



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE
In Urdu (1UR04)
Paper 4H: Writing

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Overview

The quality of work produced for this examination was encouraging. The paper differentiated very well in that students were able to score marks over a variety of questions. The vast majority of students had been entered appropriately for this tier. The quality of work seen in the overlap questions was of a higher standard than at Foundation tier. The ability to use a range of tenses and more complex language was impressive and students were also able to express and justify opinions well. Where students failed to score marks, this was where inaccuracy caused a delay in communicating messages. This was mainly due to inaccurate verb formation or students writing extended responses, far longer than the suggested word count, which created more scope for error. Another barrier to achievement was omission or misinterpretation of the bullet points in questions 1 and 2. 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 penalized for writing more or fewer words than recommended word count for each question

General comments on individual question:

Question 1

General

This was a cross over question. 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, but there is no need for equal coverage of the bullets and question had to be answered using past, present and future time frames. The quality of work seen 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 misspelling or omission of bullet points and overlong responses, which led to more scope for error.

Content

The criteria for assessment focus on four elements: coverage of the bullet points, development of ideas, clarity of communication and expression of opinions. Students need to be reminded that coverage of bullet points is key, as misinterpreting or omitting even one means that the award of a mark above 6 is impossible, given that for the award of marks in the range 10– 12, all aspects of the task must be covered. In addition, although students had no difficulty in developing ideas and expressing opinions, there were occasions when inaccuracy led to a lack of clarity of communication and this impacted on marks awarded.

Question 1a

This was a cross over question and it addressed the theme of school and the topic of school subjects. A vast majority of students opted for this question. All four bullet points were answered well and often more was written in relation to the last three bullet points. The 3rd bullet point was not done so well by some students, mainly because of the need to refer to the past event.

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 Identity and culture the topic of sports. 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 benefits of sports, but some did not develop the 1st bullet point to write about how you would benefit from sports.

Quality of Language Q1a & Q1b

The key features of the criteria for assessment here are variety of language, attempts at complexity, time frames and accuracy. In relation to the first three elements, the following was seen: successful references to two or three time frames; different persons of the verb; detailed opinion (negative and positive); structures reflecting complexity were often successfully attempted, for example: adjectives, connectives, negatives, use of subordinate clauses and relative pronouns. Less successful language included some confusion of tenses and verb endings, problems with the possessive pronoun and spelling mistakes. As far as tenses were concerned, the most common problem was when students attempted to refer to a past event and sometimes used the present tense to do so.

Question 2

General

For this question, there are 16 marks for Content, 12 marks for Range of Language. Students write approximately 130- 150 words in total, about four different bullet points. All bullet points must be covered, but there is no need for equal coverage of the points. The quality of responses was generally high, with most students able to complete all four bullet points in each question, showing good ability to express and justify opinions. Many students were able to produce fluent pieces of extended writing with few lapses and a variety of language. Again, the philosophy behind this specification is for students to use their knowledge to respond to the exact requirements of the task rather than just reproduce pre-learned language. Where students were less successful, it was because they had misinterpreted the bullet points or they wrote very lengthy responses, which increased the scope for error.

Content

The criteria for assessment focus on four elements: relevance and detail (implicit in this is coverage of all four bullet points), amount of information conveyed, clarity of communication and expression and justification of opinions. Students had no difficulty in developing ideas and expressing and justifying opinions, but there were occasions when inaccuracy led to a lack of clarity of communication (referred to as 'ambiguities') and, again, this impacted on marks awarded.

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 Travel and tourism and the topic of Holidays. 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 holidays, advantages of holidays particularly the advantages and disadvantages of holiday in different countries.

Question 2b

This was the less popular choice of the two optional questions. The question addressed the theme of Future aspiration study and work and the topic of self-employment. 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.

Quality of Language Q2a & Q2b

The key features of the criteria for assessment here are variety of language and a confident ability to produce complex sentences. It is worth noting that reference is not made to time frames or tenses in the criteria, but the use of these would be considered to be attempts at complexity. In terms of variety of language, there was an impressive variety of connectives seen; Aur, Isleay, lekin, jabkeh, keunkeh, halankeh, etc. range of negatives such as *Nuqsaan, Manfi aser* was attempted by some students. There was also a wide range of tenses, including the conditional tense.

Question 3

This question addressed the theme of Identity and culture, and the topic of Food. 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.

Advice to students & centres

- Practice high frequency words and phrases, especially connectives and prepositions.
- Check carefully that all aspects of the translation have been addressed accurately, particularly the little words.
- 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 off 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.