



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

In Urdu (1UR0)

Paper 3H: Reading and Understanding in URDU

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Overview

GCSE Urdu Paper 1UR0 3H is a 65-minute exam designed to assess students' understanding of written Urdu. The assessment consists of 10 questions totalling 50 marks. The paper draws on vocabulary and structures across all three themes of the specification.

Section A contains six questions written in English, two of which are based on literary extracts. Section B consists of three questions in Urdu, while Section C requires students to translate a passage from Urdu into English.

Texts vary in length and complexity and include authentic materials, both factual and literary. At Higher Tier, questions assess not only comprehension but also the ability to interpret meaning and infer ideas.

Question 1

Students were asked to read a blog about 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 part (c) the correct answer was they wanted to help with wedding preparations. Just writing 'to meet the family' is not sufficient.

Question 2

In this question students were required to read an extract from the literary text, taken from the book "Amer bail" by Bano Qudsiya 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 a blog about school life 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 school activities in Urdu. However, less successful students failed to understand the life skills taught by the teachers in addition to the curriculum. Some students wrote they entertain us, which was not in the text.

Question 4

Here students were required to read an extract from a literary text taken from A Hamid's novel "Daak Bangla", 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 B or C instead of A.

Question 5

Students were asked to read the views of young people talking about holidays 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 'meet new people' and gained a mark. For part (f) the most successful students answered 'they help us to save money'. Some less successful students wrote 'earn money' which is incomplete and not sufficient according to the given text.

Question 6

Students were asked to read a report on the game of football in Urdu 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 'it was considered as waste of time' which is the correct answer according to the text.

(iii) Successful students answered 'more people started watching the match' which was in accordance to the passage.

Question 7

Students were asked to read a text about my work in Urdu 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 talking about different modes of work and identify who said what, 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 blog in Urdu from Maria about her hobbies and interests 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 marks from the 5 available.

Almost all students answered part (a) correctly. In part (b), some students lost the mark as their answer was not specific enough. They simply wrote 'football stadium' or 'stadium' only but that did not answer the question as the correct answer was the biggest football stadium in the country. Part (c) was also answered correctly by most students. Likewise, parts (d) and (e) were also 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 'garden' in Urdu, and they translated it to variety of different things, i.e. park, safari, zoo 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.