

Examiners' Report/ Principal Examiner Feedback

June 2011

GCSE Urdu (5UR04) Paper 1

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:
<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our Languages Advisor directly by sending an email to Alistair Drewery on
LanguagesSubjectAdvisor@EdexcelExperts.co.uk.

You can also telephone 0844 576 0035 to speak to a member of our subject advisor team.

June 2011

Publications Code UG028889

All the material in this publication is copyright

© Edexcel Ltd 2011

Writing

This was the first session of 5UR04 for the majority of centres. There was a significant change in the format of the new specification GCSE compared with the legacy. It was pleasing to observe that many candidates were well prepared for this controlled assessment. The work also reflected the zeal and enthusiasm displayed by the teachers and candidates in order to fully benefit from the controlled assessment unit of the specification. Both the teachers and the candidates utilised the opportunity of choosing themes, topic, and stimuli independently and flexibility of time span offered by the new specification. The majority of candidates opted for two themes: media and culture and sport and leisure.

Generally, candidates did well in this unit and most candidates managed to produce two pieces of writing, which were not only pleasant and interesting to read but also reflected the dedication and commitment of the students and teachers towards language learning.

It was gratifying to note that a good number of candidates submitted work that was comprehensive, cohesive and well-structured. There was some evidence of teacher-generated, rigorously pre-ordained essay structures. There was also some evidence where the submitted work indicated that the candidates were not well-prepared to complete the tasks according to the specification. In some cases, the candidates were not given clear and sufficient bullet points to develop their chosen topic. Some centres provided the candidates with a stimuli consistent of 300-400 words. Due to such casualness in some cases, despite demonstrating capability to structure good essays, the candidate scored lower marks. In some cases the candidates could not express and justify ideas which were crucial for higher marks, especially in the mark bands for Communication and Content. Thus, due to both these points, some candidates lost a great deal of marks, which in turn brought the overall grades down for even the very capable candidate.

Advice to centres

The following outline certain points that teachers can advise their candidates, in order to improve performance:

Understand the task fully

Some candidates did not follow the stimuli. For example, where the task states very clearly that they should 'write an account of a day out with a famous personality', some candidates wrote about the life of a famous person or described their favourite sport, even though the stimulus makes no reference to writing a descriptive essay on topics such as 'Cricket and its nationwide popularity' or 'Swimming is a healthy exercise'.

Underpin the importance of the 'word count'

Candidates must observe the recommended word count set for the writing tasks. In some cases the candidates have managed to write 170-180 words using good grammar and structure. Bearing in mind that the quality of writing should always supersede quantity, they were awarded the highest possible marks. However, the recommended requirement for a piece of work to be considered grade C level and above is to write 200+ words, which is outlined in the specification. This shows evidence the ability to produce a piece of extended writing.

Avoid irrelevant information

Irrelevant writing only increases word count and not substance to writing. Including significantly more words not only increases the possibility of including irrelevant information and possible spelling/grammar errors, but may jeopardise the structure and fluency of the essay.

Candidates are strongly advised to write legibly, paying attention to the number and position of dots and spelling mistakes, which occur due to the wrong pronunciation of certain letters among non-native speakers of the Urdu language e.g. ک, گ, خ and lack of differentiation between some aspirated and non-aspirated letters that consequently results in misspelled words in the Urdu writing.

Administration

Administrative problems were unfortunately very common this series. Some centres submitted two random essays ripped out of an exercise books with no stimulus, no authentication sheet, and, in some cases, no candidate number on the register. Bearing in mind that controlled assessment writing has replaced the previous coursework, some centres sent the same documentation which was used in the legacy specification and even awarded the final grades to their students themselves. Centres are reminded that this unit is 100% externally assessed, and teachers should undertake no marking for this unit. Centres are required to send the following **three** things with **two** scripts for each candidate:

1. The task and stimulus for each essay
2. Candidate Notes Form – CA4
3. Authenticity form signed by the teacher & candidate.

Centres should make sure that the above **three** items are attached with each candidate's work. The required forms outlined above are available in the document Administrative Support Guide (Instructions for the Conduct of the Examination and Controlled Assessment) 2011, available [here](#).

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>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG028889 June 2011

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

