



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE
In Urdu (1URo)
Paper 2F & 2H

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General Comments

The GCSE Urdu 2024 series (1UR0_2H & 2F) was a resounding success, with many centres conducting tests proficiently. Students generally produced high-standard work, with examiners noting many impressive performances and imaginative orals. A broad range of abilities was evident at each tier, reflected in the varied performances across all three elements of the speaking examination.

Most students met the demands of the specification well, handling the number of tasks and the length of the exam competently. Centres prepared their pupils thoroughly, covering a wide range of topics for all parts of the test. Many pupils expressed opinions fluently, providing fully developed justifications, demonstrating strong communication content, linguistic knowledge, and accuracy.

Teachers generally posed a good range of relevant questions, and most pupils responded with consistent grammatical structures, accurate use of tenses (past, present, and future), and clear articulation. Most centres submitted their attendance registers, and good administrative practices were evident, although a few centres failed to include editable CS2 forms on LWA. Overall, the majority of centres submitted their students' work before the deadline, and the work was well-presented.

It is crucial for centres to receive robust feedback on exam conduct and student performance. This feedback will enable centres to provide necessary training for staff, ensuring smoother future exams and optimal student performance. While higher-tier performances were generally good, the standard of work varied significantly in the foundation tier. In some instances, student performance was affected by teachers not fully meeting exam criteria, particularly in roleplays.

The quality of recordings was generally good, with examiners able to understand conversations clearly. However, occasional background noises, such as school bells, were noted. Teachers should receive guidance on positioning recording equipment to ensure students are heard clearly, as teachers were often louder than students.

Role-plays

Students' responses in role-plays do not need to be elaborate; best practice is to keep answers concise and relevant to the bullet points. Overlong responses sometimes contained material that caused communication to be less clear, preventing full marks due to ambiguity.

Students should read the scenario carefully to understand the context before completing the task. Teacher-examiners must adhere to the wording of the role-play and the required register, avoiding their usual classroom language.

Successful students handled unpredictable questions well, while less successful students often offered irrelevant responses or none at all. There were also instances of poor intonation and responses given as statements rather than questions.

Picture-based Task

This task requires extended responses to bullet points, but these should not be lengthy monologues. Overlong responses often introduced ambiguity, impairing communication clarity and preventing full marks.

Responses should be developed, with language adapted to describe, narrate, and inform

based on stimulus questions. Students must give and fully justify opinions to reach higher mark bands. However, some students provided unnecessary elaboration beyond a suitable answer, adding nothing to their response.

Examiners prioritise response quality over length. There is no need to use supplementary prompts if a good response has been given, as ensuing silence can negatively impact performance. Overlong tasks can tire students, affecting their performance in subsequent conversation tasks.

At the higher tier, there was a wide range of marks due to uneven responses. Successful students provided detailed descriptions, justified opinions, and effectively related past and future events with minimal prompting. Less confident students often made errors in tense formation, leading to ambiguity.

Pronunciation and intonation varied widely within both tiers. Successful students seemed to make notes rather than read written sentences during preparation.

Centres should not alter set questions within the Picture-based discussion. Instances of rewording or reframing questions prevented students from receiving credit for prepared responses. Additional questions also caused confusion.

Conversation

Conversations were generally well-conducted, with skillful teacher-examiners allowing students to fulfil their potential. However, in some centres, the first theme (chosen by the student) was disproportionately emphasized over the second theme (chosen by Pearson). This imbalance can affect overall marks, as the conversation is marked globally.

Presentations should last up to one minute, followed by a discussion to explore the student's ideas in detail before moving to the second theme. Successful centres used the presentation as a starting point, with follow-up discussions allowing spontaneous exchange.

Less successful conversations involved well-rehearsed questions and answers, lacking spontaneity and interaction. Teacher-examiners should respond to students' answers rather than following a preset list of questions. Closed questions limited students' ability to produce extended answers, preventing them from reaching their full potential. Students also need adequate thinking time before teachers rephrase questions or move on.

To reach higher mark bands for Communication and Content, students must produce developed responses, use language creatively, and justify opinions with a range of vocabulary.

Areas for Improvement

Some centres need to ensure teachers conducting exams undergo proper training to avoid disadvantaging students. Key areas for improvement include:

- Conducting exams as expected, with appropriate introductions and instructions.
- Awareness of exam conduct and targeted questions, especially picture-based questioning techniques in line with assessment criteria.
- Avoiding English vocabulary.
- Allowing candidates to take initiatives.
- Avoiding additional questions in the picture-based section and unnecessary lengthy responses in role plays and picture-based sections.
- Providing clear introductions for each card and task in all recordings.
- Ensuring the recording device is positioned closer to the student and avoiding noisy backgrounds.

Suggestions and Advice

Ensure pupils are fully aware of assessment criteria when preparing for tasks.

Role-play

- Adhere to the script in the Teacher's Role. Deviating from the script can result in a mark of 0 for Communication in that task.
- Once a student completes an incorrect answer, a mark of 0 for Communication is given for that task, even if a correct answer is subsequently given.
- Students must ask questions at the end of the role-play. Teachers should prompt students by asking, "Do you have any questions?"

Photo card

- Ask all five questions in the Teacher's Booklet without follow-up questions.
- Monitor timing. If replies are lengthy and it appears the final question may not be asked within the three-minute maximum time, consider interrupting to ask the next question.

General Conversation

- Encourage varied language structures and vocabulary. At higher tiers, students should use more sophisticated structures and a wider variety of adjectives.
- Train students to give and justify opinions independently.
- Ask questions reflecting students' interests, avoiding identical questions for all students.

Follow up on students' responses to achieve spontaneity in conversation. This approach helps students demonstrate their full potential and access higher mark bands for Interaction and Sp

