

Examiners' Report/
Principal Examiner Feedback

June 2011

GCSE Urdu (5UR01) Paper 1H

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Listening and Understanding (Higher)

This was the second year in which candidates have been examined for this Unit based upon the new GCSE specification. There were approximately 2000 entries.

This is a completely new examination format where the candidates are asked to demonstrate their understanding of pre-recorded spoken Urdu. A number of question types will be used in the Foundation tier paper inviting non-verbal responses such as multiple choice questions and matching exercises. A mixture of visual (minimal as compared to the legacy unit) and short verbal cues in English will be given and the question titles and rubrics are in English throughout the papers (both Foundation and Higher tier). In addition, certain questions will award marks for a candidate's own short written English language responses (2-3 words).

A small number of queries were received about the duration of the recording. Edexcel will be offering guidance for this on the front cover of the examination paper and on the recording to provide more clarity.

The Higher tier paper will include the same questions targeting the C and D grades as used in the Foundation tier paper. This paper also contains one question (Q8) that requires short answers in English. Both papers carry a total of 40 marks.

This Unit draws on vocabulary and structures from across the four specified common topic areas as described in the new specification thus providing more focused and accessible areas for the candidates.

In the Higher tier paper, four items from question 7 (items c, f, g and h) were Expert marked as the candidates' responses were mixed and variable and needed expert evaluation.

The Urdu key word for answering 7(c) was "zimmadari say" (work with responsibility) and not "experience of working" or "work experience". Quite a few candidates got penalised for this and again listening and understanding is the criteria for this paper.

Question 7(f) was "why?" and not "where and how?". Some candidates failed to respond correctly and lost marks. Responses to items 7(g) and (h) were satisfactory and most candidates scored well.

Grade Boundaries

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

Grade boundaries for this, and all other papers, can be found on the website on this link: <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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