



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2023

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

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Publications Code 1UR0_4H_2306_ER

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General comments

Majority of students appeared to be very well prepared and familiar with the demands and format of the paper which is reflected by the overall performance of students as well as by the high marks they have achieved. Although the size of entry this year was lower than in last years, it was pleasing to see a significant improvement in student's performance. The vast majority of students had been entered appropriately for this tier with very few scorings low marks. Students were required to communicate effectively in writing 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; to produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings; to make accurate use of a variety of vocabulary and grammatical structures. Majority of students were able to produce extended piece of writing with developed responses. They were able to refer to different time frames, and express and justify their opinions. Where students failed to score marks, this was due to inaccuracy causing loss of marks. In the majority of cases this was mainly because of lack of understanding of grammatical structures and necessary vocabulary. students also had to translate short texts from English to Urdu to convey key messages accurately and to apply grammatical knowledge of language and structures in context. The assessment was out of 60 marks. Each question was set in a context drawn from the five GCSE Urdu themes and sub topics. Word counts were specified for each question; however, students were not penalised for writing more or fewer words than recommended word count for each question. In translation part students were required to translate a short paragraph from English into Urdu. There was very little evidence of students being unable to finish the required tasks. The translation into target language was reached a higher standard and most students achieved full or top marks.

General comments on individual question:

Question 1a

This was a cross over question and it addressed the theme of school and the topic of school activities. Students were given four bullet points within the context of an email and they were required to write 80-90 words of Urdu. There were 12 marks for the content and 8 marks for quality of language. All four bullet points must be covered and question had to be answered using past, present and future time frames. Many students successfully wrote something about their school activities which was within their personal experience. The notion of home work was important and was well developed by the majority of students. The final part of the question was also well written, the most successful students restricted themselves to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance. Overall, however, there was a generally good appreciation of tense differences, and most students addressed all bullet points with relevance and expansion.

Question 1b

This was an optional crossover question and compare to Q1a this was less popular choice with students. The question addressed the theme of Future aspirations, study and work and the topic of forming relationship There were 12 marks for the content and 8 marks for the quality of language. Similar to Q1a students were required to write 80 to 90 words about their friends and they had to cover all four bullet points given within the context of friendships. The question had to be answered using past, present and future time frames.

The bullet points were generally well understood and tackled successfully by the majority of candidates. Many students gave very interesting viewpoints about making friends and

produced impressive piece of writing. Bullet point one required student to write about the main qualities of friendship and made appropriate reference to present, past and future tenses. Few students were inclined to use exclusively Foundation tier vocabulary and structures, with little attempt at complexity and failed to score high marks in both marking categories.

Question 2a

Students had the opportunity to attempt either Q2a or Q2b, however this question appeared to be the first choice for the vast majority of students. In this question there were 16 marks for content and 12 marks for the quality of language. The question addressed the theme of Identity and Culture and the topic of use of social media in daily life. The criteria for assessment at this level of test mainly focus on coverage of four bullet points, development of ideas, clarity of communication, expression of opinion and use of all three-time frames. Students were given four bullet points within the context of an essay on social media and they had to write 130 to 150 words in Urdu. Many of the students produced some truly excellent responses, the language used was often impressive, both in its range and in accuracy. Students entered wholeheartedly into the spirit of the question and succeeded in writing a highly convincing description of advantages and disadvantages of social media particularly social media effects on young people.

Question 2b

This was the less popular choice of the two optional questions. The question addressed the theme of Local area, holiday and travel and the topic of weather and its effects on people's life. Students were given four bullet points and they had to write 130-150 words in Urdu to cover four given bullet points. Most students managed to cover all four bullet points but there was no need for equal coverage of in Urdu the bullets. The question had to be answered using past, present and future time frames.

The better responses adopted a positive approach to this question. Students used the language and style of modern Urdu writers, which gave them the opportunity to use vocabulary that is more interesting and more complex structures. A vast majority of students tackled the whole task very well, however there was lack of clarity in a number of cases where one or more bullet points seemed to be misunderstood and that often had an impact on the marks for both content and language.

Question 3

This question addressed the theme of Future aspirations, study and work, and the topic of using language beyond the classroom. Students had to translate a short paragraph of approximately fifty words from English to Urdu. Translation was excellently tackled by most candidates. A large number of students pleasingly achieved marks in the top category; the meaning of the passage was fully communicated, and the language and structures were consistently accurate, with errors not hindering the clarity. There was however a disappointing tail of candidates with an extremely limited knowledge of the necessary range of vocabulary and translation skill and they performed below the required standard. Students were not penalized for minor errors as long as they did not hinder the communication.

In general, the demands of this paper were not significantly different to those in previous year. As already mentioned, performance overall was higher, but this was the reflection of the ability of the students rather than of examination itself.

Advice to students and centres:

- Aim to write roughly the suggested number of words.
- Mention all of the bullet points and attempt to write something about them rather than omitting them.
- Tick of the bullet points in the rubrics once they have been addressed.
- Identify which bullet points target the different time frames.
- Make sure you include opinions where it is needed.
- Target the key words in the bullet points and refer them in your response.
- Avoid writing overlong responses which might sometimes lead to lower marks. Tailor the language you know to suit the demands of the task, rather than just writing everything you know about the topic.
- When including complex language, make sure your grammar and spellings are correct.
- Practice high frequency words and phrases especially connectives and prepositions.
- Check carefully that all aspects of the translation have been addressed accurately.

Question 1 (a)

This question addressed the theme of Identity and culture and the topic of shopping. Students were given four bullet points within the context of a blog for school website; they had to write 80-90 words of Urdu. The question had to be answered using past, present and future time frames. Many students successfully wrote something about their shopping experience which was within their personal experience. The notion of explaining shopping with friends in their local area was important and was well developed. The final part of the question was also well written by students. The most successful students restricted themselves to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance. Overall, however, there was a generally good appreciation of tense differences, and most students addressed all bullet points with relevance and expansion.

Question 1 (b)

This question addressed the theme of school and the topic of school activities. Students were given four bullet points within the context of school life they had to write 80-90 words in Urdu. The question had to be answered using past, present and future time frames.

The bullet points were generally well understood. Point one required student to write about the main points of various aspects of their school life. The second and third points were answered well by students. Point four was also answered reasonably well, with appropriate reference to future events. Few students were inclined to use exclusively Foundation tier vocabulary and structures, with little attempt at complexity. Other students developed their ideas more convincingly, using a wide variety of structures and vocabulary.

Question 2 (a)

This question addressed the theme of international and global dimension and the topic of music event. Students were given four bullet points within the context of an essay; they had to write 130-150 words of Urdu. The question had to be answered using past, present and future time frames. This question was a little more popular than Q2 (b). Many of the students produced some truly excellent responses. They entered wholeheartedly into the spirit of the question and succeeded in writing a highly convincing description of their favourite music.

They displayed real linguistic flair together with an exploration of interesting ideas, justification, logical argument and individual expression.

Question 2 (b)

This question addressed the theme of future aspirations, study and work and the topic of employment. Students were given four bullet points and they had to write 130-150 words of Urdu. The question had to be answered using past, present and future time frames. This question was less popular than Q2(a).

The better responses adopted a positive approach to this question. students used the language and style of modern Urdu writers, which gave them the opportunity to use vocabulary that is more interesting and more complex structures. A vast majority of students tackled the whole task very well and achieved high marks.

Question 3

This question addressed the theme of identity and culture, and the topic of sports. Students had to translate a paragraph from English to Urdu.

Translation was excellently tackled by most candidates. A large number of students pleasingly achieved marks in the top category; the meaning of the passage was fully communicated, and the language and structures were consistently accurate, with errors not hindering the clarity.

- 1) carefully and note which tense is required in your
 - 2) response
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- 3) write a separate paragraph for each bullet point, as this will help you check that you have covered all of them in detail
 - 4) think yourself into the scenario outlined in the instructions and only include material which is relevant to answering the question convincingly
 - 5) ensure that your handwriting is as neat as possible and avoid the spellings and dots mistakes.
 - 6) try and use a variety of grammatical structures
 - 7) try and vary the vocabulary you use and avoid repetition
 - 8) correct formation of Urdu verbs is essential in all questions
 - 9) write your answers on the correct pages of the answer booklet
 - 10) if you find that you have written, for example, part of Q2(b) on the page for Q2(a), then please write a brief note so that the examiner (who only sees one question at a time) is aware of this and can take the necessary action.
 - 11) in Q3, try and translate every word, including what might appear minor words such as 'my' 'our', 'there' and 'this'.
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