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**Examiners' Report**  
**Principal Examiner Feedback**

**Summer 2023**

Pearson Edexcel GCSE  
In Urdu (1UR0) Paper 4F: Writing

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## **Overview**

The examination discriminated well and student's performance on each question covered the full range of marks. The paper consisted of three open questions and one translation from English into Urdu. It was encouraging to see an improvement in the overall performance of students this year.

Students were assessed on their ability to communicate effectively through writing in Urdu for a variety of purposes across a range of specified contexts; to write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information. Students had to produce clear and coherent text of extended length in Q2 and Q3 to present facts and express ideas and opinions appropriately for different purposes and in different settings. Students were expected to make accurate use of simple and complex vocabulary of vocabulary and grammatical structures to describe and narrate with reference to past, present and future events. In Q4 students were required to translate five sentences from English into Urdu in order to assess their language skill to convey key messages accurately.

The assessment was out of 60 marks. Each question was set in a context drawn from the five GCSE Urdu themes and sub topics. The assessment tasks featured general content that was familiar and accessible to all students. Recommended word counts were specified for each question; however, students were not penalised for writing more or fewer words. All assessments were marked against assessment criteria. The instructions to students were all in Urdu. The use of dictionaries was not permitted.

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## **Question 1**

The question intended to assess students on their ability to describe a picture and to express a simple opinion in Urdu about going out with their families.

This question addressed the theme of Identity and Culture, and the topic of "Who am I". Students had to write 20-30 words in Urdu. The question could be answered using exclusively a present time frame, but students were not penalized for using other tenses.

Most students responded to this question reasonably well. The most successful ones restricted themselves to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance.

Most students described who was in the picture and expressed their viewpoints about going out with their families. Some students wrote in the first person, which was totally acceptable. A few students thought they had to give an opinion about the picture or the featured people rather than going out with their families, while some others either omitted the opinion altogether or failed to describe the photo and lost marks.

## **Question 2a**

A vast majority of students chose to attempt this question. The question intended to assess students on their ability to note down key points and convey information by using formal penalised register.

The theme of Local area, holiday and travel, and the topic of holidays was addressed in this question. Students were given four bullet points within the context of holiday activities and they had to write 40-50 words in Urdu. In order to score high marks students were required to write their answers using two-time frames present and future, however they were not penalised for using other tenses.

Many students found this question accessible, as majority of them had appeared to understand almost all of the bullet points very well. There were a number of good responses where all bullet points were attempted and well linked. These students used tenses appropriately and even attempted complexity and development of individual points of view.

## **Question 2b**

This question was based on the theme of Identity and Culture and the topic of daily life. For this question there are 8 marks for content and 8 marks for the quality of language. As this was an optional question therefore demands and challenges were same as Q2a. It appeared to be the less popular choice, only one third of cohort chose to attempt this question, however those who chose to tackle this question performed reasonably well. It was pleasing to note many students demonstrated their ability, produced detailed responses and used complex language structures to give their opinion and time frames.

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The most successful students adhered to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance.

### **Question 3a**

This question was the first choice for a vast majority of candidates. The question addressed the theme of school and the topic of school activities. Students were given four bullet points within the context of an email. They had to write 80-90 words in Urdu to cover all four tasks. The question required students to answer using past, present and future time frames.

The bullet points were generally well understood. Point one required student to write about what are the hobbies of youngsters in their free time? The second and third point were answered well by students. Point four was often answered well, with appropriate reference to future events.

Some students included some irrelevant material. The better responses covered all the bullet points and were able to use different time frames successfully. Some students used quite complex structures and vocabulary to express opinions e.g., *meray khail main*, *meray mutabiq*, *meri raaey main* were quite common.

### **Question 3b**

This question was less popular than Q3(a). There are 12 marks for content and 8 marks for the quality of language. The question was based on the theme of using the theme of Future aspirations, study and work and the topic of forming relationships. In order to achieve the top band for content and language students needed to give clear information in relation to all four bullet points. The quality of work was generally good, with many students able to provide extended responses which demonstrated their ability to develop ideas, express opinions, and refer to different time frames. Where students were less successful, this was mainly due to misinterpretation or omission of one or more bullet points.

### **Question 4**

Translation was based on the theme of Identity and culture and the topic of cultural life. Students had to translate five short English sentences in Urdu. Many students scored high marks while some found Urdu. The particular items of vocabulary a problem, for example, *mosequi*, *pasandeedah*, *last month* etc. Others found difficulty with grammar, such as personal pronouns and verbs. However, most students at least attempted each sentence and managed to convey the key message.

### **Advise to students and centers**

- 1) Read each question carefully
  - 2) answer the questions within the range of words which is suggested
  - 3) read the bullet points carefully and note which tense is required in your response
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- 4) be aware that words such as Pachalay saal suggest that your response should be about a past event, while Aglay saal (next year) suggests that your answer should be about a future event.
  - 5) other key words in question instructions include Kayun (why), Kaisa (How) and kaya
  - 6) be prepared to write in the first person and in the third person
  - 7) correct formation of Urdu verbs is essential in all questions
  - 8) in Q1, write both a description of the photo and an opinion
  - 9) there is no need to use tenses other than the present in Q1
  - 10) in Q2 and Q3, answer all four of the bullet points
  - 11) Q2 requires only present and future time frames in your response
  - 12) in Q3, try and vary the language you use, and avoid repetition and use present, past and future tenses
  - 13) in Q4, try and translate all the words, as you will get credit even for partially correct answers
  - 14) ensure that your handwriting is as neat as possible.
  - 15) use vocabulary and language structures that you have learned which are related to the topic you are writing about.
  - 16) answer each of the bullet points and if possible, use a new paragraph for each one.
  - 17) leave enough time to revisit your responses carefully you might have left some gap in it. your work carefully at the end of the exam.
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