



Examiners' Report Principal Examiner Feedback

June 2023

Pearson Edexcel GCSE

In Urdu (1UR0)

Paper 3F: Reading and Understanding in URDU

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

June 2023

Publications Code 2306_1UR0_3F_ER

All the material in this publication is copyright

© Pearson Education Ltd

Overview

GCSE Urdu paper 1UR0 3F is assessed by means of a fifty minutes examination. During this time, students are assessed on their understanding of written Urdu across a range of different types of texts. The paper draws on vocabulary and structures across all of the themes.

The assessment consists of 10 questions and the total mark for the paper is 50 marks. Section A has six questions set in English, two of which are questions based on literary extracts. Section B contains three questions set in Urdu. Section C contains one translation passage from Urdu into English.

Texts for individual questions within the assessment use high frequency language and vary in length, including both short and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials. Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level.

Question 1.

Students were asked to read a text and identify who said what about shopping, using the names given. The majority of students coped very well with this question, with many gaining full marks. However, some students did not appear to have read the instructions and did not realise that the names could be used more than once.

In minority of cases unsuccessful students lost the mark by failing to be very precise. While the rubric states that students need not write in full sentences, they must write enough to convey a correct answer.

Question 2.

Students had to read an extract from a job advert and complete 5 sentences in English using the vocabulary given in the box. Again, the majority of the students did well. The most frequently correct answers were a, c and d. Surprisingly less successful students did not understand 'cleaning the pool' in Urdu and answered 'factory' for part (e).

Question 3.

Students were asked to read the article and answer questions in English. The question was in two parts. Part a) had 3 questions on the article about 'school routine', and part (b) had two further questions on the continuation of the article.

Part a)

(i) was accessible to the majority of students with 'playground' amongst acceptable answers.

(ii) Most students were successful here, but some did not read closely and answered wrongly that 'every teacher is in classroom'. Successful students answered either, 'stand in front of their class', or 'stand and monitor their own class'.

(iii) Very few students were unsuccessful with almost all answering either 'Rain' or 'heavy rain'.

Part b)

(i) The most successful students knew that 'uniform', was the correct answer but some failed to understand and referred to other answers such as making sure that 'everyone is singing the national anthem or everyone is quiet'.

(ii) The majority of students were successful in understanding 'some students have to stand separately due to being late', and hence gave correct answer.

Question 4

Here students were required to read an extract from a literary text, taken from the travelogue of ibn-e-insha "Awara gurd ki diary" and select an answer from the four options available. The majority of students were able to score at least 4 points on this question. The most challenging part was

part (iv) as students had to interpret meaning. For part (iii), less successful students chose A or D instead of C.

Question 5.

Students were asked to read a text about community work and answer questions in English. All 3 parts a, b and c were answered well by the majority of students. In minority of cases unsuccessful students lost the mark by failing to be very precise. While the rubric states that students need not write in full sentences, they must write enough to convey a correct answer. For example in 1c) the correct answer was they went to the supermarket. Just writing out or in town is not sufficient.

Question 6.

In this question students were required to read an extract from a literary text, by Ishtiaq Ahmed's story 'Sangeen Wajah' and answer questions in English. This proved challenging for some students, however two thirds of students scored 3 points or more. Students are reminded of the importance of reading the question carefully before answering. There were occasionally some blank spaces left by students in response to this question. While students may not be absolutely sure about the correct response, they are advised to at least have an educated guess based on the context of the question, as leaving a blank space will never be given any credit.

Question 7.

Students were asked to read a text in Urdu and then complete sentences in Urdu using words from the box.

Some students did not use the words from the box and unfortunately gained no marks.

Parts (b) and (d) proved to be the most challenging. In part (b) students had to connect 'week or weeks' from the text with 'one' from the box. Surprisingly some students were unsuccessful. In part (d) successful students linked 'guests' with 'cleanliness'.

Parts (a), (c) and (e) proved to be the least challenging with the vast majority of students gaining a mark for part (a).

Question 8.

Students were asked to read a text from Fatima talking about healthy living and answer multiple choice questions by crossing a box. Most students were successful with many gaining full marks.

Question 9

Students had to read a text about different people's favourite food and identify who prefers which type of food, using the names of the people given in the rubric. a, b, c, d and e were all generally successfully answered.

Question 10

This question required students to translate a short passage from Urdu into English. This was well attempted by the majority of students, with varying degrees of success. A significant number of students managed to fully understand the gist of the text and translated into Urdu successfully. Most of the students attained between 4 to 7 marks in this task.

Paper Summary

Based on their performance in this paper, students are offered the following advice:

- Students should read all questions carefully, paying particular attention to the question rubrics.
- Students must remember that, in the multiple-choice questions, most alternative incorrect options will contain an element of distraction, such as a word or phrase students will have to read. Learning to look for these can be a helpful skill.
- Students must ensure that their translation reads naturally in English. It is often not possible to translate word-for-word from the original Urdu text. There will probably be unknown words, or even whole sentences, in the translation. Students should translate the words they do know and then make a sensible guess at the unknowns from the context.

- Students need to proof-read what they write and run a 'sense-check'.
- Students must answer all questions and not leave blank spaces. An educated guess may get some credit but a blank space will not. They should also check that they have not missed out any questions by accident.
- Students must remember to be careful with handwriting and to present their work neatly.