Issue 2

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Specification

Edexcel GCSE in Urdu (2UR01)
Edexcel GCSE (Short Course) in Urdu: Spoken Language (3UR0S)
Edexcel GCSE (Short Course) in Urdu: Written Language (3UR0W)

For first teaching from 2009

Ofqual

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Introduction

The Edexcel GCSE and Edexcel GCSE (Short Courses) in Urdu are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

About this specification

- Choice of pathways, general, mixed or vocational, enabling personalised learning.
- Choice of focus in controlled speaking and writing assessments.
- Choice of tiers in reading and listening papers.
- Outcome-based assessment in speaking and writing.
- Emphasis on active use and manipulation of language.
- Builds on best practice from the previous Edexcel GCSE qualifications (including Applied French).
- Written in consultation with practitioners.
- Facilitates content and language integrated learning (CLIL).
- Appropriate as additional or specialist learning (ASL) within the Diploma (Levels 1 and 2)
- Short Courses in two skill areas: listening and speaking or reading and writing.
- Logical progression route from Key Stage 3 and provides groundwork for the GCE AS and Advanced GCE in Urdu.

Key subject aims

To enable students to develop:

- an understanding of Urdu in a variety of contexts
- a knowledge of Urdu vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in Urdu
- awareness and understanding of countries and communities where Urdu is spoken.

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Specification at a glance

The Edexcel GCSE in Urdu consists of four units based on the following skills: speaking, listening, reading and writing.

The Edexcel GCSE (Short Course) in Urdu: Spoken Language is formed of two of these units (speaking and listening) and the Edexcel GCSE (Short Course) in Urdu: Written Language is formed of the other two units (reading and writing). It is possible to amalgamate the results from the two Short Courses to form a GCSE.

All qualifications offer choice, flexibility and focus.

The Edexcel GCSE Short Courses are available for first certification in 2010 and the Edexcel GCSE is available for first certification in 2011.

The GCSE combines controlled assessment of speaking and writing skills with Foundation or Higher tier external assessments for the listening and reading skills.

Unit 1: Listening and Understanding in Urdu — *Unit code: 5UR01

- Externally assessed
- Availability: June
- First assessment: June 2010

40% of the total GCSE Short Course

20% of the total GCSE

Overview of content

- This unit draws on vocabulary and structures from across the four specified common topic areas (in the *Common topic areas* section on page 10).
- Students will be tested on their ability to understand spoken Urdu. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.

Overview of assessment

- The examination consists of a number of passages or interactions in Urdu with a variety of question types.
- The spoken material heard will include both formal (for example telephone message) and informal speech (for example social interaction).
- Timing: Foundation tier: 25 minutes + 5 minutes' reading time
  Higher tier: 35 minutes + 5 minutes' reading time
- Total number of marks is 40.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

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Unit 2: Speaking in Urdu — *Unit code: 5UR02

- Internally assessed
- Availability: June
- First assessment: June 2010

60% of the total GCSE Short Course | **30% of the total GCSE**

Overview of content

- The focus of the speaking unit will be **chosen by the teacher in consultation with the student** and will relate to **one** or more of the following themes: *media and culture*, *sport and leisure*, *travel and tourism* or *business, work and employment* (or the *centre-devised option*).
- A student may undertake formal assessments in any appropriate setting, as long as they do not replicate those undertaken in *Unit 4: Writing in Urdu*. The theme may be the same as that chosen for Unit 4 but the purpose of the tasks must be different.

Overview of assessment

- This unit is internally assessed under controlled conditions.
- Centres may use tasks provided by Edexcel, devise their own tasks or modify tasks proposed by Edexcel.
- Students must demonstrate the ability to use the Urdu language for different purposes and in different settings, and will be assessed on two speaking activities chosen from the following task types: an open interaction, a picture-based, free-flowing discussion or a presentation with discussion following.
- **Each** activity must last for 4-6 minutes and marks should be submitted from each student that relate to two different task types.
- These **controlled speaking assessments** can be carried out at any time during the course prior to the deadline selected for the submission of marks. This unit is set and marked by the centre and moderated by Edexcel.
- Total number of marks is 60.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 3: Reading and Understanding in Urdu — *Unit code: 5UR03

- Externally assessed
- Availability: June
- First assessment: June 2010

40% of the total GCSE Short Course | **20% of the total GCSE**

Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic areas**.
- Students will be tested on their ability to understand written Urdu. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.

Overview of assessment

- The examination consists of a number of short texts, notices or news reports in Urdu which include a range of settings and styles, both formal and informal (for example text messages, advertisements, emails).
- Timing: Foundation tier: 35 minutes
  Higher tier: 50 minutes
- Total number of marks is 40.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

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Unit 4: Writing in Urdu — *Unit code: 5UR04

- Internally assessed and externally marked by Edexcel
- Availability: June
- First assessment: June 2010

60% of the total GCSE Short Course | **30% of the total GCSE**

Overview of content

- The focus of the writing unit will be **chosen by the teacher in consultation with the student** and will relate to **one** or more of the following themes: *media and culture*, *sport and leisure*, *travel and tourism* or *business, work and employment* (or the centre-devised option).
- A student may undertake formal assessments in any appropriate setting, as long as they do not replicate those undertaken in *Unit 2: Speaking in Urdu*. The theme may be the same as that chosen for Unit 2 but the purpose of the tasks must be different.

Overview of assessment

- This unit is internally assessed under controlled conditions.
- Centres may use tasks provided by Edexcel, devise their own tasks or modify tasks proposed by Edexcel. The student must demonstrate the ability to use the language for different purposes and in different settings.
- The student must complete **two separate writing tasks**** and each of these must be undertaken in controlled conditions in a single **assessment session** of no more than one hour. Although assessment is time constrained and primarily qualitative rather than quantitative, 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** in each task. Centres must limit the work submitted for external marking from these students to two pieces of written work.
- The **controlled assessments** can be undertaken at any time during the course prior to the deadline selected for the submission of students' work. **Work is marked by Edexcel**.
- Total number of marks is 60.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

**It may be more appropriate for certain students to complete two shorter tasks rather than one longer one in a single assessment session. Consequently, it is possible for centres to submit more than two pieces of writing from these students as long as the work has all been produced in two assessment sessions.

A Qualification content

Knowledge, skills and understanding

Knowledge and understanding

This Edexcel GCSE in Urdu requires students to develop their knowledge of vocabulary and structures in a range of settings which:

- are relevant and of interest to the student
- correspond to the student's level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the language is spoken
- relate, where appropriate, to other areas of the curriculum.

Skills

The Edexcel GCSE in Urdu qualification requires students to:

- develop the ability to listen to and understand spoken Urdu in a range of contexts and a variety of styles
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

The Edexcel GCSE (Short Course) in Urdu: Spoken Language qualification requires students to:

- develop the ability to listen to and understand spoken Urdu in a range of contexts and a variety of styles
- communicate in speech for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

The Edexcel GCSE (Short Course) in Urdu: Written Language qualification requires students to:

- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

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Following on from the Key Stage 3 curriculum in Modern Languages, the Edexcel GCSE in Urdu provides **flexibility**, **choice** and **scope for personalised learning**. Teachers and students have considerable **control of content in the speaking and writing units** and are free to **focus** on **one** or more of the following broad themes.

Theme	Possible related content
	The following content is indicative only. Students may undertake work on other topics that relate to the chosen theme.
1. Media and culture	Music/film/reading
	Fashion/celebrities/religion
	Blogs/internet
2. Sport and leisure	Hobbies/interests
	Sporting events
	Lifestyle choices
3. Travel and tourism	Holidays
	Accommodation
	Eating, food, drink
4. Business, work and employment	Work experience/part-time jobs
	Product or service information
5. Centre-devised option	This option enables Urdu language learning to be linked to other areas of the curriculum not specified above. It may appeal particularly to centres offering content and language integrated learning (CLIL).
	NB: Centres should seek approval from Edexcel, using the *Ask the Expert Service* (see *Section C: Resources, support and training*).

Many students will appreciate the opportunity to focus on **one** broad theme relating to a specific interest or a relevant curriculum area. However, it is acknowledged that some centres may wish to cover more than one theme, and this specification accommodates both approaches. Similarly, students can focus on one theme for the speaking unit and on a different theme for the writing unit.

The qualification allows for **general**, **mixed** or **vocationally focused pathways** through the choice of themes. Although *travel and tourism* and *business, work and employment* offer more 'specialist' pathways, they provide **contexts** in which students can apply language skills. They do not require any 'specialist' subject knowledge on the part of the student or teacher.

Alongside the themes, Edexcel has set the following four common topic areas and linked sub-topics. These, together with the minimum core generic vocabulary list (*Appendix 5*), have been produced to help teachers in planning and preparing students for the external examinations (*listening and understanding* and *reading and understanding*).

Common topic areas

The papers for listening and reading skills refer to the generic content areas specified below and feature scenarios set in a country where Urdu is spoken. All students, regardless of their chosen pathway and theme(s), will be expected to become familiar with them.

Out and about

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

Customer service and transactions

- Cafés and restaurants
- Shops
- Dealing with problems

Personal information

- General interests
- Leisure activities
- Family and friends
- Lifestyle (healthy eating and exercise)

Future plans, education and work

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

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Unit 1 Listening and Understanding in Urdu

Overview

Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas listed in the *Common topic areas* section on page 10 and, where appropriate, building on the Key Stage 3 Programme of Study. Students should become accustomed to hearing the Urdu language spoken in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Spoken material will feature both male and female voices and represent different age groups. Featured scenarios and situations are generally set in an Urdu-speaking country and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- The content of the assessment tasks should be familiar and accessible to most students.
- Students will be asked to demonstrate their understanding of pre-recorded spoken Urdu. The recording will feature male and female native Urdu speakers who will speak at a rate appropriate to the expected level of student understanding.
- In addition to the times indicated below, students have five minutes in which to read through the paper before the examination starts. This gives students an opportunity to familiarise themselves with the length and the layout of the examination paper before hearing the recordings.

  Foundation tier: 25 minutes plus 5 minutes' reading time

  Higher tier: 35 minutes plus 5 minutes' reading time

- Each Urdu passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played. The recordings are sent out in CD ROM format or as sound files accessed via a secure download.

- 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 and short verbal cues in English will be given. In addition, certain questions will award marks for a student's own short, written English-language responses (two or three words may suffice) to certain questions. To encourage students to complete the entire paper, the Foundation tier will follow a 'peaks and troughs' model. Questions will appear in a mixed order in terms of difficulty rather than in order of increasing difficulty.
- The Higher tier paper will include the same questions targeting the C and D grades as used in the Foundation tier paper. These are commonly referred to as 'crossover' questions. The paper will also contain some questions that require short answers in English. Both papers carry a total of 40 marks.
- **The question titles and rubrics will be in English throughout the papers.**

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Unit 2 Speaking in Urdu

Overview

Content overview

- Students are required to develop oral communication skills in different settings and for different purposes, related to one or more of the following themes:
  - media and culture
  - sport and leisure
  - travel and tourism
  - business, work and employment
  - centre-devised option.
- Each of the broad themes gives students the scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of Urdu language and grammar, as well as to present, discuss, interact, ask and respond to questions, express feelings and give opinions in Urdu. Teachers can adapt Edexcel-produced stimuli or create their own, and have considerable control over content. They can target assessment to the specific interests, learning needs and optimal performance level of each student. However, if teachers need reassurance on the suitability of a particular approach, topic or theme, they can consult an experienced examiner through Edexcel's *Ask the Expert* service.
- Teachers are encouraged to engage students in a variety of speaking activities as they prepare for their assessments. These may range from a simple transactional role play to a more complex group discussion or podcast production. Some possible sub-topics are listed in the *Common topic areas* table and many more can be used. Additional information on potential speaking activities is given in the *Teacher's Guide* that accompanies this specification. When determining the speaking tasks for formal assessment, it is important to avoid duplication across speaking and writing skills. Although the chosen theme and general topic may be the same, the content and purpose of the formally assessed tasks must be different in the speaking and writing units. However, teachers can assess a student informally using tasks that overlap in this way either as part of their general language learning and development, or if only one of these tasks (speaking or writing) is counted towards final assessment.

- Tasks may relate to contexts or situations in an Urdu-speaking country, although this is not always feasible and could involve interactions and discussions with Urdu speakers in a student's own country. Students are, therefore, expected to develop an appropriate awareness and understanding of the culture and society of Urdu-speaking countries and communities as part of their Urdu language study.

NB: If the centre is in any doubt about the suitability of the approach or potential overlap, the teacher responsible should refer to Edexcel's *Ask the Expert* service, clearly setting out the context, purpose and requirements of the tasks proposed for Unit 2 and outlining the tasks proposed for Unit 4.

Assessment overview

- Students need to undertake **controlled assessments** that are marked by the teacher and Edexcel moderated. Please refer to the *Controlled assessment* section on *page 30* for further information about controlled assessment and its impact on this unit.
- Centres must submit the marks from each student's **two speaking tasks**. Although it is anticipated that both will relate to **one theme**, the two tasks could be linked to different themes. Marks must be submitted from each student that relate to **two different task types** chosen from the following:
  - an open interaction
  - a picture-based, free-flowing discussion
  - a presentation followed by discussion.
- Each task should last approximately 4-6 minutes and must take place in controlled conditions. This, together with reduced recording requirements, facilitates ongoing and classroom-based assessment rather than end-of-course oral tests. The latter are, however, possible and teachers can assess whenever it is most appropriate and practical for their students. Final marks and sample recordings can be submitted in May.
- Full details of internal moderation procedures, marks submission arrangements, recording and sampling requirements for this qualification appear in the *Instructions and administrative documentation for internally assessed units document*.
- All three task types involve interaction. An **open interaction** can take place between a student and a teacher or, if feasible, between two supervised students. It is essentially an unscripted role play in response to a stimulus that students prepare on an individual basis in class, or under direct supervision, up to two weeks in advance and involving no more than six hours of contact time.

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- The interaction relates to a stimulus that provides both context and purpose. Interactions may be formal and transactional in nature or, alternatively, relate to more informal situations such as a focused dialogue between friends. Students may refer to the stimulus when undertaking their open interaction assessment as well as their own notes – these should contain no more than 30 words and must be written in bullet point or mind map format. Although Edexcel produces a range of stimuli for each of the main themes (excluding centre-devised themes), teachers can adapt them or produce their own. The stimuli are generally open ended to invite student responses at different levels and may include teacher prompts and questions. Stimuli must be treated as live assessments and must be kept securely.

  Students should have access to stimuli only under supervised conditions and must not, under any circumstances, remove them from the centre. The stimuli usually provide some initial clues to support students, and teachers can reduce or add to this according to the needs of the individual student. Both Edexcel-produced and centre-devised stimuli must be refreshed at least every two years. Please see the sample assessment materials for examples.
- Students can engage in a **discussion related to a picture (or other visual) that they have chosen** or give a **presentation** and then respond to a series of linked, follow-up questions and answers. These tasks give students a choice of content and, therefore, enable them to take some ownership of their assessment. It is intended that students use the picture as a prompt to discussion and that it relates to something in which they have interest or involvement (for example an activity, club or place). It is not envisaged that students will be presented with an unseen picture a few minutes before assessment or that they will be asked in-depth questions on every aspect of its visual content. Similarly, students giving a presentation must be able to choose its content and prepare. Students can prepare for a specific picture or presentation-based assessment on an individual basis in class, or under other direct supervision, up to two weeks in advance and involving no more than six hours' contact time.
- Students wishing to give a short presentation (three minutes maximum) or discuss a picture should be able to refer to an A5 sheet of paper with bulleted notes (30 words maximum) or a mind map equivalent (30 words maximum). Those wishing to discuss a picture can give a short initial presentation (one minute maximum) to introduce their picture.
- As the assessment for all task types is outcome based, teachers should ensure that they exploit the stimuli or ask questions that are sufficiently challenging to maximise student performance. Teachers should be familiar with the general content of student discussions and/or presentations in advance, so that they can prepare accordingly. However, teachers must not reveal any potential questions to students in advance.

- Students may, of course, engage in research or general preparation work related to the content of their chosen theme(s) on an ongoing basis. This may be undertaken outside the classroom and can be marked. However, no teacher feedback or guidance should be given to students when they are preparing for a specific live assessment other than to clarify the general requirements of the task.
- Teachers may assess students on more than one occasion (using **different** assessment tasks) and submit students' best marks. Each task attracts a maximum of 30 marks in accordance with the following assessment criteria which require a 'best fit' approach to marking. (Please also refer to the *Teacher's Guide*.) Marks are awarded for content and response, range of language and accuracy.

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Assessment criteria

Content and response	Mark
• Communicates comprehensive and detailed information related to chosen visual/topic/stimulus. • Interacts very well. • Speaks very confidently and with clear spontaneity. • Frequently takes initiative and develops elaborate responses. • No difficulty in expressing and explaining a range of ideas and points of view. • Very little or no hesitation. • Able to deal with unpredictable elements without difficulty.	16-18
• Communicates detailed and relevant information related to chosen visual/topic/stimulus. • Interacts well. • Speaks confidently. • Takes initiative and develops more elaborate responses. • Has little difficulty expressing and explaining ideas and points of view. • Little hesitation and little or no prompting necessary. • Able to deal with unpredictable elements with some success.	12-15
• Communicates relevant information related to the chosen visual/topic/stimulus but with some obvious omissions. • Some interaction. • Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms. • Conveys opinions, but rarely expands. • Some hesitation. • Able to deal with some unpredictable elements.	8-11
• Limited communication related to chosen visual/topic/stimulus. • Some coherence in unambiguous presentation of simple information and opinions, but responses very limited. • Very hesitant and reliant on teacher-examiner prompting. • Able to deal with isolated unpredictable elements.	4-7
• Minimal description of chosen visual/topic/stimulus. • Conveys very little relevant information in minimal responses (mainly one-word replies). • Largely disjointed and unconnected ideas. • Very limited comprehension of basic questions. • Wholly reliant on teacher-examiner prompting.	1-3
• No rewardable content.	0

Range of language	Mark	Accuracy	Mark
• Uses wide range of appropriate vocabulary and structures, including some complex lexical items. • Consistently competent use of different tenses.	6	• Very accurate, with only isolated and usually insignificant errors. • Consistently good pronunciation and intonation.	6
• Good variety of appropriate vocabulary and structures. • Unambiguous use of different verb tenses. • Generally at ease with subordination.	5	• Some errors, especially in more complex structures, but generally accurate. • Pronunciation and intonation generally good.	5
• Adequate but predictable range of vocabulary and structures. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination.	3-4	• A fair number of errors made, including some basic, but communication overall unaffected. • Pronunciation and intonation generally accurate.	3-4
• Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences.	2	• Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Pronunciation generally understandable.	2
• Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences.	1	• Consistently inaccurate language and pronunciation frequently impede basic communication. • Only isolated examples of accurate language.	1
• No rewardable language.	0	• No rewardable language.	0

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Unit 3 Reading and Understanding in Urdu

Overview

Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas (in the *Common topic areas* section on page 10) and, where appropriate, building on the Key Stage 3 Programme of Study. Students should be presented with Urdu language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students will also be presented with different fonts and formats, for example short, printed messages, advertisements and email messages. Material presented will usually relate to an Urdu-speaking country and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- Students will be asked to demonstrate their understanding of a number of short texts. The texts will be in a range of contexts and styles, both formal and informal.

  Foundation tier: 35 minutes

  Higher tier: 50 minutes

- A number of question types will be used in the Foundation tier paper that invite non-verbal responses, such as multiple choice and matching exercises. A mixture of visual and short verbal cues in English will be given, and marks will be awarded for a student's own short, written English-language responses (two or three words may suffice). To encourage students to complete the entire paper, the Foundation tier will follow a 'peaks and troughs' model. Questions will appear in a mixed order in terms of difficulty rather than in order of increasing difficulty.
- The Higher tier paper will include the same questions targeting the C and D grades as used in the Foundation tier paper. These are commonly referred to as 'crossover' questions. It will also contain some questions that require short answers in English.
- Both papers carry a total of 40.

The question titles and rubrics will be in English throughout the papers.

Unit 4 Writing in Urdu

Overview

Content overview

- Centres are required to submit **students' written work** for external marking by Edexcel. This work must be **completed during two sessions** of no more than one hour each. Students may choose the context of the written tasks according to the pathway that they have chosen to follow (general or vocational) and the work must relate to one or more themes selected from the following:
  - media and culture
  - sport and leisure
  - travel and tourism
  - business, work and employment
  - centre-devised option.
- Each of the broad themes gives students the scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of Urdu language and grammar, as well as to inform, describe, give detail, express feelings and to give opinions in Urdu. Teachers can adapt Edexcel-produced stimuli or create their own, and have considerable control over content so that they can target assessment to the specific interests, learning needs and optimal performance level of each student. However, if teachers need reassurance on the suitability of a particular approach, topic or theme, they can consult an experienced examiner through Edexcel's *Ask the Expert* service.
- Teachers must ensure that the formal assessments used enable students to demonstrate their ability to use language for different purposes. Although the context of the tasks may be common, teachers must check that there is no direct overlap of content across the formal speaking and writing assessments. For example, in *Unit 2: Speaking in Urdu* the student completes an open interaction as an assistant in a tourist information office, providing information about local amenities (formal, giving information). For their second task, they present a picture stimulus related to a holiday/exchange visit spent in an Urdu-speaking country and then follow this up with a discussion (informal, expressing opinions, evaluative). In Unit 4, the student may present a letter of complaint (formal) to the tourist information office about transport arrangements and also design a poster to attract fellow students to a school exchange. (informal, descriptive).

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- Teachers can informally assess a student using tasks that overlap in content and purpose, either as part of their general language learning and development or, if only one of these tasks (speaking or writing) is counted towards final assessment.

NB: If the centre is in any doubt about the suitability of the approach or the content of the tasks, the teacher responsible should refer to Edexcel's Ask the Expert service, setting out clearly the context, purpose and requirements of the tasks for Unit 4 and Unit 2.

Assessment overview

- This unit is internally assessed under controlled conditions but marked by Edexcel.
- Controlled assessment allows for ongoing and classroom-based assessment rather than end-of-course testing, although this is still possible. Centres can submit students' written work to Edexcel only in the June examination series. More information is provided in the *Teacher's Guide* that accompanies this specification.
- The student must complete **two separate writing tasks*** and each must be undertaken in controlled conditions in a single **assessment session** of no more than one hour. Although assessment is time constrained and primarily qualitative rather than quantitative, 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. Centres must limit the work submitted for external marking from these students to **two** pieces of written work.
- **Controlled assessments** can be undertaken at any time during the course prior to the deadline selected for the submission of students' work.
- When undertaking their assessments in controlled conditions, students can refer to a dictionary or online dictionary, the relevant stimulus and brief notes in bullet point or mind map type format (30 words maximum) that must accompany the submitted work. Students will not be permitted access to online grammar- or spell-checkers.

*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).

- Stimuli should usually include task instructions and a scenario outline in English but task prompts can be in either Urdu or English, as appropriate to context (for example an extract from an Urdu website questionnaire should be in Urdu, whereas a request to send information about a student's leisure interests to an Urdu partner school might be more appropriate in English language bullets). The tasks require students to respond in Urdu to a stimulus linked to a prescribed or centre-devised theme. Edexcel produces a range of stimuli for each of them (excluding centre-devised options) and teachers can adapt them or produce their own. For many students, an essay title supported by open-ended bullets could be a suitable task. The Edexcel stimuli are generally open-ended but teachers can target the assessments by modifying content to meet the different needs of their students more closely. Both Edexcel-produced and centre-devised stimuli must be refreshed at least every two years. Please see the sample assessment materials for examples.
- Teachers must not provide any help or give specific feedback to students on their preparatory work.
- The assessments can be undertaken at any time during the course, before the deadline selected for the submission of students' work. Teachers may carry out more than two controlled writing assessments with their students as long as the stimuli used and work produced are different on each occasion. Teachers could then select the two best pieces of written work to submit for external marking. It is not possible for a student to carry over written work from one controlled assessment session to another. Teachers and students must complete the *Controlled assessment authenticity record sheet – Writing (Appendix 7)* before submitting work to Edexcel with related notes and stimuli.
- This is a non-tiered unit since the final mark will be determined by the variety, appropriateness and complexity of language used and the length of the submitted tasks. Submitted work will be assessed by external examiners. Marks will be awarded for communication and content, knowledge, and application of language and accuracy.

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Assessment criteria

Communication and content	Mark
• Very detailed and fully relevant response to the stimulus. • Shows a clear ability to narrate, describe, express opinions and expand, as appropriate to the task. • Communicates with no ambiguity. • Excellent linking of the piece into a whole. • Coherent and pleasant to read.	13-15
• Detailed response to the stimulus but there may be minor omissions. • Provides evidence of description, opinion and expansion, as appropriate to the task. • Generally communicates clearly, with some lapses. • Reasonable attempt to link the piece into a whole. • Generally coherent. • Pedestrian or, alternatively, somewhat over ambitious.	10-12
• Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Provides evidence of an ability to go beyond a minimal response. • Begins to expand ideas and express opinions, as appropriate to the task. • Comprehensible overall with some lapses, sometimes leading to ambiguity, especially if more ambitious language is attempted. • Some attempt at linking piece into a whole.	7-9
• Relevant key information is given but there may be major omissions, irrelevance and/or repetition. • The level of response is minimal • There is no evidence of description or opinions (other than simple likes/dislikes). • Some ambiguity. • Just about comprehensible overall. • Sentences mostly written in isolation. • Not easy to read.	4-6
• Little relevant information is conveyed. • Much ambiguity and omission. • The level of response is very limited. • Substantial degree of irrelevance and incoherence. • Except for isolated items, would not be comprehensible to a native speaker.	1-3
• No relevant communication worthy of credit. • A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy	0

Knowledge and application of language	Mark
• Wide range of vocabulary and structures, fully appropriate to the task and used effectively. • Little or no repetition. • Confident use of more complex structures, such as object pronouns, negatives, superlatives and range of tenses, with very few lapses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease.	9-10
• Quite a wide range of vocabulary and structures appropriate to describe and to express and justify opinions. • Some attempt to use ambitious structures (subordinate clauses, object pronouns, tenses, etc) with a fair measure of success. • Tenses are generally used correctly. • Some ability to manipulate language although not always successful.	7-8
• Vocabulary and structures are generally appropriate to the task. • Correct syntax when using simple, short sentences. • Some longer sentences where syntax is not always correct. • Attempts enhancement of fact with adjectives and adverbial phrases with some success. • Some evidence of correct use of a range of tenses, with some lapses. • Attempts to use subordinate clauses/simple linking with some success.	5-6
• Limited vocabulary and structures, often repetitive and stereotyped. • Language is basic and sometimes inappropriate to the task. • Pre-learnt, set phrases predominate but there are some short simple sentences, which are more or less correct. • Some attempts at tenses, but many mistakes. • Some attempt to use adjectives. • There may be some simple subordination.	3-4
• Very limited vocabulary, with occasional correct words. • Very little understanding of language structures. • There may be the occasional correct phrase or short sentence pre-learnt or 'lifted'.	1-2
• No language worthy of credit.	0

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Accuracy	Mark
• High level of accuracy, though not necessarily faultless. • Spellings, genders, agreements, verb forms mastered with the odd slip. • Secure when using more complex language with only a few minor errors.	5
• Generally accurate language. • Most verb forms correct, secure in genders and agreements but the odd lapse. • Spellings mostly accurate. • When more complex structures are attempted, accuracy can be more variable.	4
• Fairly accurate in straightforward language, but some lapses with more complex language. • Inconsistency in verb forms but more correct than incorrect. • Spelling of common words generally accurate. • The work is clearly more accurate than inaccurate. • Language errors do not significantly hinder communication. • Inaccuracy increases if more complex structures are attempted.	3
• Many basic errors which often impede communication. • Some correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.	2
• Frequent basic errors and inaccuracies prevent communication. • Isolated examples of correct language. • Spellings and genders very weak. • Little or no evidence of correct verb formation.	1
• No language worthy of credit.	0

B Assessment

Assessment summary

Units 1 and 3 are external units, set and marked by Edexcel.

Unit 2 is an internal unit which is internally assessed by the centre and externally moderated by Edexcel.

Unit 4 is an internal unit which is marked by Edexcel.

Summary of table of assessment

Unit 1:	Listening and Understanding in Urdu	Unit code: 5UR01

The examination consists of a number of passages or interactions in Urdu with a variety of question types. Content relates to prescribed common topic areas.

Timing	Foundation tier:	25 minutes + 5 minutes' reading time
	Higher tier:	35 minutes + 5 minutes' reading time

Total number of marks is 40.

Unit 2	Speaking in Urdu	Unit code: 5UR02

Samples of student performance are submitted to Edexcel for external moderation in May. Students may undertake their assessment when ready (on an ongoing basis) or as end-of-course oral tests, if these are more practical and appropriate for students. There is potential for students to focus on a specific chosen theme.

Students must undertake two different task types, each lasting 4-6 minutes.

Total number of marks is 60.

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Unit 3 Reading and Understanding in Urdu — Unit code: 5UR03

The examination consists of a number of short texts, notices or news reports in Urdu which include a range of settings and styles, both formal and informal (for example text messages, advertisements, emails). Content relates to prescribed common topic areas.

Timing Foundation tier: 35 minutes

Higher tier: 50 minutes

Total number of marks is 40.

Unit 4 Writing in Urdu — Unit code: 5UR04

This unit is internally conducted under controlled conditions but is externally marked by Edexcel. Student work is submitted to Edexcel for external marking. The tasks may be completed at any time during the course but must be submitted for marking in the June examination series. Students are allowed to focus on a specific chosen theme.

Students must produce a piece of writing in Urdu in **two** separate controlled assessment sessions. Each session can be a **maximum** of one hour.

Total number of marks is 60.

Assessment Objectives and weightings

	% in GCSE Short Course (Spoken Language)	% in GCSE Short Course (Written Language)	% in GCSE
AO1: Understand spoken language.	40%	0%	20%
AO2: Communicate in speech.	60%	0%	30%
AO3: Understand written language.	0%	40%	20%
AO4: Communicate in writing.	0%	60%	30%
TOTAL	**100%**	**100%**	**100%**

Relationship of Assessment Objectives to units

Edexcel GCSE in Urdu

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	20%	0%	0%	0%	20%
Unit 2	0%	30%	0%	0%	30%
Unit 3	0%	0%	20%	0%	20%
Unit 4	0%	0%	0%	30%	30%
Total for GCSE	20%	30%	20%	30%	100%

Edexcel GCSE (Short Course) in Urdu: Spoken Language

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	40%	0%	0%	0%	40%
Unit 2	0%	60%	0%	0%	60%
Unit 3	0%	0%	0%	0%	0%
Unit 4	0%	0%	0%	0%	0%
Total for GCSE Short Course	40%	60%	0%	0%	100%

Edexcel GCSE (Short Course) in Urdu: Written Language

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	0%	0%	0%	0%	0%
Unit 2	0%	0%	0%	0%	0%
Unit 3	0%	0%	40%	0%	40%
Unit 4	0%	0%	0%	60%	60%
Total for GCSE Short Course	0%	0%	40%	60%	100%

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Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com

Students studying unitised GCSE Short Course and GCSE qualifications are required to complete at least 40 per cent of the overall assessment requirements as terminal assessment.

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two qualifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for students with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.co.uk/sfc/feschools/access-consideration) for:

- the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to students who are Eligible for Adjustments in Examinations.
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Disability Discrimination Act (DDA)

Please see the Edexcel website (www.edexcel.com/sfc) for information relating to the Disability Discrimination Act.

Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited are dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

The summary of the controlled conditions for this specification are shown below.

Summary of conditions for controlled assessment

Control levels for the controlled assessment in Urdu are defined for the three stages of the assessment.

Task setting

To give teachers some control over assessment content, and to permit personalised learning, there is a **limited level of control** for task setting for both the **speaking and writing units**. Although Edexcel provides exemplar stimuli for use in controlled assessments, teachers may adapt them or create their own. All tasks used for live assessments **must** be refreshed every two years.

Task requirements should be clear and concise for students. As tasks are designed to develop Urdu language speaking or writing skills, related stimuli should feature a minimal amount of text (maximum 70 words) and may feature visual prompts, potentially with some additional English language explanation of context. Prompts and cues may be set in either English or Urdu, appropriate to the specific scenario.

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As tasks allow outcome-based assessment, teachers must ensure that students can perform at their optimal level. This means that tasks should provide **opportunities for appropriate stretch and challenge for all students**. It is important that students' performances are not unduly constrained by stimuli content and demands in the case of speaking-related teacher questioning. For example, it should be possible to ask most students to express a simple opinion (although the level of response may vary considerably from student to student).

Task taking

To facilitate potential for less 'high stakes' oral assessment and to enable teachers to assess students more flexibly, a **medium level of control** has been set for task taking in *Unit 2: Speaking in Urdu*. However, as students must complete all the written work submitted for assessment independently, *Unit 4: Writing in Urdu* has a **high level of control** for task taking.

The following task setting controls relate to both the speaking and writing units.

Authenticity controls: Students must undertake **all formally assessed work in controlled conditions** under the supervision of a teacher. Any preparation for a specific formal assessment must also be teacher supervised (although not necessarily in the classroom) and must not, under any circumstances, be set as homework. Students should have up to two weeks in advance and no more than six hours' contact time for a formal speaking assessment and may have longer for writing controlled assessments. Students and teachers must complete and sign a *Controlled assessment authenticity record sheet* (*Appendices 6 and 7*). Students can, as part of their language learning development, receive general guidance on the requirements of the task types used for assessment and be trained to acquire the appropriate skills and knowledge to undertake them effectively. In this period, before starting work on a formal assessment task, they should have full access to resources and feedback to support them.

Feedback control: All formal assessment-specific preparatory work must be carried out under fully-supervised conditions. Teacher feedback is restricted to the clarification of general task requirements.

Collaboration control: It may be possible for some assessment tasks in *Unit 2: Speaking in Urdu* to involve more than one student in task taking, although this is **not** an assessment requirement. If teachers undertake assessments that involve more than one student, they should exercise extreme caution and ensure that the performance of one student does not prejudice or restrict the performance of another.

Resource control: Key resources that students have consulted for each specific assessment must be identified on the *Controlled assessment authenticity record sheet* (*Appendices 6 and 7*). In *Unit 2: Speaking in Urdu,* students are able to refer to a visual or notes depending on the task during their test but they must not refer to a dictionary, except when preparing. Conversely, in *Unit 4: Writing in Urdu*, students may refer to notes and a dictionary although access to an earlier draft, online grammar-or spell-checker is prohibited.

Time control: In *Unit 2: Speaking in Urdu,* students must carry out two different types of controlled assessment. Each task should last between **4-6 minutes** and may relate to one specific chosen theme.

In *Unit 4: Writing in Urdu*, students must produce two***** distinctly different pieces of work, although these may relate to one specific chosen theme. The work should be completed in **two sessions** of up to **one hour** each.

Teachers are free to assess Units 2 and 4 whenever it is most appropriate and practical for their students. Students can be assessed on repeat occasions but must not undertake the same assessment task twice if it is being counted towards their final assessment.

Task marking

Again, to facilitate less 'high stakes' and more flexible oral assessment, *Unit 2: Speaking in Urdu* features a **medium level** of marking **control**. Teachers can assess their own students' work and this is then externally moderated. Edexcel provides marking support and guidance for teachers through comprehensive training and guidance. Please refer to the unit description to view the assessment criteria and to the *Instructions and administrative documentation for internally assessed units* for full details on recording and sampling requirements and marks submission arrangements.

In *Unit 4: Writing in Urdu,* there is a **high level** of marking control. Edexcel will mark work from all students. Examiners will require the stimuli and student notes used in the writing assessments to accompany all submissions.

*****It is possible that, for some students, it is appropriate to set two shorter tasks rather than one longer one in an assessment session. However, students aiming for grade C or above will need to demonstrate more extended-writing skills and are, therefore, expected to produce **over 200 words** in each task.

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Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark adjusted to zero.

Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Edexcel GCSE in Urdu: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the JCQ *Instructions for conducting coursework/portfolio document* on the JCQ website: www.jcq.org.uk For up-to-date advice on malpractice and plagiarism, please refer to the JCQ *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website (www.jcq.org.uk).

Assessing your students

The first assessment opportunity for Units 1, 2, 3 and 4 will take place in the June 2010 series and in each following June series for the lifetime of the specification.

Your student assessment opportunities

Unit	June 2010	June 2011
Unit 1: Listening and Understanding in Urdu	✓	✓
Unit 2: Speaking in Urdu	✓*	✓*
Unit 3: Reading and Understanding in Urdu	✓	✓
Unit 4: Writing in Urdu	✓*	✓*

* The controlled assessments may occur at any time during the GCSE in Urdu course but final marks and student work must be submitted in May (*June exam series). From September 2011, the assessment opportunities will mirror those of 2010 as indicated above.

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority (QCA). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

The first certification opportunity for the Edexcel GCSE (Short Course) in Urdu: Spoken Language or Edexcel GCSE (Short Course) in Urdu: Written Language will be 2010, and the first certification opportunity for the Edexcel GCSE in Urdu will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

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Unit results

The minimum uniform marks required for each grade for each unit:

Units 1 and 3

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 60	**54**	**48**	**42**	**36**	**30**	**24**	**18**	**12**

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–11.

Units 2 and 4

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 90	**81**	**72**	**63**	**54**	**45**	**36**	**27**	**18**

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–17.

Qualification results

The minimum uniform marks required for each grade:

GCSE in Urdu cash-in code: 2UR01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 300	**270**	**240**	**210**	**180**	**150**	**120**	**90**	**60**

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–59.

GCSE (Short Course) in Urdu: Spoken Language cash-in code: 3UR0S
GCSE (Short Course) in Urdu: Written Language cash-in code: 3UR0W

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 150	**135**	**120**	**105**	**90**	**75**	**60**	**45**	**30**

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–29.

Resitting of units

Students can resit the assessment requirements for an internally and externally unit once before claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.

For internally assessed units students will need to retake the entire assessment requirements for that unit. In terms of controlled assessment for this qualification, students can be assessed on repeat occasions but must not undertake the same assessment task twice if it is being counted towards their final assessment.

Students who want to resit after they have completed all the assessment requirements of the course will be required to retake at least 40 per cent of the assessment requirements.

Results of units will be held in Edexcel's unit bank for as many years as this specification remains available. Once the GCSE Short Course and GCSE qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level but unit results used for a GCSE Short Course remain available for use in a GCSE qualification.

Language of assessment

Assessment of this specification will be available in Urdu although some questions will be set in English and require responses in English. Assessment materials will be published in Urdu.

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- a requirement to use and recognise complex language structures and grammar
- a requirement to recognise and convey feelings and opinions
- use of open-ended questioning and stimuli
- a requirement to communicate effectively and accurately in Urdu (Units 2 and 4)
- a requirement to produce extended Urdu (Unit 4 only).

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Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification offers a suitable progression route to GCE AS and GCE Advanced Level in Urdu language study, as well as other Level 3 qualifications. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages.

The qualification may also add to an individual's employability profile.

Grade descriptions

A	Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions. They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures. They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions. They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.

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C	Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions. They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors. They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions. They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.
F	Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details. They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed. They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details. They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

C Resources, support and training

Edexcel resources

Edexcel aims to provide the most comprehensive support for our qualifications.

For up-to-date information on published resources, please visit www.edexcel.com/gcse2009

Edexcel publications

You can order further copies of the specification, sample assessment materials (SAMs) and teacher's guide documents from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linneydirect.com
Website: www.edexcel.com

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

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Ask the Expert – Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert

Ask Edexcel – Ask Edexcel is Edexcel's online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, resitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

D Appendices

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Appendix 1 Key skills

Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C2.1a		✓		
C2.1b		✓		
C2.2				✓
C2.3				✓
Information and communication technology				
ICT2.1				✓
ICT2.2				✓
ICT2.3				✓
Improving own learning and performance				
LP2.1	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓
Working with others				
WO2.1		✓		✓
WO2.2		✓		✓
WO2.3		✓		✓

Teachers should note that assessment of the key skill in communication must be in English, Irish or Welsh and that, although foreign language study clearly presents opportunities to develop skills in communication, assessment in the foreign language is not appropriate. For this specification, all key skills communication evidence must be in English.

Development suggestions

Please refer to the Edexcel website (www.edexcel.com) for key skills development suggestions.

Appendix 2 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓	✓	✓	✓
Moral	✓	✓	✓	✓
Ethical	✓	✓	✓	✓
Social	✓	✓	✓	✓
Cultural	✓	✓	✓	✓
Citizenship	✓	✓	✓	✓
Environmental	✓	✓	✓	✓
European initiatives	✓	✓	✓	✓
Health and safety	✓	✓	✓	✓
Legislative	✓	✓	✓	✓
Economic	✓	✓	✓	✓
Sustainable development	✓	✓	✓	✓

In addition to acquiring knowledge about language structures and the development of practical language skills, effective language learning involves a promotion of cultural understanding. This specification requires students to consider a range of common topic areas, to focus on one or more broad themes and develop an appreciation of the culture and society of Urdu-speaking countries and communities. Consequently, teachers can link students' language study to the issues listed above.

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Development suggestions

Issue	Units	Opportunities for development or internal assessment
Spiritual	Unit 4	A student may produce a report on a particular religious festival and reflect on its meaning and significance.
Moral	Unit 2	A student could refer to a moral tension that young people face when discussing an aspect of youth culture.
Ethical	Unit 2	A student might wish to deliver a presentation advocating 'fair trade' business.
Social	Unit 4	A student considering work issues might produce a piece of writing on voluntary work and related social issues.
Cultural	Unit 3	Reading a short passage on visitor information, a student might become more aware of the different cultural activities and facilities available.
Citizenship	Units 1 and 3	When undertaking listening and reading activities, related to the prescribed common topic areas, students may become aware of issues that can be linked to citizenship.
Environmental	Unit 1	A student might hear a recording in Urdu referring to the environmental benefits of public transport.
European initiatives	Unit 4	A student undertaking written work on a local amenity or visitor attraction may discover that it has been partly supported through the European Regional Development Fund.
Health and safety	Unit 2	A student giving an oral presentation on a healthy lifestyle may refer to the negative impact of smoking, alcohol or drug abuse.
Legislative	Units 2 and 4	Students may, through projects related to the world of work, become aware of workplace-related legislation.
Economic	Units 2	A student undertaking work related to the leisure industry may become aware of the contribution of this sector to different national economies.
Sustainable development	Units 2 and 4	A student considering travel-related issues may consider projects that promote sustainable tourism.

Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	6130
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The NQF code is known as a Qualification Number (QN). This is the code that features in the DfE's Sections 96 and on the LARA as being eligible for 16-18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QANs for the qualifications in this publication are: GCSE in Urdu 500/4628/7 GCSE (Short Course) in Urdu: Spoken Language 500/4626/3 GCSE (Short Course) in Urdu: Written Language 500/4627/5
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 – 5UR01 Unit 2 – 5UR02 Unit 3 – 5UR03 Unit 4 – 5UR04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	GCSE in Urdu – 2UR01 GCSE (Short Course) in Urdu: Spoken Language – 3UR0S GCSE (Short Course) in Urdu: Written Language – 3UR0W
Entry codes	The entry codes are used to: • enter a student for the assessment of a unit • aggregate the student's unit to obtain the overall grade for the qualification.	Please refer to the Edexcel *Information Manual*, available on the Edexcel website.

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Appendix 4 Grammar list

GCSE students will be expected to acquire knowledge and understanding of Urdu grammar during their course. In the examination they will need to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Urdu (Foundation tier)

Nouns

- gender
- singular and plural forms

Adjectives

- agreement
- position
- comparative and superlative
- demonstrative (یہاں، وہاں، وہ کتابیں، یہ لڑکے)
- indefinite (بہت، کچھ، چند، کئی)
- possessive
- interrogative (کیوں، کس وقت، کس لیے، کیسا، کون سا)

Adverbs

- comparative and superlative
- regular
- interrogative (کب، کہاں، کیسے)
- adverbs of time and place (آج کل، پرسوں، اب، اب تک، اب سے، وہیں)
- common adverbial phrases

Quantifiers/Intensifiers (بہت، بہت زیادہ، بہت کم، کافی، تھوڑا سا)

Pronouns

- personal: all subjects
- reflexive
- relative: کون
- relative: کیا (R)
- object: direct (R) and indirect (R)
- position and order of object pronouns (R)
- disjunctive/emphatic
- demonstrative (جو، جس نے، جس میں، جس کو)
- indefinite (کوئی، کچھ)
- interrogative (کون، کیا)
- use of وہاں، یہیں

Verbs

- regular and irregular verbs, including reflexive verbs
- all persons of the verb, singular and plural
- negative forms
- interrogative forms
- modes of address: تو، تم، آپ
- impersonal verbs (وہ آ گئی ہے، وہ پڑھ چکا ہے)
- verbs followed by an infinitive, with or without a preposition
- tenses:
  - present
  - perfect
  - imperfect: اکبر ہے، ابا جان ہیں
  - other common verbs in the imperfect tense (R)
  - immediate future
  - future (R)
  - conditional: اگر، تو، تب وغیرہ کا استعمال
  - pluperfect (R)

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- passive voice: present tense (R)
- imperative
- present participle (R)

Prepositions

مثلاً اوپر، میں، سے، تک، نیچے، پاس، سامنے، پر، کا، کی، کے وغیرہ

Conjunctions

مثلاً اور، و، پھر، بھی، یا وغیرہ

Vowel points and other marks

زیر، زبر، پیش، تشدید اور تنوین کا استعمال

Number, quantity, dates and time

including use of the following:

مثلاً ایک، دو ---، پہلا، دوسرا ---، سوا، پورا، آدھا، ڈیڑھ، پونے دو، ڈھائی، ساڑھے، دو گھنٹے سے، دو مہینے سے، دو سال سے

Urdu (Higher tier)

All grammar and structures listed for Foundation tier, as well as:

Nouns

Some of the abstract nouns (جذبات، خیالات، تصورات)

Adjectives

- comparative and superlative, including ترین as in بہترین، بد ترین، امیر ترین
- pronominal (کتنا، اتنا، کیسا، کیسے، ایسا، کون، اب، تب، کب)

Adverbs

comparative and superlative, including بہتر ہے اچھا ہے برا ہے

Pronouns

- use of وہاں، میں وغیرہ
- relative: کیا
- relative: نہیں، مت (R)
- object: direct and indirect
- position and order of object pronouns
- demonstrative (جو سکول میں ہے، جو میز پر ہے، جو گھر میں ہے) (R)
- possessive (R)

Verbs

- tenses:
  - future
  - imperfect
  - conditional
  - pluperfect
- passive voice: future, imperfect and perfect tenses (R)
- perfect infinitive
- present participle
- subjunctive mood: present, in commonly used expressions (R)

Time

including use of the following:

پاؤ، پون، پونا، تہائی، چوتھائی، کل، نصف، دوگنا، تین گنا، چار گنا (بولنے میں دگنا، تگنا، چوگنا)، دفعہ، مرتبہ، بار

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Appendix 5 Minimum core vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the minimum core generic vocabulary that all students will need to acquire (regardless of chosen theme). It is an essential vocabulary list that students should refer to and build on when preparing for listening and reading examinations.

All assessment tasks in *Unit 1: Listening and Understanding in Urdu* and *Unit 3: Reading and Understanding in Urdu* targeted at grades G-C will be based on this vocabulary list. Occasional glossing of individual words may occur in the examinations although this will be avoided whenever possible.

For the speaking and writing units, it is important to note that the vocabulary requirements, even within each of the chosen pathways (Media and culture, Sport and leisure, Travel and tourism, Business, work and employment or Centre-devised), could vary between students.

High Frequency Language (Multiple contexts)

Verbs

to land	اترنا، ساحل پر پہنچنا
to allow	اجازت دینا
to jump	اچھلنا، پھلانگنا
to borrow	ادھار لینا، قرض لینا
to fly	اڑنا، ہوا میں سفر کرنا
to use	استعمال کرنا
to inform	اطلاع دینا، خبر دینا
to regret	افسوس کرنا، پچھتانا
to charge	الزام لگانا، فیس کرنا
to hope	امید کرنا
to wait for	انتظار کرنا
to organise	انتظام کرنا، تیار کرنا
to manage	انتظام کرنا
to surf the internet	انٹرنیٹ صرف کرنا
to wish	آرزو کرنا، چاہنا، خواہش کرنا
to come	آنا
to chat	بات چیت کرنا، گپ شپ لگانا
to tell	بتانا، کہنا
to save	بچانا، محفوظ کرنا، بچت کرنا
to argue	بحث کرنا، دلائل دینا
to discuss	بحث مباحثہ کرنا، بات چیت کرنا
to change	بدلنا، تبدیل کرنا
to snow	برف باری، برف گرنا
to call	بلانا
to invite	بلانا، دعوت دینا
to close	بند کرنا
to load	بوجھ لادنا، مال لادنا
to speak	بولنا، بات کرنا
to improve	بہتر کرنا، سنوارنا
to describe	بیان کرنا

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to sell	بیچنا، فروخت کرنا
to sit down	بیٹھنا، نشست پر رکھنا
to escape	بھاگ جانا، نکل جانا، فرار ہونا
to send	بھیجنا
to fill	پُر کرنا، بھرنا
to like	پسند کرنا
to hold	پکڑنا، تھامنا
to arrive	پہنچنا
to produce	پیدا کرنا، تیار کرنا، پیش کرنا
to follow	پیچھا کرنا، پیچھے جانا، تقلید کرنا
to refund	پیسے واپس کرنا
to present	پیش کرنا
to drink	پینا
to turn on	جلانا، چلانا
to throw	پھینکنا، گرانا
to prefer	ترجیح دینا
to research	تحقیق کرنا
to introduce	تعارف کرانا، ملاقات کرانا
to type	ٹائپ کرنا
to knock, hit	ٹکرانا، مارنا
to stay	ٹھہرنا
to go	جانا، چلنا، روانہ ہونا
to check	جانچنا، روکنا، باز رکھنا
to find	جاننا، معلوم کرنا، پتا پانا
to know	جاننا
to light	جلانا، روشن کرنا
to hurry	جلدی کرنا
to forge	جعلی یا نقلی چیز بنانا
to add	جمع کرنا، جوڑنا
to answer	جواب دینا
to win	جیتنا
to live	جینا، زندہ رہنا، بسنا
to want	چاہنا، طلب کرنا، مانگنا

to steal	چرانا، چوری کرنا
to climb	چڑھنا، اوپر جانا
to drive	چلانا، ڈرائیو کرنا
to walk	چلنا، سیر کرنا
to choose	چُن لینا، پسند کرنا
to cry	چیخنا، چلانا، رونا
to replace	چیز بدل دینا
to leave (an object)	چھوڑ دینا
to leave	چھوڑنا، رخصت ہونا، چلے جانا
to touch	چھونا، ہاتھ لگانا
to order	حکم دینا، ہدایت کرنا
to earn	حاصل کرنا، کمانا
to finish	ختم کرنا، مکمل کرنا
to end	ختم کرنا
to serve	خدمت کرنا، کھانا لگانا، کھانا پیش کرنا
to please	خوش کرنا
to spend	خرچ کرنا
to cost	خرچہ ہونا، لاگت آنا
to buy	خریدنا
to desire	خواہش کرنا
to enter	داخل ہونا، اندر جانا
to apply to	درخواست دینا
to sign	دستخط کرنا
to show	دکھانا، ظاہر کرنا
to revise	دوبارہ غور کرنا، دوبارہ اصلاح کرنا
to repeat	دہرانا، پھر سے کہنا یا کرنا
to give	دینا
to look after	دیکھ بھال کرنا، خیال رکھنا
to see	دیکھنا
to visit	دیکھنے یا ملاقات کے لیے جانا
to push	دھکا دینا، دباؤ ڈالنا
to contact	رابطہ کرنا
to accept	راضی ہونا، قبول کرنا، منظور کرنا

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to have	رکھنا، پاس ہونا
to put	رکھنا
to stop	روکنا، بند کرنا
to accompany	ساتھ ہونا، ہمراہ ہونا
to recommend	سفارش کرنا
to understand	سمجھنا، جاننا
to listen	سننا
to hear	سننا
to ask a question	سوال پوچھنا
to think	سوچنا، خیال کرنا
to sleep	سونا
to go for a walk	سیر کے لیے جانا، چل کر جانا
to learn	سیکھنا
to begin	شروع کرنا، آغاز کرنا
to thank	شکریہ ادا کرنا
to seem	ظاہر ہونا، دکھائی دینا
to go wrong	غلطی کرنا، غلط ہو جانا
to phone	فون کرنا
to decide	فیصلہ کرنا
to last	قائم رہنا، باقی رہنا، کافی ہونا
to lend	قرض دینا، ادھار دینا
to work	کام کرنا
to click	کلک کرنا، کلک کرنا
to rent/hire	کرایہ پر لینا
to succeed	کامیاب ہونا
to try	کوشش کرنا
to say	کہنا، بولنا
to be able to	کے قابل ہونا
to eat	کھانا، کھانا
to lose	کھونا، کھو دینا
to open	کھولنا، ظاہر کرنا
to pull	کھینچنا، کھانا
to park	گاڑی مناسب جگہ کھڑی کرنا، پارک کرنا

to fall	گرنا، گر پڑنا
to count	گننا، گنتی کرنا
to have to	لازمی طور پر کرنا
to note	گھ لینا، غور کرنا، دھیان کرنا
to write	لکھنا
to stick	لگانا، چپکانا کرنا
to take	لینا، پکڑنا، تھامنا
to ask	مانگنا، پوچھنا
to love	محبت کرنا
to reserve	محفوظ کرنا
to help	مدد کرنا
to repair	مرمت کرنا، ٹھیک کرنا
to deserve	مستحق ہونا
to smile	مسکرانا
to study	مطالعہ کرنا، تحقیق کرنا
to forgive	معاف کرنا، بخش دینا
to be sorry	معافی مانگنا
to resemble	ملتا جلتا ہونا، مشابہ ہونا
to meet	ملنا
to cancel	منسوخ کرنا
to prevent	منع کرنا، باز رکھنا
to advise	مشورہ دینا، نصیحت کرنا
to be interested in	میں دلچسپی رکھنا
to get angry	ناراض ہونا، غصہ ہونا
to miss	ناکام رہنا، کمی کو یاد کرنا
to fail	ناکام ہو جانا
to hate	نفرت کرنا
to go down	نیچے جانا، نیچا ہو جانا
to return	واپس آنا یا جانا، واپس دینا
to put back	واپس رکھ دینا
to return	واپس کرنا
to receive	وصول کرنا
to be located	واقع ہونا

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to laugh	ہنسنا
to be	ہونا
to remember	یاد رکھنا
to believe	یقین کرنا، ایمان رکھنا
to look like	ملتا جلتا ہونا، ایک جیسے دکھائی دینا

Adjectives

exciting	ابھارنے یا اکسانے والا
own	اپنا، ذاتی
together	اکٹھے، ایکا، ساتھ ساتھ
good	اچھا، نیک، بھلا
stupid	احمق، بے وقوف
grateful	احسان مند، شکر گزار
real	اصلی، واقعی، خالص
alone	اکیلا، اکیلی، تنہا
next	اگلا، اگلی، اگلے
rich	امیر، مالدار، دولت مند
marvellous	انوکھا، انوکھی، نرالا، حیران
high	اونچا، اونچی، اونچے، بلند
last	آخری
comfortable	آرام دہ
free	آزاد، خود مختار
mature	بالغ، پختہ، پکا ہوا
ugly	بدصورت، بدشکل
bad	برا، بری، برے
big	بڑا، بڑی، بڑے
closed, close	بند
old	بوڑھا، بوڑھی، بوڑھے

heavy	بھاری، وزنی
full	بھرا ہوا، لبریز، پورا، مکمل
old	پرانا، پرانی، پرانے
funny	پرلطف، پرمذاق، مزاحیہ
favourite	پسندیدہ
perfect	پورا، تمام، نقص، بے عیب
first	پہلا، پہلی، پہلے
locked	تالا لگا ہوا، بند
variable	تغیر پذیر (بدلنے والا)
well-behaved	تمیزدار، مہذب
ready	تیار
quick	تیز، پھرتیلا، چست
fast	تیزی سے، جلدی سے
tiring	تھکانے والا
tired	تھکا ہوا، تھکی، وزنی، لگے ہوئے
cold	ٹھنڈا، ٹھنڈی، سرد
hurriedly	جلدی جلدی، عجلت سے
young	جوان، نوجوان، کم عمر
false	جھوٹ، غلط
fat	چکنائی، روغن
small	چھوٹا، چھوٹی، چھوٹے
silent	خاموش
angry	خفا، ناراض
beautiful	خوبصورت، حسین
pretty	خوبصورت، حسین، اچھی، اچھی
pleased	خوش، شاد

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valid	
charming	
other	
small	
responsible	
brilliant	
kind	
sorry	
numerous	
former	
all	
true	
hard	
strict	
lazy	
serious	
magnificent	
shy	
broken	
noisy	
clean	
healthy	
necessary	
great	
wise	
poor	

disgusting	قابل نفرت، کریہہ
valuable	قیمتی
weak	کمزور
open	کھلا، کھلی، کھلے
hot	گرم
rotten	گلا سڑا، خراب
dirty	گندا، گندی، گندے
flexible	لچک دار
long/tall	لمبا، لمبی، لمبے
hardworking	محنتی
brief	مختصر
short	مختصر، چھوٹا، کم، تھوڑا
strong	مضبوط، طاقتور
satisfied	مطمئن
useful	مفید، کارآمد
standing	مقررہ، پائیدار، کم حیثیت
fat	موٹا، موٹی، موٹے
awful	بہت خراب
unbelievable	ناقابل یقین
typical	نمونے، مطابق، روایتی
youth	نوجوان
new	نیا، نئی، نئے
light	ہلکا، ہلکی، ہلکے
same	وہی، یکساں، مماثل

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Colours

purple	
maroon	
violet	
brown	
yellow	
colour	
grey	
white	
black	
pink	
dark	
red	
blue	
green	
light	

Adverbs

already	
just now	
still	
immediately	
here	
there	
however	
often	
internally	

straight away	ایک دم، اسی وقت
up to this day	آج تک
outside	باہر
unfortunately	بدقسمتی سے
rather	برعکس، بلکہ، بجائے
(for a) long time	بہت عرصے سے
very	بہت
more	زیادہ، بیشتر
almost	تقریباً، قریب قریب
quickly	جلدی سے، تیزی سے
recently	حال ہی میں
really	حقیقت میں، اصل میں
especially	خاص طور پر
perhaps	شاید، ممکن ہے
too	علاوہ ازیں، بھی
sometimes	کبھی کبھی، کسی وقت
over there	وہاں پر
always	ہمیشہ

Numbers

1–100

Quantities

many	بہت سے / بہت سی
enough	کافی
several	کئی
a little	تھوڑی سی / تھوڑے سے

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a dozen	ایک درجن
a piece of	کا ایک ٹکڑا
a packet of	کا ایک پیکٹ
a jar of	کا ایک جار
a third of	کا تہائی حصہ
a tin, box of	کا ایک ٹن / ڈبہ
a bottle of	کی ایک بوتل
a slice of	کا ایک ٹکڑا / سلائس

Connecting words

and	اور
so	اس لیے
so that	تاکہ
then	تب، پھر، تو
first of all	سب سے پہلے
also	علاوہ، ساتھ ساتھ، بھی
that	کہ
therefore	لہذا
but	لیکن، مگر
otherwise	ورنہ
or	یا

Time expressions

now	اب
just now	ابھی
the next day	کل، اگلے دن
next	کل، اگلی، آئندہ
today	آج
midnight	آدھی رات
on time	بروقت، وقت پر
later	بعد میں

the day after tomorrow	پرسوں
in a little while	تھوڑی دیر میں
soon	جلدی
afternoon	دوپہر
day	دن
a fortnight	دو ہفتے
night	رات
from	سے
since	سے
evening	شام
at the start	شروع میں، آغاز میں
morning	صبح
tomorrow	کل
yesterday	کل
minute	منٹ
from time to time	وقتاً فوقتاً
early	وقت سے پہلے، جلدی
every day	ہر روز
week	ہفتہ
weekend	ہفتہ اتوار، ویک اینڈ
always	ہمیشہ

Times

Awareness of times (analogue and digital)

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Days of the week

Monday	پیر ، سوموار
Tuesday	منگل
Wednesday	بدھ
Thursday	جمعرات
Friday	جمعہ
Saturday	ہفتہ
Sunday	اتوار

Months of the year

January	جنوری
February	فروری
March	مارچ
April	اپریل
May	مئی
June	جون
July	جولائی
August	اگست
September	ستمبر
October	اکتوبر
November	نومبر
December	دسمبر

Question words

what?	کیا؟
who?	کون؟
why?	کیوں؟

when?	کب؟
how much, how many	کتنے، کتنی
how?	کیسے؟

Other expressions

how do you spell that?	آپ اس کے ہجے کیسے کرتے ہیں؟
it doesn't matter	اس سے کوئی فرق نہیں پڑتا
once again	ایک مرتبہ پھر
with bad luck	بدقسمتی سے
all the better	بہت بہتر
too bad	بہت برا، بہت خراب
to be in the process of	پرکارروائی / کام ہو رہا ہے
don't care!	پرواہ مت کرو!
okay	ٹھیک ہے
with pleasure	خوشی سے
good luck	خوش قسمتی آپ کے ساتھ ہے
there you are	دیکھیں آپ وہاں ہیں
here you are	دیکھیں آپ یہاں ہیں
of course	ظاہر کی بات ہے، یقیناً، بالکل
usually	عام طور پر
what a shame	کتنی شرم کی بات ہے
mine	میرا، میری، میرے
I don't mind	میں برا نہیں مانتا / مانتی
I'm fine	میں ٹھیک ہوں
in my opinion	میری رائے میں، میرے خیال میں
I've had enough	میں نے کافی بھگت لیا ہے

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to be about to	ہونے والا ہے
it depends	یہ حالت ہے

Other high frequency words

end	اختتام، خاتمہ، انجام
if	اگر
thing	چیز
figure	جسم، شکل، ہندسہ، عدد
middle	درمیانی، بیچ کا
way	راستہ، سڑک، طریقہ
shape	شکل، ساخت، بناوٹ
type	قسم، نوع، چھاپہ، ٹائپ
something	کوئی چیز
someone	کوئی شخص
that	کہ
as, like	کی طرح، کے جیسا
because	کیونکہ
for example	مثال کے طور پر، مثلاً
Miss	مس
Mrs	مسز، بیگم
Mr	مسٹر، جناب، صاحب
yes	ہاں
no	نہیں
number	نمبر
time	وقت
everybody	ہر شخص، سب لوگ

Countries

Italy	اٹلی
Afghanistan	افغانستان
United States	امریکہ
England	انگلستان، انگلینڈ
Ireland	آئرلینڈ
Great Britain	برطانیہ
Bangladesh	بنگلہ دیش
Pakistan	پاکستان
Turkey	ترکی
Germany	جرمنی
Russia	روس
Spain	سپین
Saudi Arabia	سعودی عرب
Scotland	سکاٹ لینڈ
France	فرانس
Canada	کینیڈا
Wales	ویلز
Holland	ہالینڈ
India	ہندوستان
United Kingdom	یوکے
Greece	یونان

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Continents

Africa	افریقہ
Asia	ایشیا
South America	جنوبی امریکہ
North America	شمالی امریکہ
Australia	آسٹریلیا
Europe	یورپ

Nationalities etc

African	افریقی
Afghan	افغان / افغانی
Italian	اطالوی
American	امریکی
English	انگریز
Irish	آئرش
Asian	ایشیائی
British	برطانوی
Bangladeshi	بنگلہ دیشی
Pakistani	پاکستانی
Turkish	ترک
German	جرمن
Dutch	ڈچ
Russian	روسی
Spanish	ہسپانوی
Saudi	سعودی
Scottish	سکاٹش
Arab	عرب

French	فرنسیسی
Canadian	کینیڈین
Welsh	ویلش
Indian	ہندوستانی
European	یورپی
Greek	یونانی

Areas/mountains/rivers

Azad Kashmir	آزاد کشمیر
Baluchistan	بلوچستان
Punjab	پنجاب
Jhelum	جہلم
Chenab	چناب
Bolan Pass	درہ بولان
Khyber Pass	درہ خیبر
Ravi	راوی
Sutlej	ستلج
NWFP/Pakhtoonkha	سرحد / پختون خواہ
Sindh	سندھ
Indus	سندھ
Northern areas	شمالی علاقے
K2	کے ٹو
Indus Valley	وادی سندھ
Swat Valley	وادی سوات
Kaghan Valley	وادی کاغان
Himalayas	ہمالیہ

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Social conventions

see you later	آپ سے پھر ملیں گے
see you soon	آپ سے جلد ملاقات ہوگی
see you tomorrow	آپ سے کل ملاقات ہوگی
please (request)	براہ کرم، براہ مہربانی
goodbye	خدا حافظ / اللہ حافظ
good evening	شام بخیر
good night	شب بخیر
thank you	شکریہ
hi	کیا حال ہے؟
help	مدد
please (polite)	مہربانی فرما کر
best wishes	نیک خواہشات، دلی دعائیں
hello (on the telephone)	ہیلو
hello, good day	ہیلو، خدا کرے دن اچھا گزرے

Prepositions

through	آر پار، بیچ میں، میں سے
from	اس طرف سے
above	اوپر
at the end	آخر میں
opposite	آمنے سامنے، مقابل
outside	باہر
against	برعکس، خلاف، الٹ
without	بغیر، سوائے
by	پاس، قریب، ساتھ، تک
near	پاس، نزدیک، قریب

on	
after	
before	
until	
during	
between	
with	
next to	
far from	
except	
behind	
to	
towards	
because of	
about	
in front of	
according to	
for	
in	
at (someone's house)	
at	
among	
under	
around	

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Language used in dialogues and messages
(Some words may feature in other sections)

wait	انتظار کریں
for the moment	اس وقت، اس لمحے
see you soon	آپ سے جلد ملاقات ہوگی
see you later	آپ سے پھر ملوں گا/گی
area code	ایریا کوڈ، علاقے کا کوڈ
paging	پیجنگ
tone	ٹون
text	ٹیکسٹ
text message	ٹیکسٹ پیغام
telephone	ٹیلی فون
telephone book	ٹیلی فون کی کتاب
in fact	دراصل
receiver (telephone)	ریسیور
in communication with	سے بات چیت، رابطے میں
wrong number	غلط نمبر
for the attention of	کی توجہ کے لیے
send by	کی طرف سے بھیجیں
further to, following	کے علاوہ، کے بعد
on the line	لائن پر ہوں
speaking	بول رہا/رہی ہوں
stay on the line	لائن پر رہیں
I will put you through	میں آپ کی بات کراؤں گا/گی
I'm listening	میں سن رہا/رہی ہوں
I'll be right back	میں فوراً واپس آؤں گا/گی
call me	مجھے فون کریں، مجھ سے ملیں

to be at (checking correct number)/address	نمبر/پتہ پر ہونا یا آنا
dial the number	نمبر ملائیں

Language related to common topic areas

Out and about

on the right	دائیں طرف
on the left	بائیں طرف
on foot	پیدل
welcome	خوش آمدید
airport	ہوائی اڈہ
poster/notice	پوسٹر/نوٹس
abroad	بیرونِ ملک
outside	باہر
return ticket	آنے جانے کا ٹکٹ، ریٹرن ٹکٹ
single ticket	صرف جانے کا ٹکٹ، ایک طرف کا ٹکٹ
bus stop	بس سٹاپ
lift	لفٹ
youth hostel	یوتھ ہوسٹل
car	کار
bus	بس
motorway	موٹروے
plane	ہوائی جہاز
luggage	سامان
bath	غسل، نہانا
balcony	بالکنی
suburb	شہر کے آس پاس کا علاقہ

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bank	بینک
bar	بار
boat	کشتی
building	عمارت
library	لائبریری
bicycle	سائیکل
ticket	ٹکٹ
enjoy your stay	لطف اندوز ہوں
have a good journey	خدا کرے سفر خوشگوار ہو
butcher's	قصائی کی دکان
baker's	بیکری
brochure, leaflet	بروشر / کتابچہ
fog	دھند، کہر
snack bar, buffet	سنیک بار، بوفے
office	دفتر
tourist information office	سیاحوں کی معلومات کا دفتر
café	کیفے
lorry	لاری
coach	کوچ
country	ملک
campsite	کیمپ کی جگہ، کیمپ سائیٹ
book (of tickets)	کتاب (ٹکٹوں کی)
crossroads	چوراہا
identity card	شناختی کارڈ
postcard	پوسٹ کارڈ
road map	سڑک کا نقشہ

cathedral	گرجا
shopping centre	خریداری کا مرکز، شاپنگ سینٹر
sports centre	سپورٹس سینٹر
leisure centre	لیژر سینٹر
town centre	ٹاؤن سینٹر
heat	گرمی، حرارت
room	کمرہ
castle	قلعہ
taxi	ٹیکسی
railway	ریلوے
sky	آسمان
cinema	سینما
traffic	ٹریفک
key	چابی
climate	آب و ہوا، موسم
corner	کونا، نکڑ
hill	پہاڑ، پہاڑی
summer camp	گرمیوں کا کیمپ، سمر کیمپ
business, trade	تجارت، کاروبار
police station	پولیس سٹیشن
compartment	کمپارٹمنٹ
to validate a ticket	ٹکٹ کی توثیق، تصدیق کرنا
concert	کنسرٹ
driver	ڈرائیور
left luggage	گم شدہ، چھوڑا ہوا سامان
passport control	پاسپورٹ کنٹرول

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ticket inspector	ٹکٹ انسپکٹر
connection	رابطہ
coast	ساحل
berth	برتھ
overcast	بادل چھائے ہوئے
to take off (plane)	(جہاز) اڑنا
forbidden to…	...کرنا منع ہے
degree	ڈگری
waiting period, time limit	انتظار کی مدت / وقت کی حد
departure	روانگی
administrative district	انتظامی ضلع / علاقہ
as soon as	جیسے ہی جلد
diversion	راستہ بدلنا، رخ بدلنا
disco	ڈسکو
entertainment	تفریح، تفریحات
sunny interval	دھوپ نکلنے کا وقفہ
church	گرجا
traffic jam	ٹریفک کا گھنٹوں رکنا، ٹریفک جام
entrance	داخل ہونے کا راستہ / دروازہ
in advance	پیشگی
in summer	گرمیوں میں
in winter	سردیوں میں
place	جگہ، مقام
outside	باہر، بیرونی
sunny	دھوپ نکلی ہوئی
staircase	سیڑھیاں

petrol	پٹرول
east	مشرق
floor (1st, 2nd)	منزل (پہلی، دوسری)
outing	تفریحی سیر
I'm sorry/excuse me	مجھے افسوس ہے / معاف کیجیے
exhibition	نمائش
farm	کھیت، فارم
closing	بند ہونا / رہی
feast, holiday, fair, fête	شادی، دعوت، چھٹی، میلہ
traffic lights	ٹریفک کی بتیاں
form	فارم، ترتیب، بنانا
to function, to work	کام کرنا
cold	ٹھنڈا، ٹھنڈی
station	سٹیشن
coach station	کوچ سٹیشن
port	بندرگاہ
diesel	ڈیزل
ticket office	ٹکٹ کا دفتر
historic	تاریخی
hospital	ہسپتال
timetable	وقت کا جدول
hotel, town hall	ہوٹل، ٹاؤن ہال
receptionist	ریسپشنسٹ، استقبالیہ پر کام کرنے والا / والی
supermarket	سپر مارکیٹ
included	شامل
industry	صنعت، صنعتی

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park	پارک
zoo	چڑیا گھر
public holiday	عام چھٹی
newspaper stall	اخبار کا سٹال
lake	جھیل
line, route	لائن، روٹ
price list	قیمتوں کی فہرست
hotel list	ہوٹلوں کی فہرست
far(away)	دور
shop	دکان
market	بازار، مارکیٹ
brand	برانڈ
bad	برا، خراب
sea	سمندر
weather forecast	موسم کی پیشن گوئی
metre	فاصلہ ناپنا
underground railway	زمین دوز ریلوے، انڈر گراؤنڈ
mountain	پہاڑ
engine/motor	انجن، موٹر
dead	مردہ
public, municipal	عوامی، میونسپل
museum	عجائب گھر
snow	برف
north	شمال
cloud	بادل
occupied	خالی نہیں ہے

storm	طوفان
west	مغرب
palace	محل
breakdown	بند ہو جانا، خراب ہو جانا
sign	نشان، علامت، اشارہ
park	گاڑی کھڑی کرنا
car park	کار پارک
film (for a camera)	فلم (کیمرے کے لیے)
driving licence	ڈرائیونگ لائسنس
pedestrian	پیدل چلنے والا، وہ جو گاڑی نہیں چلا رہا ہے
swimming pool	تیرنے کا تالاب، سوئمنگ پول
picturesque	دلکش، خوبصورت
square	چوک
beach	ساحل سمندر
map (of the town)	نقشہ (شہر کا)
it is raining	بارش ہو رہی ہے
rain	بارش
bridge	پل
(front) door	(سامنے کا) دروازہ
suitable for drinking	پینے کے لیے مناسب
pressure	دباؤ
problem	مسئلہ
platform	پلیٹ فارم
region	علاقہ، ریجن
reception	استقبالیہ، ریسپشن
appointment, meeting place	ملاقات کا وقت / ملنے کی جگہ

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ground floor	زمینی منزل
delay	دیر، تاخیر
river	دریا
roundabout	چوک
road	سڑک
street	گلی، سڑک
season	موسم
waiting room	انتظار کرنے کا کمرہ، انتظار گاہ
games room	کھیلوں کا کمرہ
one way system	یک طرفہ راستے کا نظام
situated	واقع
sun	سورج
way out, exit	باہر جانے کا راستہ
basement	تہ خانہ
stadium	سٹیڈیم
underground station	انڈر گراؤنڈ سٹیشن
south	جنوب
following	اگلا، اگلی، اگلے
supplement	ضمیمہ، اضافہ
service station	سروس سٹیشن
taxi	ٹیکسی
television set	ٹیلی ویژن سیٹ
television	ٹیلی ویژن
weather	موسم
theatre	تھیٹر
toilets	بیت الخلا، ٹوائلٹ

tour	ٹور
tower	ٹاور
tourist	سیاح
to turn	مڑنا
straight on	سیدھے جانا
quiet	خاموش، پرسکون
public transport	پبلک ٹرانسپورٹ
to cross	پار کرنا
factory	کارخانہ، فیکٹری
suitcase	سوٹ کیس
variable	بدلنے والا
bike	بائیک
wind	ہوا
village	گاؤں
town	شہر، قصبہ
car	کار
theft	چوری
journey	سفر
view	منظر، نظارہ

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Customer service and transactions

bill	بل
camera	کیمرہ
money	پیسے
at your service	آپ کی خدمت کے لیے حاضر
trainers	ٹریینرز
jacket	جیکٹ
drink	مشروب
brochure	بروشر
exchange bureau	ایکسچینج بیورو
lost property office	گم شدہ سامان کا دفتر
present	تحفہ
café	کیفے
till	بل
bank card	بینک کارڈ
credit card	کریڈٹ کارڈ
post card	پوسٹ کارڈ
snack	کھانے پینے کی ہلکی پھلکی چیزیں
cauliflower	گوبھی
sock	موزہ، جراب
shoe	جوتا
(traveller's) cheque	(ٹریولرز) چیک
choice	چوائس
lemon	لیموں
customer	خریدار، گاہک
keyboard	کی بورڈ

hairdresser	بال بنانے والا / والی، ہیئر ڈریسر
full	بھرا ہوا، مکمل
police station	پولیس سٹیشن
cotton	روئی
exchange rate	پیسے تبدیل کرنے کا نرخ
shopping	خریداری
cake	کیک
rice	چاول
cooked	پکا ہوا، پکی ہوئی
damage	نقصان
mistake	غلطی
rupee	روپیہ، روپے
bill, invoice	بل، انوائس
mango	آم
banana	کیلا
chips	چپس
cheese	پنیر
fruit	پھل
glove	دستانہ
ice cream	آئس کریم
department store	ڈیپارٹمنٹ سٹور
samosa	سموسہ
chicken balti	بلٹی مرغ
shirt	قمیص
fruit juice	پھل کا جوس
wool	اون

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milk	دودھ
vegetable	سبزی
pound sterling	پونڈ سٹرلنگ
swimsuit	تیرنے کا لباس
ill	بیمار
menu	کھانے کی فہرست، مینو
change	ریزگاری
fish	مچھلی
egg	انڈہ
omelette	آملیٹ
bread	ڈبل روٹی
trousers	ٹراؤزر، پتلون
cake shop	کیک کی دکان
boss	مالک
to pay	پیسے دینا، ادا کرنا
peach	آڑو
breakfast	ناشتہ
peas	مٹر
identity card	شناختی کارڈ
town map	شہر کا نقشہ
dish (of the day)	خاص کھانا (آج کا)
size (shoes)	سائز (جوتوں کا)
pear	ناشپاتی
potato	آلو
beef	گائے کا گوشت
wallet	بٹوہ

purse	بٹوہ، پرس
chicken	مرغی
tip	ٹپ
price	قیمت
sweater, jumper	سوئٹر، جمپر
department	ڈیپارٹمنٹ / محکمہ
receipt	رسید
reduction	کمی
reduced	قیمت کم کی ہوئی
meal	کھانا
dress	لباس
roast	روسٹ
dining room	کھانے کا کمرہ
sandal	سینڈل
sandwich	سینڈوچ
waiter, waitress	ویٹر / ویٹریس
service (not) included	سروس شامل ہے / نہیں ہے
size	سائز
tea	چائے
stamp	ڈاک کا ٹکٹ
salesman, woman	سیلز مین / والی
naan	نان
thief	چور
yoghurt	دہی

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Personal information

activity	سرگرمی
age	عمر
address	پتہ
likeable	پسندیدہ
atmosphere	فضا، ماحول
friend	دوست
year	سال
birthday	سالگرہ
sports equipment	کھیلوں کا سامان
athletics	کھیلوں کے متعلق، ورزش
ring	انگوٹھی، گھنٹی
trainers	ٹرینرز
talkative	باتونی
jacket	جیکٹ
club	کلب
curly	گھنگریالے بال
earrings	بالیاں
celebrity	مشہور شخصیت
championship	چیمپئن شپ
song	گانا
hat	ٹوپی، ہیٹ
hair	بال
classical, classic	کلاسیکی، کلاسک
keyboard	کی بورڈ
youth club	یوتھ کلب

post code	پوسٹ کوڈ
knowledge	علم
cycling	سائیکل چلانا
date of birth	تاریخ پیدائش
CD (compact disc)	سی ڈی
divorced	طلاق یافتہ
selfish	خود غرض
(television) programme	پروگرام (ٹیلی ویژن)
team	ٹیم
equipment	آلات، سامان
horse riding	گھوڑ سواری
family	خاندان
fanatical about	کے بارے میں پرجوش، کا دیوانہ
wife, woman	عورت، بیوی
temperature	درجہ حرارت، ٹمپریچر
flute	بانسری
football	فٹ بال
cricket	کرکٹ
guitar	گٹار
dressed	ملبوس
hockey	ہاکی
computing, ICT	کمپیوٹنگ، آئی سی ٹی
ipod	آئی پوڈ
board, electronic game	بورڈ، الیکٹرونک کھیل
player	کھلاڑی
reading	پڑھنا

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birthplace	جائے پیدائش
leisure	تفریح
glasses	چشمہ، عینک
husband	شوہر، خاوند
married	شادی شدہ
mother	ماں، امی
job	کام
thin	دبلا، پتلا
fashion	فیشن
modern	جدید
MP3	ایم پی تھری
music	موسیقی
swimming	تیراکی
born	پیدا ہوا
nose	ناک
orchestra	آرکسٹرا
our	ہمارا
skating	سکیٹنگ
father	ابو، والد، باپ
piano	پیانو
drama	ڈرامہ
mobile phone	موبائل فون
pop (music)	پاپ (موسیقی)
first name	پہلا نام
straight (hair)	سیدھے (بال)
rock (musical)	راک (موسیقی)

red (hair)	سرخ (بال)
bag	تھیلا، بیگ، بیگ
rugby	رگبی
separated	علیحدگی
skiing	سکیئنگ
water skiing	واٹر سکیئنگ
sport	کھیل، سپورٹ
tracksuit	ٹریک سوٹ
free time	فارغ وقت
tennis	ٹینس
table tennis	میز ٹینس
sports ground	کھیل کا میدان
tourism	سیاحت
trumpet	بگل، شہنائی
umbrella	چھتری
only	صرف
university	یونیورسٹی
star	ستارہ (فلم / تھیٹر کی مشہور شخصیت)
hall	ہال
vegetarian	سبزی خور
jacket	جیکٹ
clothes	کپڑے
old	پرانا
violin	وائلن
eyes	آنکھیں

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Future plans, education and work

actor, actress	اداکار، اداکارہ
adult	بالغ
travel agency	ٹریول ایجنسی
police officer	پولیس افسر
next year	اگلے سال
advert	اشتہار
apprenticeship	اپرینٹس شپ
architect	آرکیٹیکٹ
well paid	اچھی تنخواہ والا
biology	بیالوجی
letter box	لیٹر بکس
butcher	قصاب
baker	بیکری والا
work	کام
school report	سکول کی رپورٹ
canteen	کینٹین
chemistry	کیمسٹری
unemployment	بے روزگاری
to file	فائل کرنا
file	فائل
keyboard	کی بورڈ
school	سکول
colleague	ساتھی
business	تجارت
shop	دکان

to dial the number	نمبر ڈائل کرنا، نمبر ملانا
terms of employment	ملازمت کی شرطیں
conference	کانفرنس
telephone call	ٹیلی فون کال
to cut, to cut off (phone)	کاٹنا، فون کاٹنا
electronic mail	الیکٹرونک ڈاک
sewing, tailoring	سینا، درزی کا کام
cook	باورچی، باورچن
cursor	کرسر
wanted	ضرورت ہے
qualification	تعلیمی قابلیت
headteacher	ہیڈ ٹیچر
director	ڈائریکٹر، ہدایت کار
disc	ڈسک
folder	فولڈر
exchange	ایکسچینج
screen	سکرین
PE	جسمانی تعلیم
to erase, rub out	مٹانا
electrician	بجلی کا کام کرنے والا، الیکٹریشن
email	ای میل
job	نوکری
timetable	ٹائم ٹیبل
(bank/office) employee	ملازم (بینک / دفتر)
employer	ملازم رکھنے والا آجر
interview (job)	انٹرویو (کام)

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physical and sports education	جسمانی اور کھیلوں کی تعلیم
student	طالب علم
examination	امتحان
experienced	تجربہ کار
to study	پڑھائی کرنا، مطالعہ کرنا
to do a course	کوئی کورس کرنا
fault	خرابی
fax	فیکس
farmer	کسان
lime	وقت
civil servant	سرکاری ملازم
training	تربیت
form	فارم
manager	مینیجر
geography	جغرافیہ
history	تاریخ
cabin attendant	ایئر ہوسٹس، ایئر ہوسٹیس
printer	پرنٹر
to print	چھاپنا
computer scientist	کمپیوٹر سائنٹسٹ
engineer	انجینیر
teacher	استاد، استانی، ٹیچر
journalist	صحافی
language	زبان
degree (university)	ڈگری (یونیورسٹی)
pound	پونڈ

builder	معمار
badly paid	بہت کم تنخواہ
marketing	مارکیٹنگ
maths	ریاضی، حساب
mechanic	مستری، مکینک
message	پیغام
part time	جزوقتی
fashion	فیشن
instructor	انسٹرکٹر
password	پاس ورڈ
busy	مصروف
computer	کمپیوٹر
paper	پیپر
per hour	فی گھنٹہ
lunch break	کھانے کا وقفہ
coffee/tea break	کافی/چائے کا وقفہ
physics	فزکس
plumber	پلمبر
fireman	فائر مین
to apply for a job	نوکری کے لیے درخواست دینا
post, post office	ڈاک، ڈاک خانہ
programmer	پروگرامر
progress	ترقی
plan, project	منصوبہ، پراجیکٹ
report	رپورٹ
answer, reply	جواب، جواب دینا

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answerphone	آنسر فون
representative	نمائندہ
results	نتائج
meeting	اجلاس
salary	تنخواہ
science	سائنس
waiter, waitress	ویٹر / ویٹرس
website	ویب سائٹ
society, company	سوسائٹی / کمپنی
survey	سروے
mouse	ماؤس
work experience	کام کا تجربہ
subject	مضمون
superior, higher	اعلیٰ / اعلیٰ
technician	ٹیکنیشن
key (of keyboard)	کی (کی بورڈ کی)
work	کام
term	مدت / ٹرم
cloakroom	کلوک روم
the web	ویب
web-mail	ویب میل

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Controlled assessment authenticity record sheet – Speaking

Edexcel GCSE in Urdu (2UR01)
Edexcel GCSE (Short Course) in Urdu: Spoken Language (3UR0S)

Language tested:	Examination year:
Centre name:	Centre number:
Candidate name:	Candidate number:

Marks from **two** different types of controlled speaking assessments are required:

Open interaction

Theme:_____

Content of picture/focus of presentation: _____

Content and response /18	Range of language /6	Accuracy /6	TOTAL /30

Picture-based discussion

Theme:_____

Content of picture/focus of presentation: _____

Content and response /18	Range of language /6	Accuracy /6	TOTAL /30

Presentation-based discussion

Theme:_____

Content of picture/focus of presentation: _____

Content and response /18	Range of language /6	Accuracy /6	TOTAL /30
OVERALL TOTAL:			**/60**

Declaration of authentication

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment.

I also agree to samples of the work being used to support professional development, online support and training of both centre-assessors and Edexcel moderators.

Signed (candidate): _____ Date: _____

Signed (teacher): _____ Date: _____

Name of teacher: _____

Please submit this sheet to the moderator and enclose sampled work and stimuli used as required.

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Controlled assessment authenticity record sheet – Writing

Edexcel GCSE in Urdu (2UR01)
GCSE (Short Course) in Urdu: Written Language (3UR0W)

Language tested:	Examination year:
Centre name:	Centre number:
Candidate name:	Candidate number:

Please provide information below relating to the written work submitted for marking. This must have been carried out in two sessions of not more than one hour. Please indicate key references and sources that students have consulted when preparing for these specific assessments. (A copy of any centre-devised preparatory material must be attached if appropriate.)

Date work produced	Titles	Theme

Declaration of authentication

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment.

I also agree to samples of the work being used to support professional development, online support and training of Edexcel examiners and moderators.

Signed (candidate): _____ Date: _____

Signed (teacher): _____ Date: _____

Name of teacher: _____

Please submit a copy of this form to the examiner with the writing tasks undertaken in controlled conditions.