



Examiners' Report Principal Examiner Feedback

June 2023

Pearson Edexcel GCSE

In Urdu (1UR0)

Paper 3H: Reading and Understanding in URDU

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Overview

GCSE Urdu paper 1UR0 3H is assessed by means of a sixty five minute 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.

Most students at this level achieved a good measure of success on questions with English prompts which required the recall of familiar vocabulary items from the list provided in the specification and most students were able to gain some marks on the translation into English task. However, some students were less successful on questions which required processing or interpreting meaning. The literary texts and questions with rubrics in Urdu proved accessible to those achieving higher scores on the paper.

Question 1.

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 2.

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 3.

Students were asked to read text about an online chat forum and answer questions in English. There was no particularly difficult vocabulary that was tested, as the emphasis of the question was on inferring the correct answer, rather than translating each word. Students should be encouraged to read for gist and interpretation of the text, rather than expect to understand every word.

Most students generally coped well with this question, answering correctly. Students did not find this question challenging. The most successful students understood the concept of attitudes of different people about watching tv in the past in Urdu. However, less successful students failed to understand that the impact of new technology on our lives is that it has changed our life to great extent. Some students wrote it has made our life complex or difficult, which was not in the text.

Question 4

Here students were required to read an extract from a literary text, Udaas Naslain, by Abdullah Hussain 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 (v) as students had to interpret meaning. For this part, less successful students chose A or B instead of D.

Question 5.

Students were asked to read the views of young people talking about their opinions and experience of environmental issues and answer questions in English.

Parts (a– d) required a name from a given list, whilst parts (e and f) required more detailed answers in English.

The most successful answers were a, b, c, d. Questions e and f proved slightly more challenging as full answers were needed.

For part (e) the most successful students answered that 'Maryam takes fabric bag with her when going for shopping'.

For part (f) the most successful students answered 'by saving the forest or by recycling books and paper'. Some less successful students wrote just 'reycling' which is incomplete and not sufficient according to the given text.

Question 6.

Students were asked to read a weather report and in part (i) they had to tick 3 correct statements from a list, In part (ii) and part (iii) students had to answer questions in English.

(i) Most students gained high marks crossing BEG correctly. Some students also mentioned D. Students should be encouraged to only cross the correct number of boxes required.

(ii) The most successful students answered 'March' as it is the month when snowfall is expected according to the text.

(iii) Successful students answered 'April' inferring the description of the weather being pleasant in that month according to the passage.

Question 7.

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 8.

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 9

This question required students to read a letter from Amjad to his friend in Urdu and answer questions in Urdu, which the majority of students did very successfully, showing good understanding both of the text and the questions. Majority of the students scored at least 3 points from the 5 available.

Almost all students answered part (a) correctly, although a few answered six months or one year and this was incorrect. In part (b), some students lost the mark as their answer was not specific enough. They simply wrote 'mum' or 'dad' only but that did not answer the question as the correct answer was both parents. Part (c) was also answered correctly by most students. Parts (d) and (e) were answered correctly by the majority of students. In this question, there were few blank responses and students are again advised to attempt all questions in order to be able to access the full range of marks.

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. However, some students did not seem to know the meaning of the word museum in Urdu, and they translated it to variety of different things, i.e. weird house, strange house, haunted house etc, hence they lost a mark. Most of the students attained between 5 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.