

Examiners' Report/  
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCSE  
in Urdu(5UR04/01)  
Paper 4: Writing in Urdu

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**GCSE Urdu**  
**Unit 4 Writing in Urdu**  
**Examiner Report**

**Unit 4** is internally assessed but externally marked by Edexcel. Candidates are required to submit two pieces of work written under controlled conditions. All candidates are asked to write 100+ words per task for grades F-C. The prescribed themes for the unit are:

- Media and Culture
- Sport and Leisure
- Travel and Tourism
- Business, Work and Employment

**Centre- devised options** are also available for the teachers as well as students in order for them to adapt the tasks according to the suitability and abilities of the candidates. Here, the teachers' guidance plays a crucial role in order to reach the maximum potential of a candidate. Candidates who are aiming for grades C-A\* will have to demonstrate extended writing skills while composing written assignments containing 200+ words per task. Candidates must complete each task individually, and following the preparation period (up to 6 hours) they have up to one hour to complete the task.

The two pieces of work have to differ in purpose and content as well as from the speaking assessments (Unit 2). Candidates may choose the same topics **for Unit Two (Speaking) and Unit Four (Writing)** as long as the purpose of the tasks are different e.g. if a candidate has spoken about his/her holidays to Pakistan under the prescribed theme of Travel and Tourism, he/she may be allowed to choose Travel and Tourism again for Unit 4 but he/she cannot write about the holidays for this unit. He/she may write a complaint letter to a hotel management instead, for example.

**The stimulus**

It could just be a title, or it could include bullet points written either in English or in target language. Bullet points are expedient in order to instruct the candidates if they could or should respond to some or all of the points. For weaker candidates there is another option available, i.e. to complete two shorter tasks rather than a longer one.

**Range and Suitability of topics/tasks**

'**Travel and Tourism**' and '**Media & Culture**' were the topics well received by candidates and some remarkably interesting, thought- provoking as well as engaging pieces of writing were submitted. Somehow students found 'Business, Work and Employment' very daunting since very few candidates attempted this theme while 'Sports & Leisure' was also attempted by fewer candidates.

It is also satiating to note here that most centres are now applying the new specification and having embraced the opportunities that it offers they have adjusted well to its demands. Most centres complied with the requirements and consequently their candidates produced qualitative and appropriate work and coping well with the demands of this unit, have secured good

grades. Candidates, in general, had been well prepared by centres for this component.

**On the other hand**, a few centres still seem to be unaware of the basic requirements of the new assessment criteria. For example:

- **Incomplete tasks** submitted.
- **Irrelevant tasks** were also submitted where on the theme of Sports & Leisure, under the heading 'My favourite sports personality' the candidates submitted comprehensive essays on 'My Grandfather' or 'Justin Bieber';
- **Distinct disparity** in the quality of two pieces of work submitted by the same candidate was also noted. It is rightly construed that one piece had been written earlier and later on the second piece was attempted. In such cases, when clearly the candidates had done better since they had been practising the language, for the benefit of the candidates, the centres should defer taking up the controlled assessment towards the end of the course in order to give maximum time to candidates to practise their writing skills. Centres must reminisce that the students **are allowed to undertake more than two controlled writing assessments** and then the best out of all may be submitted to Edexcel for marking, hence securing best grades for their candidates;
- **Only one task instead of two** was also submitted while the candidate was clearly capable of writing well for the examination purpose.
- **Extraneous information** prevented students from gaining better grades. This was more obvious when the candidates used **centre-devised options** and attempted to produce a piece of writing without task and no bullet points. Here, the candidates wrote liberally without even sticking to the topic, for example, under the heading of 'My Town' most of the work was about personal information e.g. appearance, family introduction, education, future planning concluding in one sentence about the name of the town. Teachers should note that this practice is self-penalising as it does not do justice with very able students by not providing them with clear instructions on what to add in their assignments. The predicted disappointment and frustration of the candidate is comprehensible. Teachers are urged to be more wary and vigilant while submitting these tasks as such works indicate very lucidly that the candidates, for some reasons, have not availed the opportunity of the preparation period (up to 6 hours) and consequently achieved very low grades. Such essays also lacked in opinion or justification and resulted in lower marks.

- **Centres are urged to avoid the above-mentioned points.**

The centres are by all means free to amend, edit, adapt, modify or even create their own tasks, however, it will be beneficial to make the new tasks in line with the already existing tasks provided by Edexcel and must set them seeking the use of two tenses at the least for better grades. **Please remember that an inappropriate task stimulus will result in constraining or compromising the performance of the students and must be avoided.**

### **Topic only option**

Topic only option' is also acceptable however, it was noted that generally the tasks submitted under such headings were just narratives; hence lacked in opinion and justifications.

### **Grammar/Structure**

Many students appeared to have trouble with gender and agreements.

- A number of students had a poor concept of the post positions and the consequential declension of the nouns, pronouns and adjectives.

Teachers must realise that in order to take students' work to the higher band for marking, there should be some evidence of using:

- Present participles
- Present subjunctive
- Past participles
- Past infinitives
- Variety of tenses
- Subordination
- Past infinitives
- Present participles
- Present subjunctive
- Adverbial phrases
- Conjunctions
- Comparative and superlative adjectives and adverbs

### **Administration**

Generally, the following concerns were noted with the **CM4 forms**.

- No candidate number/name on the form
- Wrong candidate name/number on the form
- No centre name on the form
- Missing student's/teacher's signature
- Missing CM4 form

Centres must make sure that the below items are attached with each candidate's work;

1. **Two tasks + stimuli** along with **two essays**
2. **CM4 – Candidate Mark Sheet** is compulsory for Unit 4 and it must be duly signed by the teacher and candidate.

3. **CA4 – Candidate Notes Form** is optional.

All the above required forms are available online by clicking on **Forms and administration** on **Edexcel GCSE Urdu** main page (right hand column under the heading **Course materials**)

## **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>

