

Pearson Edexcel GCSE

Urdu

Unit 4: Writing in Urdu

Controlled Assessment

Valid from September 2013 to May 2015

Paper Reference

5UR04/01

You do not need any other materials.

These possible controlled assessment tasks are valid from September 2013 to May 2015.

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 for controlled assessment (Media and culture)

Task 1

You have just attended your first live concert. Write an email to your Pakistani friend to tell them about it.

You could mention:

- why you went to this concert
- details of the concert
- your thoughts and impressions of the concert
- whether or not you plan to attend another concert and why.

Task 2

Your Pakistani friend tells you about what is fashionable for young people in Pakistan at the moment. You reply and tell them about fashion in your country.

You could mention:

- what is in fashion for young people at the moment
- what you wore at a recent party
- what your parents thought about it
- whether or not fashion is important to you and why
- what you think about tattoos and piercings.

Task 3

An Urdu-language magazine is interested in finding out about what young people like to read. You decide to write in and tell them.

You could mention:

- your reading habits
- how your reading habits have changed
- your thoughts and impressions of the last book you read
- what you plan to read next and why
- your opinion of e-readers.

Task 4

An Urdu-language website wants to know what young people think about technology. You decide to reply.

You could mention:

- what technology you use
- whether or not technology is important to you and why
- the advantages and disadvantages of the internet
- what you think technology will be like in the future.

Task 5

You have just helped to organise 'An evening of Pakistani Culture'. Write a blog entry in Urdu about it.

You could mention:

- details of the evening
- how you became involved and the tasks you had
- activities which took place
- your thoughts and impressions of the evening
- whether or not you intend to help organise another evening and why.

Possible writing tasks for controlled assessment (Sport and leisure)

Task 1

You write a letter to your Pakistani friend about a recent class visit to an outdoor activity centre.

You could mention:

- why your class went to the outdoor activity centre
- what facilities were available
- what you and your friends particularly enjoyed
- what was not so good
- plans for the next class visit.

Task 2

Your Pakistani friend has asked for advice about setting up a youth club. Write an email about your experiences.

You could mention:

- some details about your local youth club
- what you have done there recently
- why youth clubs are a good idea
- things to include or avoid
- when you hope to visit your friend at the new youth club.

Task 3

You enter a competition called *My Hero*. You have to write an essay in Urdu about a famous person.

You could mention:

- why this person is your hero
- some details about the person's life
- what this person has inspired you to do
- what you would do if you met this person.

Task 4

A friend's parents are opening a new fitness centre in your area. They ask you for help in producing a web page to advertise it to Urdu-speaking visitors.

You could mention:

- some details about the fitness centre
- what sort of people should use it
- what makes it different from other fitness centres
- what healthy eating options are available in the restaurant
- what to do if you want to use the facilities.

Task 5

Your school has just held its annual sports day. Write an account of it for your Urdu-speaking friends.

You could mention:

- what a school sports day is normally like
- why this one was particularly special
- what part you played during the day
- what people thought of the day
- plans for next year.

Possible writing tasks for controlled assessment (Travel and tourism)

Task 1

Write an email about your holidays to your Pakistani friend.

You could mention:

- what you like doing during your holidays
- what you did during your last holiday
- details about the best event of your holiday
- what you are planning to do for your next holiday
- why holidays are important for young people.

Task 2

Write a blog about your area in Urdu for the local tourist office.

You could mention:

- what there is to see and do in your area
- what it was like in the past
- what you have done recently in the area
- suggestions on how the area could be improved.

Task 3

Write a letter of feedback in Urdu to the tour operator that organised your recent holiday.

You could mention:

- details about your booking
- what was good about the holiday
- what went wrong during the holiday
- how helpful the tour operator was
- suggestions on how to improve its holiday packages.

Task 4

You are organising a holiday in Pakistan for friends who are interested in trying out local food. Write an email with some suggestions.

You could mention:

- where they could go
- what the local food is like
- how they could travel around
- where they could stay and eat
- your own experiences of eating in Pakistan.

Task 5

You have been on a school trip. Write an article about it in Urdu for your school magazine.

You could mention:

- details about the trip
- your opinion about the places you visited
- the best thing about the trip
- advantages and disadvantages of school trips
- ideas for your next school trip.

Possible writing tasks for controlled assessment (Business, work and employment)

Task 1

You are applying for a job in a new gym in your area. Write a letter in Urdu to the manager.

You could mention:

- who you are and why you are writing
- your past experience in this field
- some fresh ideas you could bring to promote the gym
- questions about the job
- your availability for a job interview.

Task 2

You work part time in your local library. Write the text for a web page in Urdu about the library.

You could mention:

- some general information about your library
- services already on offer
- new services that the management is planning
- why people should support their local library.

Task 3

Your school has decided against sending students for work experience this year. Write an email in Urdu to your Head Teacher in favour of work experience.

You could mention:

- how you feel about the school's decision
- why work experience is important for students
- what you had planned to do for your work experience
- what you are planning for your future career.

Task 4

Your school has recently arranged a languages career fair. Write a blog about it in Urdu.

You could mention:

- the aims of this fair
- advantages of learning another language
- your experience of learning languages
- how this will be useful to you in your chosen profession
- your opinion of career fairs in general.

Task 5

The theatre company you work for is looking for new staff and has asked you to write a flyer about the company in Urdu.

You could mention:

- details of the company and its relevance to the community
- job opportunities in the company
- how you got your job
- what work you do
- details of the people you work with
- why people should apply.