

Examiners' Report/
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCSE
in Urdu(5UR01/1H)
Paper 1H:Listening and Understanding
in Urdu

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GCSE Urdu
Unit1 Listening and Understanding in Urdu
Examiner Report

General Comments

A number of question types are used in the Foundation tier paper inviting nonverbal responses such as multiple choice questions and matching exercises. A mixture of visual and short verbal cues in English are given and the question titles and rubrics are in English throughout the papers (both Foundation and Higher tier).

The Foundation tier paper includes one question (Q10) requiring responses in one or two words of English. The Higher tier paper includes the same questions targeting the C and D grades as used in the Foundation tier paper. This paper also contains one question (Q4) 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 students.

Higher Tier

In the Higher tier paper, there were no significant issues with the responses to Q5, Q6, and Q7. However there were some issues with Q1, Q2, Q3, Q4 and Q8

Question 1

This question was on both higher and foundation papers. It was a multiple choice question however, most pupils found it very challenging and didn't answer it correctly. This question was about holidays, likes and dislikes. Most students were confused and had great difficulty in answering the question.

The correct answer was Faraz liked 'weather and location', he disliked 'food and car journeys'.

Question 2

Question 2 was a multiple choice question and was on both higher and foundation papers. Students were asked to choose one out of three words. Students doing higher and foundation had difficulties with some parts of this question for example:

In Q2(iii) the correct answer was '£35' but students either chose '£25' or '£45'.

Question 3

This question was about future plans. It was a multiple choice question where students had to choose four correct responses. In this question students had to listen very carefully because there were no obvious incorrect answers.

Some students chose 'she wants to improve her grades' rather than 'she cannot get good grades'. A few also chose 'there are plenty of jobs for educated pupils' rather than, 'there are not enough jobs for educated people'. This was due to misunderstanding.

Question 4

Q4 was a passage about 'lifestyle' and students were supposed to listen carefully and select the key vocabulary for answering each item. This question carried 8 marks.

For Q4 (a) most of the students responded correctly with 'fresh vegetables for her family.'

For Q4 (b) most students lost one mark because they either gave one answer or the second answer was incorrect. For two marks pupils had to write 'water the plants and arrange a gardener'.

There were no issues with Q4 (c), and Q4 (d).

Q4 (e) was two mark question where students were a little bit confused because for two marks students needed to give two reason which should have been any two out of four below.

1. Her wish was fulfilled.
2. To feed her family vegetables.
3. Prepare the ground for next year.
4. Nothing is achieved without hard work.

Most students didn't give the second answer and wrote something else.

For Q4 (f) some students wrote 'he had enough' or 'he will do it again' rather than writing that 'his responsibility was over'.

Question 8

This question had two parts 8(a) and 8(b). Pupils had issues with 8(a).

This question was about the childhood memories of Maryam and Haroon.

Although students gained some marks on this question they were not able to gain full marks because some of the vocabulary was challenging for example

'careful' and 'curious'.

Grade Boundaries

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>

