

Edexcel GCSE

Urdu

Unit 4: Writing in Urdu

Controlled Assessment

Valid from September 2009 onwards

Paper Reference

5UR04/01

You do not need any other materials.

These possible controlled assessment tasks are valid from September 2009 to May 2011.

- For assessment in the Summer series centres must submit their tasks for external assessment by 15 May of the assessment year.

Please note that these controlled assessment tasks will be subject to review every two years.

Further guidance can be found on the Edexcel website (www.edexcel.com).

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Controlled assessments for writing

The following are samples of controlled assessment materials that you may use with your students. You are able to use these as they appear or you can adapt them to accommodate the specific needs of your students.

Stimuli are provided for each of the four themes identified in the specification:

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment.

Students can focus on **one** of the above themes for both writing (and speaking) controlled assessments or, if preferred, work across more than one theme.

If your centre wishes to undertake work on a centre-devised theme, you will need to create your own stimuli for the controlled assessment writing tasks. Such stimuli do not have to be approved in advance but if you require reassurance on the suitability of a particular approach, topic or theme, you can consult an experienced examiner through the Edexcel *Ask the Expert* service.

Students must undertake two separate writing tasks, **one task** in each of the **two required controlled assessment sessions**. Each session should last up to one hour and the task must be completed in this time. The assessment must take place in controlled conditions and students must have access to notes and a dictionary as discussed in the specification. It is anticipated that students will produce at least 100 words in each of the two assessment sessions. Students aiming for grade C or above will need to demonstrate extended writing skills and are expected to produce over 200 words for each task.

It may be more appropriate for some students to complete two shorter tasks rather than a longer one in a single assessment session. Consequently, centres can submit more than two pieces of writing from these students as long as the work has all been produced in two separate assessment sessions (maximum of four pieces of writing).

Students may undertake more than two controlled writing assessments but only the work from two sessions must be submitted to Edexcel for marking.

Adaptation of tasks

As stated in the specification, teachers may use or adapt these tasks and are free to create their own. Centre-devised tasks may result from students' ideas and suggestions or could be linked to other areas of the curriculum.

Teachers may amend and edit the Edexcel tasks in a number of ways:

- to introduce a different context that is more appropriate to the needs and/or interests of particular students. (*An account of a **concert** could be changed to an account of a **film**.*)
- to alter the type of 'support' for individual students. Some students are reliant on bullet points that clearly spell out task requirements and provide some structure whereas others (possibly more confident or creative) prefer more open-ended tasks. To accommodate these different types of learner, teachers could, for example, remove or add bullets and alter the wording of the task rubrics (e.g. change '**must refer to**' to '**may refer to**' or vice versa).
- to change the nature of the task. Teachers may rewrite a task so that it takes on a different nature. For example, it may be more appropriate for certain students to produce a poster or complete a form rather than write an article or letter. Similarly, teachers may introduce a guide on the length of the task (e.g. number of words) either to ensure that the task is feasible or, for more able students, to promote extended writing. Teachers may also wish to change the content of the bullets so that a learner is able to focus on providing simple information rather than description and opinion. With revised simpler content and fewer and/or different bullets to cover, the nature and size of the task brief can change radically. This allows for some students who encounter difficulties when writing in the target language to undertake two separate shorter tasks rather than one in a controlled assessment session.

Clearly, the facility to modify task stimuli enables teachers to target activities to the level and needs of individual students. However, as all changes to tasks can impact significantly on their overall level of demand, it is imperative that teachers do not constrain or compromise the performance of their students through an inappropriate task stimulus.

Possible writing tasks (Media and culture)

Task 1

An Urdu-language magazine is offering a cash prize for the best imaginary account of a day out with a famous person.

You could mention:

- the name of the famous person
- why you chose this person
- where you went
- what happened
- why the day was enjoyable
- how you are going to spend the prize money.

Task 2

You have recently seen a film in the cinema.

Write a review for your Urdu-speaking friend's school magazine.

You could mention:

- the characters
- the plot
- your opinions
- your next visit to the cinema.

Task 3

Your Urdu-speaking friend wants to know about family life in your country. Write an email with the information that he/she wants.

You could mention:

- your daily routine
- how you get on with members of your family
- things you have done as a family recently
- how you are going to spend the weekend as a family.

Task 4

A pop star visited your school and spoke about his/her life and career. Write a letter to your Urdu-speaking friend about what was said.

You could mention:

- the pop star's personal details, including his/her family
- his/her school years
- his/her career
- his/her interests (music, favourite TV programmes, films etc)
- your opinion of the pop star
- the pop star's future plans
- whether you will go to his/her next concert and why/why not.

Task 5

An Urdu website has asked for young people's opinions on aspects of life in their country. You decide to respond.

You could mention:

- where you live and your opinion of it
- what you have done with your friends recently
- a club or society you belong to
- local issues
- thoughts about your future.

Possible writing tasks (Sport and leisure)

Task 1

You are writing to your Urdu-speaking friend, who wants to know about the sports and leisure activities available at your school.

You could mention:

- what your favourite activity is
- why you are interested in this activity
- what other sports are available
- what you like or dislike about these activities
- details of the sports events during the past year.

Task 2

You are writing a school project in Urdu on health and fitness in young people.

You could mention:

- benefits of regular exercise
- why it is important to keep fit
- popular food for young people and its effects
- lifestyles of young people
- what young people could do to achieve a healthier lifestyle.

Task 3

You are working in a youth club. You are asked to prepare a leaflet for a group of Urdu-speaking visitors.

You could mention:

- opening and closing hours of the youth club
- special offers for members
- types of activities available
- weekly group discussions on various topics
- recent and forthcoming events.

Task 4

You have been to a summer camp. Write an email to an Urdu-speaking friend about it.

You could mention:

- why you went to the summer camp
- the different sports and activities you enjoyed
- the friends you made there
- a typical day at the camp
- the food
- how the summer camp could be improved.

Task 5

You have been involved in organising an activity day for a group of visitors to your school. Write a report in Urdu for your school website about this event.

You could mention:

- preparations before the event
- the activities on offer
- what you felt about the day
- help and support from the teachers
- how the group reacted
- what you learned from this experience.

Possible writing tasks (Travel and tourism)

Task 1

While staying in a hotel in Pakistan, you are asked to give some feedback about the quality of the accommodation and services provided. Write a letter to the hotel.

You could mention:

- why you were visiting Pakistan
- why you chose that particular hotel
- your opinion of the hotel room and other aspects of the hotel
- any problems you had
- how the hotel could improve its facilities.

Task 2

You want to encourage young people to visit your local area. Write an entry for your blog in Urdu.

You could mention:

- a description of your local area and your opinion of it
- the reasons why young people should visit the area
- what you and your friends have done there recently
- what is going to be done to improve the area for young people.

Task 3

A friend asks you to write a website advert in Urdu for a restaurant.

You could mention:

- a description of the restaurant
- the food and drink
- the prices
- the staff
- your last visit
- why it was a success
- why people should try out this restaurant.

Task 4

You recently spent a week with your friend in Pakistan. Write an email to your friend.

You could mention:

- a thank-you to your friend and his/her family
- what you enjoyed most
- what you learned during your visit
- the journey home
- your plans for your friend's visit to you.

Task 5

Your parents ask you to write an email to a campsite in Pakistan to make a reservation.

You could mention:

- the reservation
- the number of people
- dates and length of stay
- your special requirements
- questions about facilities on the campsite
- why you have chosen this campsite.

Possible writing tasks (Business, work and employment)

Task 1

Write an article in Urdu about your work experience.

You could mention:

- what kind of job you did
- whether you liked it or not, and why
- what job you would like to do in the future
- what your ideal job would be
- whether you intend to go to university or whether you intend to get a job when you finish school.

Task 2

Write an article in Urdu about a famous business person that you admire.

You could mention:

- early life before becoming famous
- main achievements
- leisure activities
- family life
- future plans
- why you admire him/her so much.

Task 3

Write an article in Urdu about your part-time job.

You could mention:

- what you do in your job
- whether you like it or not, and why
- an example of something you had to do recently as part of your job
- what job you would like to do in the future
- advantages and disadvantages of having a part-time job.

Task 4

You are going to work for an Urdu-speaking family to look after their children. Write a letter to the family.

You could:

- introduce yourself by providing some basic personal information (name, age, nationality, likes and dislikes)
- describe your previous experience working with children
- provide details about your arrival and suggest arrangements to meet them
- say why you look forward to working for them and spending some time in Pakistan.

Task 5

While on a work placement, the company you work for is going to entertain an Urdu-speaking client. As you are the only person who speaks Urdu, you are asked to write an email to organise this visit.

You could:

- introduce yourself by explaining who you are and why you are writing
- give details of transport links to and from the airport and train station
- give details about things to do and see in the area.

You could ask for the following information:

- details about any previous visit to the UK
- accommodation
- dietary requirements.

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