



Examiners' Report Principal Examiner Feedback

Summer 2025

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

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Overview

The quality of work seen varied considerably, showing that the paper discriminated well. Many students were able to gain marks in all questions and it seemed that the vast majority had been entered at the appropriate tier. Many students showed a good knowledge of the vocabulary required for the tasks and many had the grammatical knowhow to deal with the different tasks.

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 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.

Question 1

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

This question addressed the theme of Local area holiday and travel, and the topic of "Holidays". 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 it 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 holidays. 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 holidays, while some others either omitted the opinion altogether or failed to describe the photo and lost marks.

Some relied on copying rubrics which gained then no 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 register.

The theme of Identity and culture, and the topic of "W" was addressed in this question. Students were given four bullet points within the context of farming relationships 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. However unfortunately many students chose to write either nothing or simply copy the instructions which gain them no mark.

Question 2b

This question was based on the theme of Local area, holiday and travel and the topic of eating out. 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 probably 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.

However similar to Q2a some students opted to write nothing, copied instructions as their response or wrote their answers in English and failed to score any mark.

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 sports day. 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 and a vast majority of students answered well.

However, bullet four was not done well by many students mainly because of the need to refer to the 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.

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 Identity and culture and the topic of “interests”.

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 school and the topic of school activities. Students had to translate five short English sentences in Urdu. Many students scored high marks while some found Urdu difficult to write while 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.

Advice to students and centers

1. Aim to write roughly the number of words required.
2. Mention all of the bullet points. Attempt to write something about them rather than omitting them.
3. Tick off the bullet points once you have addressed them.
4. Practice high frequency words and phrases.
5. If you are not sure how to translate something, have a go as it may score you a mark. Leaving it blank will not.
6. Check verb tenses and endings..
7. Simply copying instructions and rubrics gain no marks.

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