were aimed at higher grades and required precise responses. Additionally, some questions required candidates to understand material containing more complex and less familiar language, in line with the subject content requirements.

In this paper, Questions 1, 2, 3, and 4 assessed listening skills. Question 5a tested listening skills, 5b assessed reading skills, and 5c evaluated writing skills.

Candidates were very comfortable with listening questions and generally scored high marks, especially in Questions 1 and 2, as these were multiple-choice questions. Questions 3 and 4 required written answers in Urdu, which presented a slightly higher level of difficulty. Question 5 was more challenging, with three parts: listening, reading, and writing. Candidates found part (a) student-friendly, part (b) more challenging due to the reading skills required, and part (c) was the most difficult, involving writing. Overall, the paper was well balanced to meet the needs of all abilities, with questions pitched at the appropriate level. Each question contained parts targeted at different grades to ensure the paper was suitable for candidates of varying abilities. Although the topics were different from the previous year, the level of difficulty remained similar. Candidates found the topics interesting and generally answered the questions successfully. Overall, most students performed well across all questions.

Question 1

Most candidates performed well on this question, successfully listening to the recording and identifying the correct answers. This multiple-choice question required students to read the options in Urdu before selecting the correct answer, and most students did so very well. The only part some students found challenging was (iv), where a few did not understand the spoken language or could not read the Urdu options, resulting in lost marks. The correct answer for (iv) was D (ele khana ko mushkilat ka samna karna pray).

Question 2

Most candidates performed well because they were able to listen carefully and identify the correct answers. This was also a multiple-choice question requiring reading of the Urdu options. Most candidates did very well, but some struggled with part (iii) due to difficulties understanding the spoken language or reading the Urdu options, resulting in lost marks. The correct answer for (iii) was D (aziz oh aqarib ki judai bardash kartey hain).

Question 3a

Most candidates performed well, successfully identifying correct answers from the recording. This question required short phrase answers. Minor spelling mistakes were not penalised, and full sentences were not required. The question focused on Imran's point of view. Student performance was very good on parts (i) and (iii). In part (ii), some students missed one answer (zabaney or labas), losing a mark. The last two parts (iv) and (v) showed more frequent mistakes. For (iv), some students gave incomplete answers (hijrat ki waja se). For

(v), marks were lost due to completely incorrect answers rather than missing information. The correct answer for (v) was (magrabi mumalik ki traqi ko dekh kar).

Question 3b

Most candidates performed well, correctly identifying answers from the recording. This question also required short phrase answers, and minor spelling errors were not penalized. Part B(i) was based on Iram's point of view, and B(ii) on Imran's point of view. Some students made mistakes due to weaker reading skills. In B(ii), most scored 2 out of 3 marks, but in B(i) some students lost marks. B(i) had three prompts; in the first, few students made mistakes, but some wrote an incorrect answer (nogwan mutasar hovey). Mistakes were more frequent in the second and third prompts, where students wrote incorrect responses.

Question 4

Most candidates performed well, correctly identifying answers from the recording. Some found parts 4(b), 4(d), and 4(f) challenging, which were two-mark questions. Some students missed one point and therefore lost a mark. The point missed in 4(b) was (elikey or soubey). For the other parts, it was difficult to determine which specific points were missed by most students.

Question 5a

Most candidates performed well, listening to the recording and identifying correct answers. There were six possible answers; candidates had to list four correct ones. Some candidates were confused by a few vocabulary words and were unable to provide correct answers. Mistakes were made with the following answers: (eak batreen role model banti hain & aourat bachoun ke kirdar ki tameer karti hai). Overall, performance was good.

Question 5b

Some candidates performed well, while others found this question more challenging. This question tested reading skills, with six possible answers. Candidates needed to read the text and list four correct answers. Some found the reading task difficult and lost marks. Mistakes were commonly made on the following answers: (khandan ke logoun ka itfaq se rehana & sub akathe hain to khandan mazboot hai).

Question 5c

This question tested writing skills. Candidates had to analyse the spoken text from 5a, the written text from 5b, and then give their own viewpoint. Some candidates misunderstood the question, focusing only on one part, either 5a or 5b. To gain maximum marks, it was essential to discuss both parts before expressing a personal viewpoint. Marks for language were based on the quality of writing. Some candidates produced excellent work, but performance varied widely as this was the most challenging question for most students.