

Pearson Edexcel GCSE Urdu

Getting Ready to Teach
1UR0-25IF1





Agenda

In this session we are going to look at:

- Quick overview of the content and structure of the Edexcel Specification and support available
- Explore the question papers and mark schemes
- Look at how the changes could be implemented into a two-year Key Stage 4 course
- Look at teaching and learning strategies for integrating literary texts and translation and encouraging spontaneous speaking in the classroom
- Find out more about the support available



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Specification Overview



Our approach

- All 4 skills assessed separately
- Topics & question papers encourage the T&L of the culture of the target language countries
- Speaking assessments encourage and reward spontaneity and interaction
- Papers designed to help all students progress through the assessments confidently
- Choice of questions within the writing paper



Our design principles

- Scaffolding within the questions in the foundation tier to support learners
- All papers gradually increase in demand with separate sections for questions in Urdu in Reading and Listening
- Language used in the questions in Urdu should be straightforward so as not to place additional hurdles for candidates
- Ensure contexts within Reading and Listening papers are set within the target language countries
- Speaking assessments that reflect real-life scenarios
- Provide choice where possible in the Writing paper



Our content principles

- A mix of familiar and new topics to support a wide range of interests
- Topics that encourage the teaching and learning of Urdu culture
- Topics that show how language can be used in practice
- Topics that facilitate progression from KS3 and to A level
- Topics that meet requirements of the subject criteria

Overview of the specification

Paper	Title	Length of assessment	Summary of assessment
Paper 1 25% 50 marks	Listening and understanding Paper code: 1UR0/1F and 1H	F = 35 minutes incl. 5 minutes' reading time	<ul style="list-style-type: none">Multiple-response and short-answer open response questions.The majority of the questions will be set in English with two questions set in Urdu .
		H = 45 minutes incl. 5 minutes' reading time	
Paper 2 25% 70 marks	Speaking Paper code: 1UR0/2F and 2H	F = 7–9 minutes; (12 minutes preparation)	Students will be assessed through three tasks: <ul style="list-style-type: none">a role playquestions based on a picture stimulusa conversation.
		H = 10–12 minutes; (12 minutes preparation)	

Overview of the specification

Paper	Title	Length of assessment	Summary of assessment
Paper 3 25% 50 marks	Reading and understanding Paper code: 1UR0/3F and 3H	F = 50 minutes	<ul style="list-style-type: none">Question types will comprise both multiple-response and short-answer open response questions, and one translation question.There will be three questions set in Urdu.
		H = 1 hour and 5 minutes	
Paper 4 25% 60 marks	Writing Paper code: 1UR0/4F and 4H	F = 1 hour 15 minutes	3 open response tasks (includes 1 crossover question) and 1 translation.
		H = 1 hour 25 minutes	2 open response questions (includes 1 crossover question) and 1 translation.



Assessment Overview

- 100% external assessment
- 25% assessment weightings per skill
- Tiered papers but no mixed tier entry
- Authentic stimuli in the Reading, including literary texts
- Short translations from and into Urdu
- Some questions in Urdu in the Reading and Listening papers
- Compulsory topics linked to:
 - Identity and culture
 - Local, national, international and global areas of interest
 - Current and future study and employment



Themes



Our themes

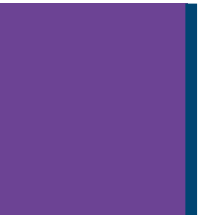
All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Urdu is spoken.

Theme 1: Identity and culture

Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models

Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)

Cultural life: celebrations and festivals; reading; music; sport; film and television



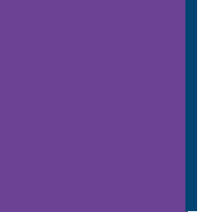
Our themes (continued)

Theme 2: Local area, holiday and travel

Holidays: preferences; experiences; destinations

Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping

Town, region and country: weather; places to see; things to do



Our themes (continued)

Theme 3: School

What school is like: school types; school day; subjects; rules and pressures; celebrating success

School activities: school trips; events and exchanges



Our themes (continued)

Theme 4: Future aspirations, study and work

Using languages beyond the classroom: forming relationships; travel; employment

Ambitions: further study; volunteering; training

Work: jobs; careers and professions



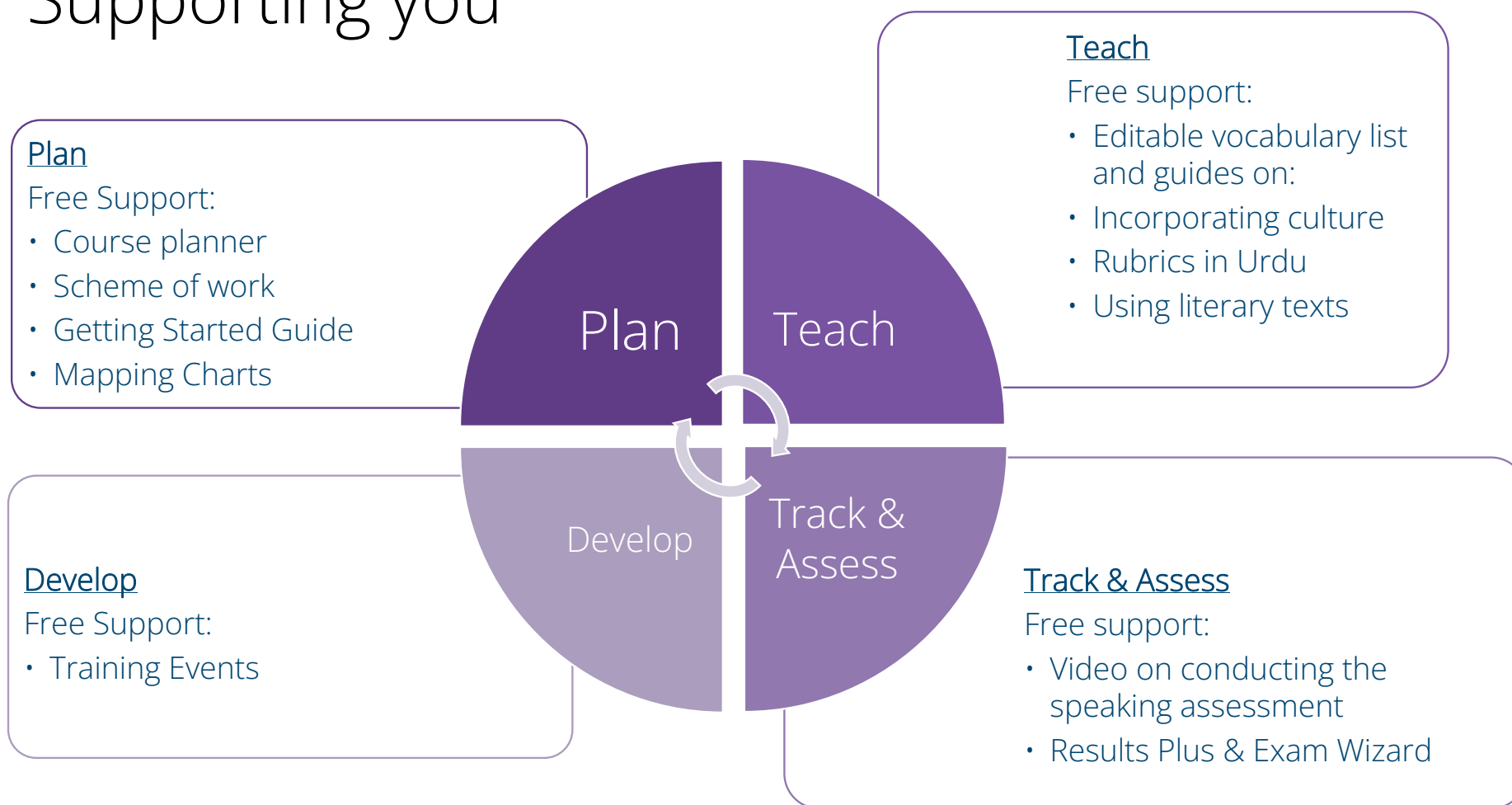
Our themes (continued)

Theme 5: International and global dimension

Bringing the world together: sports events; music events; campaigns and good causes

Environmental issues: being 'green'; access to natural resources

Supporting you





Activity Supporting you



How do I make sure I cover all the content?

- Specification
- Lesson plans
- Schemes of work
- Year planners



Activity

- How do you plan your lessons in Urdu?
- Do you, for example, have a common lesson structure as a starting point?
- Are there any ways you might need to adapt your method(s) of lesson planning to deliver this specification?



Listening



Criteria for listening

Listening: understand and respond to spoken language

- **demonstrate** general and specific understanding of different types of spoken language
- **follow and understand** clear standard speech using familiar language across a range of specified contexts
- **identify** the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- **deduce** meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- **recognise and respond** to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions

Overview of structure of F & H listening papers

Foundation	Higher
35 minutes including 5 minutes' reading time	45 minutes including 5 minutes' reading time
Multiple-response and open response questions	Multiple-response and open response questions
2 questions in Urdu but no written response required as MCQ	2 questions in Urdu but no written response required as MCQ
There will be four questions common to the Higher tier	There will be four questions common to the Foundation tier

Examples of Listening Questions May/June 2024

Listening and Understanding in Urdu (F)

Section A

Candidates are required to listen an extract and answer the question selecting three correct boxes.

Helping the poor

- 3 Some friends are talking about helping the poor.

What do they say?

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

		Asad	Noreen	Akbar
Example	collects money for the poor	☒	☒	☒
A	builds houses for the poor	☒	☒	☒
B	helps his relatives abroad	☒	☒	☒
C	works for a charity on Sundays	☒	☒	☒
D	does not like to collect money	☒	☒	☒
E	works for a charity on Saturdays	☒	☒	☒
F	cooks food for people daily	☒	☒	☒
G	feeds a poor family every month	☒	☒	☒

(Total for Question 3 = 3 marks)

SECTION A My school day

- 1 Listen to Abida talking about her school.

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

Example	school is big	☒
A	starts at 7:30 am	☒
B	starts at 8:30 am	☒
C	starts at 8:00 am	☒
D	lunch is for one hour	☒
E	lunch is for half an hour	☒
F	has English on Wednesday	☒
G	has English on Tuesday	☒

(Total for Question 1 = 3 marks)

Listening and Understanding in Urdu (F)

Section A

Candidates are required to listen an extract and answer the questions in English.

For question 6 candidates are required to listen and fill in the blanks with given correct words.

Environment

- 6 You are listening to Tariq speaking about the environment on the radio.

What is mentioned?

Complete the sentences. Use the correct word or phrase from the box.

look after	jobs	food
clothes	environment	generations
parents	health	

Example: We should look after our environment.

- (a) We get our _____ from the same environment. (1)

- (b) If we look after our environment it is good for our _____ and it will also be good for our future _____. (2)

(Total for Question 6 = 3 marks)

Birthday

- 5 Listen to Amir talking about his birthday.

Listen to the recording and answer the following questions in **English**.

- (a) Who does Amir celebrate his birthday with? (1)

- (b) How does Amir feel about spending time with his friends? (1)

- (c) Where does Amir celebrate his birthday? (1)

- (d) What does Amir do a week before his birthday? (1)

(Total for Question 5 = 4 marks)

Listening and Understanding in Urdu (F)

Section B Questions and answers in Urdu

Candidates are required to listen an extract and fill in the blanks with given correct Urdu words.

میرا علاقہ

14 حسن اپنے علاقہ کے بارے میں بات چیت کر رہا ہے۔ بات چیت کو سن کر نیچے دیئے گئے الفاظ سے خالی جگہ پر کریں۔ ایک لفظ جتنی بار چاہیں استعمال کر سکتے ہیں۔

ہمسائے	والد	بھائی	دوست
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مثال

میرے ہمسائے بہت اچھے ہیں۔

- (1) (a) میرے مشکل میں ہمارے کام آتے ہیں۔
- (1) (b) میرے کو یہ علاقہ پسند ہے۔
- (1) (c) میرے مسجد میں کافی وقت گزارتے ہیں۔
- (1) (d) میرے صفائی میں حصہ لیتے ہیں۔
- (1) (e) میرے پارک میں کھیلتے ہیں۔

(Total for Question 14 = 5 marks)

SECTION B

میرے والد صاحب

13 حمید اپنے دوست سے اپنے والد صاحب کے بارے میں بات چیت کر رہا ہے۔ بات چیت کو سن کر نیچے دیئے گئے الفاظ سے خالی جگہ پر کریں۔

پھل جوئے کھانے لباس نیک فیکٹری
خوش چپچاس اداس اسکول سخت چالیں

مثال

میرے والد صاحب کی عمر چپچاس سال ہے۔

- (1) (a) میرے والد صاحب ایک انسان ہیں۔
- (1) (b) وہ ایک میں کام کرتے ہیں۔
- (1) (c) وہ اپنے کام سے بہت ہیں۔
- (1) (d) ان کو مغربی پسند ہے۔
- (1) (e) ان کو ریستورانٹ کے ناپسند ہیں۔

(Total for Question 13 = 5 marks)

Listening and Understanding in Urdu (H)

Section A Questions and answers in Urdu.
Overlap questions

Candidates are required to listen an extract and fill in the blanks with given correct Urdu words.

میرا علاقہ

حسن اپنے علاقے کے بارے میں بات چیت کر رہا ہے۔ بات چیت کو سن کر نیچے دیئے گئے الفاظ سے خالی جگہ پر کریں۔ ایک لفظ جتنی بار چاہیں استعمال کر سکتے ہیں۔

دوست	بھائی	والد	ہمسائے
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مثال

میرے ہمسائے بہت اچھے ہیں۔

- (1) (a) میرے مشکل میں ہمارے کام آتے ہیں۔
- (1) (b) میرے کو یہ علاقہ پسند ہے۔
- (1) (c) میرے مسجد میں کافی وقت گزارتے ہیں۔
- (1) (d) میرے صفائی میں حصہ لیتے ہیں۔
- (1) (e) میرے پارک میں کھیلتے ہیں۔

(Total for Question 14 = 5 marks)

SECTION B

میرے والد صاحب

1 حمید اپنے دوست سے اپنے والد صاحب کے بارے میں بات چیت کر رہا ہے۔ بات چیت کو سن کر نیچے دیئے گئے الفاظ سے خالی جگہ پر کریں۔

پھل جوتے کھانے لباس نیک فیکٹری
خوش چپاس اداس اسکول سخت چالیں

مثال

میرے والد صاحب کی عمر چپاس سال ہے۔

- (1) (a) میرے والد صاحب ایک انسان ہیں۔
- (1) (b) وہ ایک میں کام کرتے ہیں۔
- (1) (c) وہ اپنے کام سے بہت ہیں۔
- (1) (d) ان کو مغربی پسند ہے۔
- (1) (e) ان کو ریستورانٹ کے ناپسند ہیں۔

(Total for Question 13 = 5 marks)

Listening and Understanding in Urdu (H)

Section B Questions and answers in English.

Candidates are required to listen an extract and answer the questions in English question 6 and 7. For question 8 listen the extract and select two correct statements from each 10 (i) and 10 (ii).

Jobs

7 You are listening to young people talking about jobs.

Listen to the conversation and answer the following questions **in English**.

(a) Which part of the school does Iram work in?

(1)

(b) What job does Adil do in the park?

(1)

(c) How does Iram help the parents?

(1)

(d) What makes Iram happy?

(1)

(e) How does Adil encourage people to keep the park clean?

(1)

(Total for Question 7 = 5 marks)

Everyday life

6 You are listening to a conversation on the radio about everyday life.

Listen to the conversation and answer the following questions **in English**.

(a) How long does Aisha exercise daily?

(1)

(b) What **two** things does Aslam find difficult?

(2)

(c) According to Fatima what does she do frequently?

(1)

(d) According to Fatima what does she do rarely?

(1)

(Total for Question 6 = 5 marks)

My Town

10 Ahmed is talking to his friends about his town.

Put a cross ☒ in each of the **two** correct boxes for each question.

(i) What did Ahmed say about his area?

Example	his area is very peaceful	<input checked="" type="checkbox"/>
A	his area is expensive to live in	<input type="checkbox"/>
B	his area has a big park	<input type="checkbox"/>
C	daily essentials can be bought locally	<input type="checkbox"/>
D	the roads in the area are very nice	<input type="checkbox"/>
E	all the traditions are valued	<input type="checkbox"/>

(ii) What did Ahmed say about the people of his area?

A	people take education seriously	<input type="checkbox"/>
B	youngsters take part in sports	<input type="checkbox"/>
C	they visit their relatives regularly	<input type="checkbox"/>
D	people live like a family	<input type="checkbox"/>
E	people work very hard	<input type="checkbox"/>

(Total for Question 10 = 4 marks)

Looking at the Sample Assessment Material: Listening



Activity



Reading



Criteria for reading

Demonstrate understanding by being able to:

- **understand and respond** to different types of written language while understanding general and specific details within texts using high frequency familiar language across a range of contexts
- **identify** the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- **deduce** meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- **recognise and respond** to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- **demonstrate** understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- **translate** a short passage from the assessed language into English

Overview of structure of F & H reading papers

Foundation	Higher
50 minutes	1 hour and 5 minutes
9 reading questions Texts with a variety of multiple response and short-answer open response questions	9 reading questions Texts with a variety of multiple response and short-answer open response questions
3 multiple choice questions in Urdu (Section B)	3 questions in Urdu: 2 multiple choice & 1 open response (Section B)
2 questions based on literary texts	2 questions based on literary texts
Translation: 1 short passage from Urdu to English	Translation: 1 short passage from Urdu to English
4 questions common to Higher tier	4 questions common to Foundation tier



Reading

Three sections and four crossover questions

- Section A has 6 questions set in English: questions types comprise both multiple-response and short-answer open response questions; instructions to students in English
- Section B has 3 questions set in Urdu: instructions to students in Urdu
 - F: 3 multiple choice; H: 2 multiple choice and 1 short-answer open response
- Section C: a short translation passage from Urdu into English with instructions in English; assesses candidates' ability to transfer meaning accurately into English

Reading and understanding in Urdu

Section A

Candidates are required to read and answer the questions in English. In question 1 they are required to write the name of characters according to their statements. In question 2 they are required to fill the gaps with correct given words.

Daily routine

1 Read the text messages each person has sent about their daily routine.

حسن: میں روزانہ پیدل اسکول جاتا ہوں۔ اسکول میرے گھر سے بہت قریب ہے۔

حمزہ: اسکول میرے گھر سے کافی دور ہے۔ اس لیے میں ہمیشہ ابو کے ساتھ اسکول جاتا ہوں۔

احمد: میں روزانہ صبح ناشتہ ضرور کرتا ہوں۔ پھر سائیکل پر جلدی اسکول بھی پہنچ جاتا ہوں۔

یوسف: میں صبح امی کے ساتھ اسکول جاتا ہوں۔ واپسی پر ابو کے ساتھ گھر آتا ہوں۔

What do they say about their daily routine? Enter either **Hassan, Hamza, Ahmed** or **Yusuf**.

You can use each person more than once.

Example: Hassan walks to school every day.

- (a) _____ always has breakfast in the morning. (1)
- (b) _____ lives far from his school. (1)
- (c) _____ goes to school with his mother. (1)
- (d) _____ cycles to school and gets there early. (1)
- (e) _____ comes back home with his father. (1)
- (f) _____ lives near the school. (1)

(Total for Question 1 = 6 marks)

Sports centre

2 Read the advert below.

سپورٹس سینٹر صبح سات بجے کھلتا ہے اور رات دس بجے بند ہوتا ہے۔ آپ یہاں کرکٹ کھیل سکتے ہیں لیکن سامان آپ کو خود لانا ہو گا۔ تیراکی سکھانے کے لیے صبح نو بجے ایک گھنٹے کی کلاس ہوتی ہے۔ یہاں ایک دکان بھی ہے جہاں سے آپ کھانے کی چیزیں خرید سکتے ہیں لیکن پانی مفت ملتا ہے۔

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

juice	swimming	seven	clothes
food	cricket	water	shopping
ten		cycling	hockey
			sports

Example: The information is about the sports centre.

- (a) The centre opens at _____ o'clock. (1)
- (b) You must bring your own equipment to play _____. (1)
- (c) There is a one hour class to learn _____. (1)
- (d) The shop sells _____. (1)
- (e) You do not have to pay for _____. (1)

(Total for Question 2 = 5 marks)

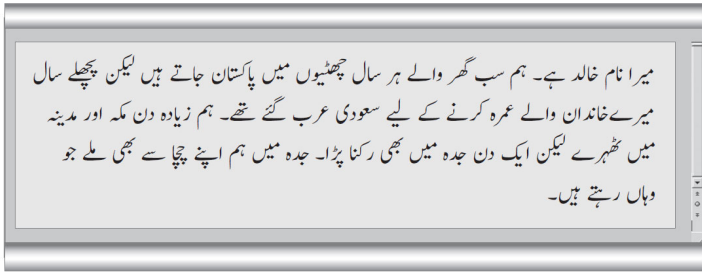
Reading and understanding in Urdu

Section A

Candidates are required to read and answer the questions in English. Question 3a and 3b are open response questions and candidates write their answer in English. In question 4 candidates are required to read the text and put a X in the correct box.

Holidays

3 (a) Read the blog about holidays.



Answer the following questions in English. You do not need to write in full sentences.

(i) Where does Khalid go on holiday every year?

(1)

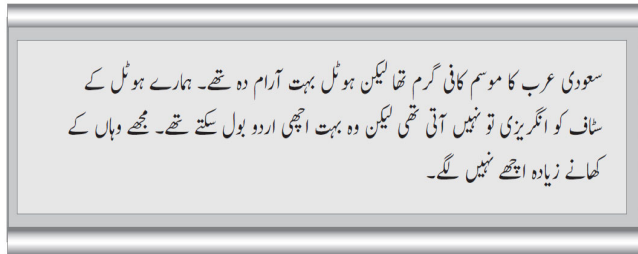
(ii) Where did he go on holiday last year?

(1)

(iii) Which of his relatives did he see whilst on holiday?

(1)

3 (b) The blog continues.



(i) Which language could the hotel staff speak fluently?

(1)

(ii) What did Khalid not like there?

(1)

(Total for Question 3 = 5 marks)

منشی پریم چند کے افسانے "سوا سر گھوون" سے اقتباس

4 Read the extract taken from short story 'Sawa Ser Gehoon' by Munshi Premchand.

کسی گاؤں میں ایک کسان رہتا تھا جس کا نام شاکر تھا۔ وہ ایک غریب آدمی تھا لیکن خوب محنت کیا کرتا تھا۔ شاکر اپنے دوستوں اور رشتے داروں کی دعوت کر کے بہت خوش ہوتا تھا۔ جب بھی کوئی مہمان اس کے گھر آتا تو وہ اس کا بہت خیال رکھتا تھا۔ ایک مرتبہ بچپن کا ایک دوست جو اس کے ناموں کا بیٹا بھی تھا، شاکر کو ملنے اس کے گھر آیا۔ شاکر کا دوست آیا تو صرف چند گھنٹے کے لیے تھا لیکن شاکر نے اسے تین دن تک مہمان رکھا۔

<https://www.rekhta.org/stories/premchand-s-5-best-short-stories-about-farmers/sawa-ser-gehun-premchand-stories?sort=popularity-desc&lang=ur>

Put a cross X in the correct box.

Example: What was Shakir's occupation?

<input checked="" type="checkbox"/>	A farmer
<input type="checkbox"/>	B doctor
<input type="checkbox"/>	C teacher
<input type="checkbox"/>	D mechanic

(i) Shakir was very...

(1)

<input type="checkbox"/>	A lazy.
<input type="checkbox"/>	B hard working.
<input type="checkbox"/>	C intelligent.
<input type="checkbox"/>	D cunning.

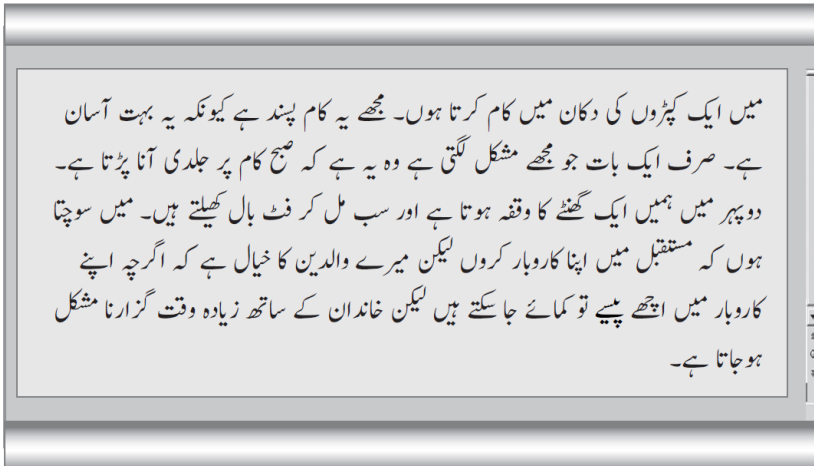
Reading and understanding in Urdu

Section A

Question 5 and 6 are open response questions and candidates write their answers in English

Work

5 Read Kamran's blog about work.



(a) Why does Kamran like his work?

1

(b) What do they all do during break time?

(1)

(c) What does Kamran want to do in the future?

(1)

(Total for Question 5 = 3 marks)

مجتبیٰ حسین کی کتاب "آپ کی تعریف" سے اقتباس

6 Read the extract below taken from the book "Aap ki tareef" by Mujtaba Hussain.

رضیہ خالہ کو کتابیں پڑھنے کا بہت شوق تھا۔ گیارہ سال پہلے جب میں حیدر آباد گیا تو میں نے انہیں اپنی ایک کتاب دی جو انہیں بہت پسند آئی۔ اس کے بعد میں جب بھی انہیں ملتا وہ مجھ سے پہلا سوال یہی کرتیں کہ کوئی نئی کتاب لکھی تم نے؟ کراچی آنے کے بعد میں دفتر کے کاموں میں اتنا مصروف ہو گیا کہ مجھے کتابیں لکھنے کا وقت ہی نہیں ملتا تھا۔ جبکہ اس دوران میں نے بہترین کھانے پکانے سیکھ لیے تھے۔ اب رضیہ خالہ مجھ سے طرح طرح کے کھانے بنانے کو کہتی ہیں۔

<https://www.rekhta.org/ebooks/aap-ki-tareef-mujtaba-husain-ebooks?lang=ur>

Answer the following questions in English. You do not need to write in full sentences.

(a) What did aunty Razia enjoy doing?

(1)

(b) When did Mujtaba visit Hyderabad?

...

(b) When did Mujtaba visit Hyderabad?

(1)

(c) What did aunty Razia ask Mujtaba in the past?

(1)

(d) Which new skill has Mujtaba learnt after coming to Karachi?

(1)

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS

Reading and understanding in Urdu

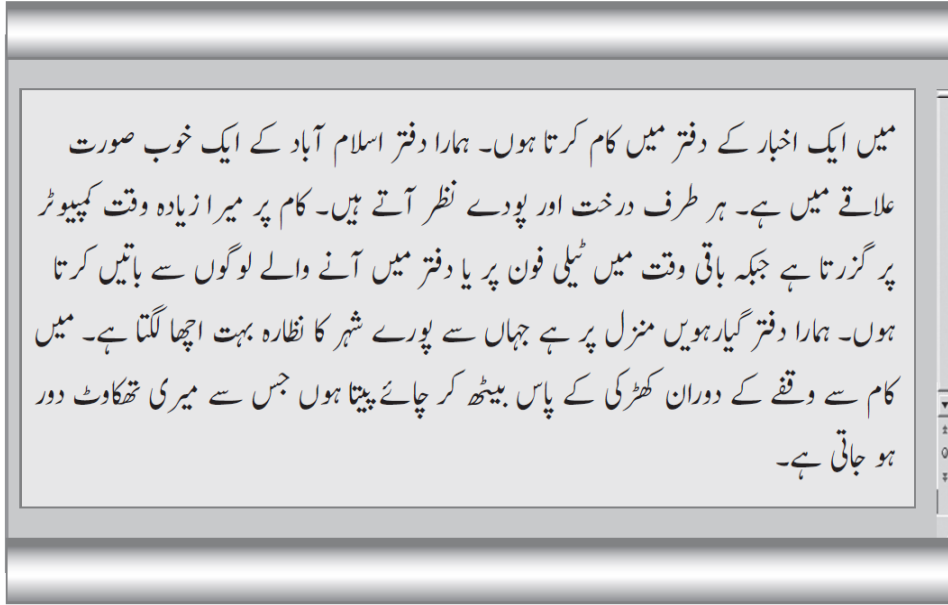
Section B Questions and answers in Urdu

Candidates are required to read and answer the questions in Urdu. Candidates are required to read the text and fill in the gaps with correct given words in Urdu.

SECTION B

کام

7 حامد نے اپنے کام کے بارے میں آپ کو ایک ای میل بھیجی ہے۔



نیچے دیے گئے الفاظ میں سے صرف پانچ الفاظ کی مدد سے مندرجہ ذیل جملوں کو مکمل کریں۔

کھڑکی	لاہور	کام	کمپیوٹر	دوسری	اخبار
چھت	بس	ٹی وی	گھر	اسلام آباد	گیارہویں

مثال: حامد نے ای میل اپنے کام کے بارے میں بھیجی ہے۔

- (a) حامد ایک کے دفتر میں کام کرتا ہے۔ (1)
- (b) حامد کا دفتر میں ہے۔ (1)
- (c) حامد اپنا زیادہ وقت پر گزارتا ہے۔ (1)
- (d) حامد کا دفتر منزل پر ہے۔ (1)
- (e) حامد کے پاس بیٹھ کر چائے پیتا ہے۔ (1)

(Total for Question 7 = 5 marks)

Reading and understanding in Urdu

Section B Questions and answers in Urdu. Candidates are required to read the text Q8 and put a X in the correct box. Candidates are required to read text Q9 and fill in the gaps with correct names according to their statements.

8 مندرجہ ذیل عبارت کو پڑھیے۔

عام طور پر لوگ اچھی صحت کے لیے صرف کھانے پر توجہ دیتے ہیں۔ جبکہ اچھی صحت کے لیے متوازن غذا کے ساتھ ساتھ ورزش بھی بہت ضروری ہے۔ ہمیں چاہیے کہ تازہ پھل اور سبزیاں زیادہ استعمال کریں۔ تلی ہوئی چیزوں سے پرہیز کریں۔ بازار سے کھانے کی بجائے گھر میں تیار شدہ میٹھے کھانے استعمال کریں۔ اس کے ساتھ ساتھ ورزش کو اپنے روزانہ کے معمول میں شامل کرنا بہت ضروری ہے۔ ورزش کے لیے ضروری نہیں کہ جم جایا جائے بلکہ تیز چل کر یا کچھ دیر دوڑ کر بھی ورزش کی جاسکتی ہے۔

درست جواب پر ☒ کا نشان لگائیں۔

مثال: لوگ اچھی صحت کے لیے کس بات پر توجہ دیتے ہیں؟

A	کھانے پر	☒
B	کھیلنے پر	☐
C	کام پر	☐
D	ورزش پر	☐

اسکول کی سرگرمیاں

9 ایک ویب سائٹ پر کچھ طالب علموں نے اپنے اسکول کی سرگرمیوں کے بارے میں لکھا ہے۔

آمنہ: پچھلے سال تمام مضامین میں میرے بہت اچھے نمبر آئے تھے۔ مجھے اپنے اسکول کی طرف سے ایک مہنگی گھڑی ملی تھی۔

علی: میں نے ایک انگریزی کتاب کی کہانی پر بننے والے ڈرامے میں حصہ لیا تھا۔ میرا کام سب کو بہت پسند آیا۔ مجھے اچھی اداکاری پر سینما کے دو ٹکٹ ملے۔

نازیہ: میں نے اسکول میں خیراتی کام میں حصہ لیا تھا۔ میری ٹیم نے سب سے زیادہ پیسے جمع کیے۔ خیراتی ادارے کی طرف سے ہمیں ایک سرٹیفکیٹ دیا گیا۔

اکرم: میں نے اسکول میں کھیلوں کے مقابلوں میں حصہ لیا تھا۔ میں نے سب سے تیز دوڑ کر مقابلہ جیت لیا۔ مجھے اسکول کی طرف سے ایک سائیکل ملی۔

کس نے کیا کہا ہے؟ آمنہ، علی، نازیہ اور اکرم میں سے صحیح نام لکھ کر خالی جگہ پر کریں۔ آپ ایک نام ایک سے زیادہ مرتبہ بھی استعمال کر سکتے ہیں۔

مثال: آمنہ نے تمام مضامین میں اچھے نمبر حاصل کیے۔

- (a) اسکول میں خیراتی کام میں حصہ لیا تھا۔
- (b) کو سینما کے دو ٹکٹ دیے گئے۔
- (c) نے دوڑ کا مقابلہ جیت لیا۔
- (d) کو ایک مہنگی گھڑی دی گئی۔
- (e) کا ڈرامے میں کردار سب کو بہت اچھا لگا۔

(Total for Question 9 = 5 marks)

Reading and understanding in Urdu

Section C Translation into English.
In this part of the paper candidates are required to read the text in Urdu and translate into English. This question covers present and past tense and consists of 5 simple sentences.

SECTION C

Translation

10 Translate this passage into English.

میرا نام اکبر ہے۔ میں اسلام آباد میں رہتا ہوں۔ ہمارا گھر پارک کے قریب ہے۔ پچھلے مہینے ہم نے پارک میں نئے پھول لگائے تھے۔ ہم روزانہ پھولوں کو پانی دیتے ہیں اور ان کا خیال رکھتے ہیں۔

(Total for Question 10 = 7 marks)

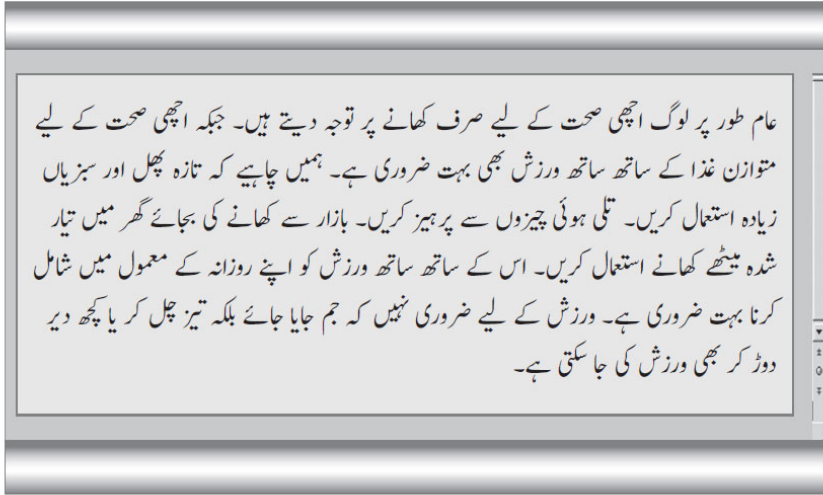
Reading and understanding in Urdu Higher tier

In Higher tier paper question 1 to 3 are open response questions. Candidates are required to read the text in Urdu and answer in English. Question 4 is multi choice question. Candidates are required to put a X in the correct box after reading the text. Question 5,6 and 8,9 are overlap questions. Section B Questions and answers in Urdu. Candidates read the text and put a X in the correct box.

SECTION B

صحت اور تندرستی

7 مندرجہ ذیل عبارت کو پڑھیے۔



درست جواب پر ☑ کا نشان لگائیں۔

مثال: لوگ اچھی صحت کے لیے کس بات پر توجہ دیتے ہیں؟

(i) کھانے میں کیا زیادہ استعمال کرنا چاہیے؟

A گوشت	<input type="checkbox"/>
B چاول	<input type="checkbox"/>
C روٹی	<input type="checkbox"/>
D سبزی	<input type="checkbox"/>

(ii) کس طرح کے کھانوں سے پرہیز کرنا چاہیے؟

A تلے ہوئے	<input type="checkbox"/>
B کچے ہوئے	<input type="checkbox"/>
C میٹھے	<input type="checkbox"/>
D پکے	<input type="checkbox"/>

(iii) --- ورزش کرنا بہت ضروری ہے۔

A کبھی کبھی	<input type="checkbox"/>
B ہر روز	<input type="checkbox"/>
C ہر ہفتے	<input type="checkbox"/>
D ہر وقت	<input type="checkbox"/>

Reading and understanding in Urdu

Section C Translation into English.
In this part of the paper candidates are required to read the text in Urdu and translate into English. This question covers all time frames and consists of 5 sentences.

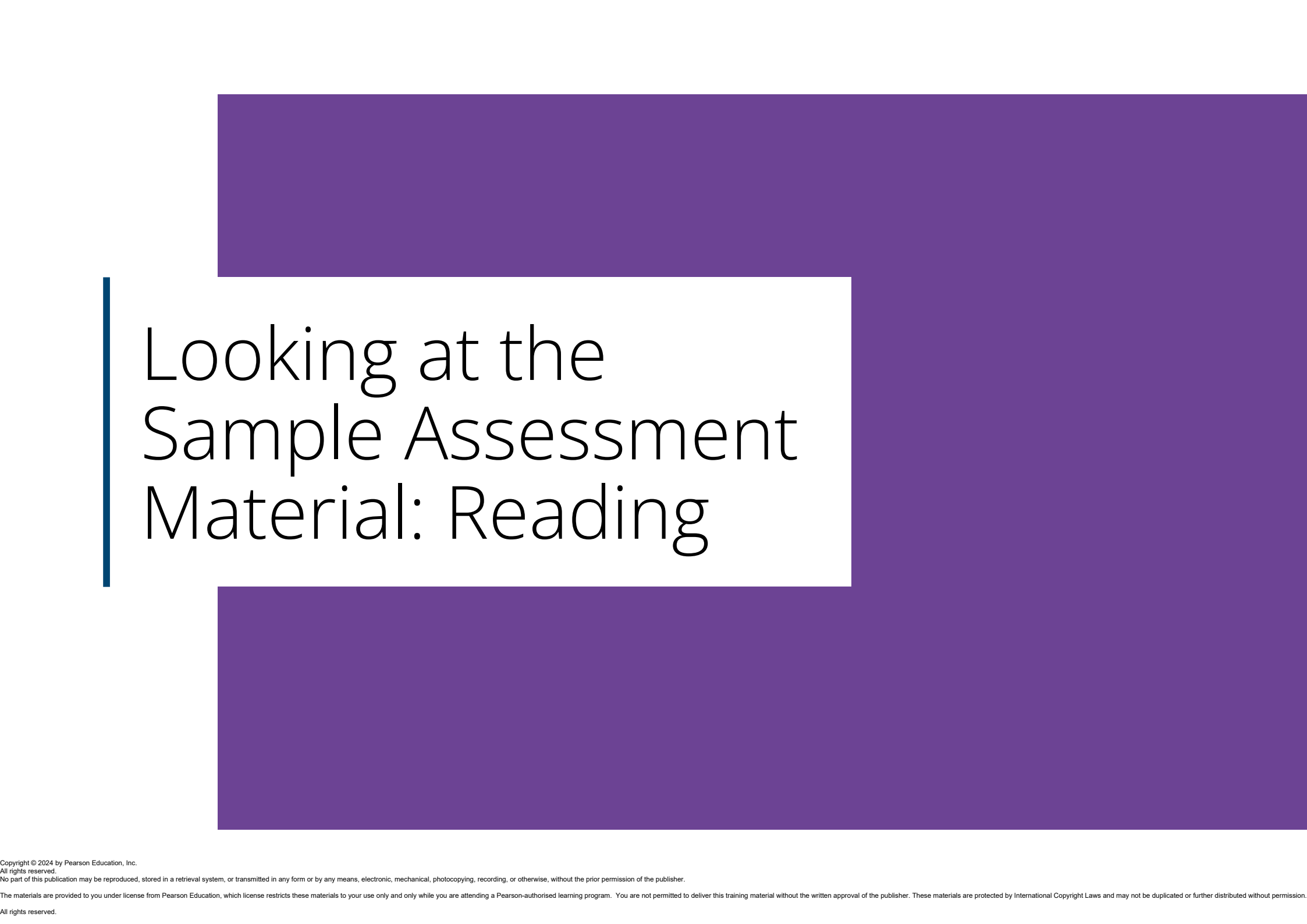
SECTION C Translation

10 Translate this passage into English.

ہم دو سال پہلے کراچی سے اسلام آباد آئے تھے۔ یہ ایک چھوٹا لیکن خوبصورت شہر ہے۔ دوسرے شہروں کی طرح یہاں بھی گاڑیوں کی تعداد زیادہ ہوتی جا رہی ہے جس سے آلودگی بڑھ رہی ہے۔ میں لوگوں کو مشورہ دوں گا کہ وہ پیدل چلیں اور کاروں کا استعمال کم کریں۔

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS



Looking at the Sample Assessment Material: Reading



Literary texts:

1. how are they assessed?
2. how to incorporate in the classroom



Literary texts in the reading papers

Literary texts and how are they assessed

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level - from letters, short stories, novels or plays to contemporary and historical sources.



Using literary texts – how to incorporate literary texts into the classroom

Examples of reading activities:

- Read aloud for pronunciation
- Grammatical focus
- Decoding
- Creative production

Activity:

1. reading aloud for pronunciation
2. grammatical focus

میں نے ایک گہرا سانس لیا اور آخر کار دروازے کی گھنٹی بجا دی۔
اچانک مجھ پر گھبراہٹ طاری ہو گئی۔ میں خالی ہاتھ آ گیا تھا، پھولوں کا کوئی گلدستہ لایا، نہ ہی
چاکلیٹ کا ڈبا۔

دروازے میں لگے شیشے کے پیچھے ایک سایہ سا دکھائی دیا، پھر اس کا چہرہ نظر آیا۔ وہ ایک
بوڑھی عورت کا چہرہ تھا۔ اسے دیکھ کر میں حیرت زدہ رہ گیا، کیونکہ وہ بوہو میری شکل تھی!
وہی نیلی آنکھیں جومیں ہر صبح اپنے آئینے میں دیکھتا ہوں۔ "اندر آ جاؤ۔ بیٹھو!" وہ بولی "کافی
پینا پسند کرو گے؟"

"ہاں ضرور۔ ملاقات کے لیے رضامند ہونے پر میں تمہارا مشکور ہوں۔ مجھے معلوم ہوا ہے کہ تم
پچھلے بیس سال سے زیادہ عرصے سے یہاں رہ رہی ہو۔ اس نے ایک غمزدہ مسکراہٹ سے میری
طرف دیکھا۔

پھر پوچھا، "تم نے مجھے خط لکھنے کا فیصلہ کیسے کیا؟"
"کیونکہ پچھلے ماہ میں بہت بیمار ہو گیا تھا" میں نے جواب دیا۔
"میں بھی تمہیں خط لکھنا چاہتی تھی جب گزشتہ برس میں ہسپتال میں تھی۔"

ابنِ صفی کے ناول سے اقتباس

Activity

3. decoding

4. creative production

میں نے ایک گہرا سانس لیا اور آخر کار دروازے کی گھنٹی بجا دی۔
اچانک مجھ پر گھبراہٹ طاری ہو گئی۔ میں خالی ہاتھ آ گیا تھا، پھولوں کا کوئی
گلدستہ لایا، نہ ہی چاکلیٹ کا ڈبا۔
دروازے میں لگے شیشے کے پیچھے ایک سایہ سا دکھائی دیا، پھر اس کا چہرہ
نظر آیا۔ وہ ایک بوڑھی عورت کا چہرہ تھا۔ اسے دیکھ کر میں حیرت زدہ رہ گیا،
کیونکہ وہ بوبہو میری شکل تھی! وہی نیلی آنکھیں جو میں ہر صبح اپنے آئینے
میں دیکھتا ہوں۔ "اندر آ جاؤ۔ بیٹھو!" وہ بولی "کافی پینا پسند کرو گے؟"
"ہاں ضرور۔ ملاقات کے لیے رضامند ہونے پر میں تمہارا مشکور ہوں۔ مجھے
معلوم ہوا ہے کہ تم پچھلے بیس سال سے زیادہ عرصے سے یہاں رہ رہی ہو۔ اس
نے ایک غمزدہ مسکراہٹ سے میری طرف دیکھا۔
پھر پوچھا، "تم نے مجھے خط لکھنے کا فیصلہ کیسے کیا؟"
"کیونکہ پچھلے ماہ میں بہت بیمار ہو گیا تھا" میں نے جواب دیا۔
"میں بھی تمہیں خط لکھنا چاہتی تھی جب گزشتہ برس میں ہسپتال
میں تھی۔"


Students adapt the text by changing some words

Students change the genre, e.g. from dialogue to prose

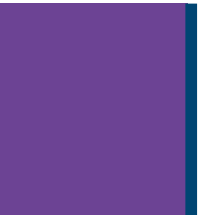
Students continue the story or write what happened before

Students make questions

Students add details



Incorporating culture into the MFL classroom



Motivating cultural content that brings languages to life

- Learners will be exposed to a range of **authentic material and transactional language**, providing 'real life' context.
- Specifications include **interesting and relevant** literary texts, at the right level for learners.
- A range of free support is available now on our website, including a 'How to' guide and video on incorporating culture into your classroom.
- Content includes familiar topics that you have told us you enjoy teaching and that motivate your students. It is organised into a manageable, termly structure with a focused revision period.



Natascia's video

Additional Support

Video:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/Urdu-2017/teacher-support/videos.html>

Support docs:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/Urdu-2017/coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>



Speaking



Criteria for speaking

- **Convey** information and narrate events coherently & confidently, using & adapting language for different purposes
- **Speak spontaneously**, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies as appropriate
- Use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present & future events
- **Make creative & more complex use** of the language, as appropriate, to express & justify their own thoughts & points of view



Speaking

- How is speaking assessed in the exam?
- What are the most important elements in the assessment criteria?
- How do I encourage spontaneous speaking in the classroom?

Overview of structure of F & H speaking papers

Foundation	Higher
7-9 mins + 12 mins supervised prep time	10-12 mins + 12 mins supervised prep time
Notes from prep time allowed during oral but candidates should not read from these	Notes from prep time allowed during oral but candidates should not read from these
No dictionaries	No dictionaries
Role play - based on any of the topics from Themes 1–4 (selected by Pearson)	Role play - based on any of the topics from Themes 1–4 (selected by Pearson)
Questions based on a picture stimulus - based on any one of the topics (selected by Pearson)	Questions based on a picture stimulus - based on any one of the topics (selected by Pearson)
Conversation based on 2 themes: Theme 1 – chosen by candidate in advance of assessment Theme 2 – selected by Pearson	Conversation based on 2 themes: Theme 1 – chosen by candidate in advance of assessment Theme 2 – selected by Pearson



Activity

What is spontaneous talk?



Spontaneous speaking

What is spontaneous speaking in an assessment?

- Unscripted speech
- Communicative language use is distinct from language rehearsal
- Within an oral talk or part of everyday communication between tasks
- Will often have that element of struggle



Role play

Foundation:

5 bullet points eliciting 5 utterances

Higher:

5 bullet points eliciting 5 utterances

Assessment:

Focus on communication

Looking at the Sample Assessment Material: Speaking: role play

Assessment criteria: role play (10 marks)

- The mark grid is applied once to each individual response to the prompts.
- There is a maximum of 2 marks for each of the five prompts on the role play cards.

0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Looking at the Sample Assessment Material: Speaking: picture- based task



Assessment criteria: picture-based task (24 marks)

Communication and content

- (16 marks)

Linguistic knowledge and accuracy

- (8 marks)

Total

- (24 marks)

Speaking in Urdu Foundation Tier

Candidates are required to prepare a role play and a picture card for 12 minutes before they are assessed by the teacher examiner and recoding is sent to board for external marking. Teacher examiner ask questions as required by teacher card / instructions to teacher.

STIMULUS FR1

Topic: School

Instructions to candidates

You are staying at a friend's house in Karachi. Your friend wants to know about your school and speaks to you about this. The teacher will play the role of your friend and will speak first.

You must address your friend as 'تم'.

You will talk to the teacher using the five prompts below.

- Where you see -؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

تم کراچی میں اپنے / اپنی ایک دوست / سہیلی کے گھر ٹھہرے ہوئے / ٹھہری ہوئی ہو۔ تمہارا دوست / تمہاری سہیلی تم سے تمہارے اسکول کے بارے میں جاننا چاہتا / چاہتی ہے اور تم سے اس بارے میں بات کرتا / کرتی ہے۔

۱۔ اسکول۔ کیا

۲۔ اسکول شروع۔ کب

۳۔ !

۴۔ کھانے کا وقفہ۔ کیا کرنا

۵۔ ؟ اسکول میں کھیل۔ کیا

Foundation
: 7-9
minutes
plus 12
minutes
prep time

STIMULUS FR1

Topic: School

Instructions to teacher

- Address the candidate as 'تم'.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions, but questions may be repeated.

Begin the role play with the following introduction:

تم کراچی میں اپنے / اپنی ایک دوست / سہیلی کے گھر ٹھہرے ہوئے / ٹھہری ہوئی ہو۔ تمہارا دوست / تمہاری سہیلی تم سے تمہارے اسکول کے بارے میں جاننا چاہتا / چاہتی ہے اور تم سے اس بارے میں بات کرتا / کرتی ہے۔

1	تمہارا اسکول کیا ہے؟ Allow the candidate to describe his/her school.
2	تمہارا اسکول کب شروع ہوتا ہے؟ Allow the candidate to say when his/her school starts.
3	تمہیں اسکول میں کیا پڑھنا پسند ہے؟ Allow the candidate to say what he/she likes to study in school.
4	تم کھانے کے وقفے میں کیا کرتے / کرتی ہو؟ Allow the candidate to say what he/she does in his/her school lunch time. ٹھیک ہے۔
5	کیا تم نے کوئی سوال پوچھنا ہے؟ Allow the candidate to ask if you play any sport in school. Give an appropriate brief response.

Speaking in Urdu Foundation Tier

Candidates are required to prepare a picture card, and a role play for 12 minutes before they are assessed by the teacher examiner and recoding is sent to the board for external marking. Teacher examiner ask questions as required by teacher card / instructions to teacher. Candidates are also required to speak on two themes out of 5 prescribed themes i.e one of their chosen theme and one chosen by the board.

STIMULUS FP1

Topic: Cultural life



(Source: © Philip Brown/Popperfoto / Contributor)

اس تصویر کو دیکھیں اور نیچے دی گئی باتوں کے جوابات تیار کریں۔

- اس تصویر کے بارے میں بتائیں۔
- کرکٹ پسندیدہ کھیل۔ رائے
- بچپن۔ پسندیدہ کھیل
- اگلے ہفتے۔ کون سا کھیل
- روزانہ کھیل کھیلنا۔ رائے

STIMULUS FP1

Topic: Cultural life



(Source: © Philip Brown/Popperfoto / Contributor)

- ۱: اس تصویر کے بارے میں بتائیں۔
 - ۲: مجھے کرکٹ کھیلنا پسند ہے۔ کیا آپ کو بھی؟
 - ۳: بچپن میں آپ کو کون سا کھیل پسند تھا؟
 - ۴: اس کے علاوہ کوئی اور بات؟
 - ۵: کیا آپ کے خیال میں ہمیں روزانہ کوئی کھیل کھیلنا چاہیئے؟
- (کیوں/کیوں نہیں؟) اس کے علاوہ کوئی اور بات؟

Speaking in Urdu Higher Tier

Candidates are required to prepare a role play and a picture card for 12 minutes before they are assessed by the teacher examiner and recording is sent to board for external marking. Teacher examiner ask questions as required by teacher card / instructions to teacher.

STIMULUS HR1

Topic: Cultural life

Instructions to candidates

You are talking to a booking clerk at a theatre in Lahore about the music programme in Pakistan. Your teacher will play the role of the booking clerk and will speak first.

You must address the booking clerk as 'آپ'.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

آپ پاکستان کے شہر لاہور میں ایک تھیٹر کے بنگلہ کلرک سے موسیقی کے پروگرام کے بارے میں بات کر رہے / رہی ہیں۔

۱۔ موسیقی کا شو۔ کون سا دن

۲۔ ٹکٹ۔ کتنے

۳۔ !

۴۔ ؟ موسیقی سننا۔ کب

۵۔ ؟ پسندیدہ گلوکار۔ کون سا

Higher: 10-12 minutes plus 12 minutes prep time

STIMULUS HR1

Topic: Cultural life

Instructions to teacher

- Address the candidate as 'آپ'.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions, but questions may be repeated.

Begin the role play with the following introduction:

آپ پاکستان کے شہر لاہور میں ایک تھیٹر کے بنگلہ کلرک سے موسیقی کے پروگرام کے بارے میں بات کر رہے / رہی ہیں۔

1	آپ کون سے دن موسیقی کا شو دیکھنا چاہتے / چاہتی ہیں؟ Allow the candidate to say on which day he/she wants to watch the musical show.
2	آپ کو کتنے ٹکٹ چاہئیں؟ Allow the candidate to say how many tickets he/she wants.
3	! پچھلی دفعہ آپ نے موسیقی کا شو کس کے ساتھ دیکھا تھا؟ Allow the candidate to say with whom you watched a musical show last time. اچھا تو یہ بات ہے۔
4	؟ کیا آپ نے کوئی سوال پوچھنا ہے؟ Allow the candidate to ask when you like to listen to music. Give an appropriate brief response.
5	؟ کیا آپ نے کوئی دوسرا سوال پوچھنا ہے؟ Allow the candidate to ask about your favourite singer. Give an appropriate brief response.

Speaking in Urdu Higher Tier

Candidates are required to prepare a role play and a picture card for 12 minutes before they are assessed by the teacher examiner and recoding is sent to board for external marking. Teacher examiner ask questions as required by teacher card / instructions to teacher.

STIMULUS HP1

Topic: Cultural life



(Source: © Philip Brown/Popperfoto / Contributor)

- اس تصویر کو دیکھیں اور نیچے دی گئی باتوں کے جوابات تیار کریں۔
- اس تصویر کے بارے میں بتائیں۔
 - کھیل کھیلنا ضروری۔ رائے
 - بچپن میں۔ پسندیدہ کھلاڑی
 - مستقبل میں پسندیدہ کھلاڑی سے ملنا۔ کیا پوچھنا
 - !

STIMULUS HP1

Topic: Cultural life



(Source: © Philip Brown/Popperfoto / Contributor)

- ۱: اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲: میری رائے میں کھیل بہت ضروری ہیں۔ آپ کی اس بارے میں کیا رائے ہے؟
(کیوں/کیوں نہیں؟) اس کے علاوہ کوئی اور بات؟
- ۳: بچپن میں آپ کا پسندیدہ کھلاڑی کون تھا؟
اس کے علاوہ اور کوئی بات؟
- ۴: مستقبل میں اپنے پسندیدہ کھلاڑی سے ملنے پر آپ ان سے کیا پوچھیں گے/گی؟
اس کے علاوہ کوئی اور بات؟
- ۵: کیا آپ کے خیال میں کھیلوں کے مقابلے ہونے چاہئیں؟
(کیوں/کیوں نہیں؟) اس کے علاوہ کوئی اور بات؟

A graphic consisting of a white rectangular area with a blue vertical line on its left side, set against a purple background.

Activity



Conversation

Conversation broken into 2 parts:

Part 1

- Students will choose one topic from one of the five themes in advance of the assessment.
- Each student must present up to one minute on their chosen topic. T/E will continue the conversation on the chosen topic and then move onto other topics within the same theme.

Part 2

- The second theme will be allocated by Pearson and will require the T/E to choose from two themes.
- The second conversation theme must be different to the first.



Assessment criteria: conversation (36 marks)

Communication and content

- (12 marks)

Interaction and spontaneity

- (12 marks)

Linguistic knowledge and accuracy

- (12 marks)

Total

- (36 marks)



Questioning

Must allow candidates to

- answer questions freely
- produce extended sequences of speech
- develop conversations & discussions
- give and justify own thoughts & opinions
- use wide range of tenses/time frames (past/present/future)



Activity

1. What is extended speech?
2. What characterizes good questioning?

Extended speech

س: آپ کون سے کھیلوں میں دلچسپی رکھتے ہیں؟

ج: ویسے تو میں پڑھنے سے زیادہ کھیل میں دلچسپی لیتا ہوں لیکن کرکٹ میرا سب سے پسندیدہ کھیل ہے۔ میں ہر ہفتے میں دو مرتبہ کرکٹ کھیلتے جاتا ہوں۔
اس سے نہ صرف میں تندرست رہتا ہوں مجھے نئے دوست بنانے کا موقع بھی ملتا ہے۔

س: آپ کرکٹ کھیلتے کہاں جاتے ہیں؟

ج: خوش قسمتی سے ہمارے گھر کے قریب ہی ایک بہت اچھا کرکٹ کلب ہے اور میں اس کا ممبر ہوں۔ اگرچہ یہ مہنگا تو ہے لیکن ہمارے کوچ بہت ہی اچھے ہیں۔ وہ بہت تجربہ کار ہیں اور خود بھی قومی ٹیم میں کھیلتے رہے ہیں۔ وہ ہمیں بہت محنت سے سکھاتے ہیں۔
میری خواہش ہے کہ ایک دن میں بھی ان کی طرح ایک بڑا کھلاڑی بنوں۔

Activity - What characterises good questioning?

Open and varied questioning at an appropriate level which will allow the candidate to fulfil the assessment criteria

Closed/restricted questions

- e.g. yes/no
- Do you play football?
- Times: What time does school start?
- Numbers of any kind: How old are you?
- Lists: What subjects do you do?

Repetitive questions

- e.g. Can you describe your mother?
- Can you describe your brother?

Questions which are too difficult/easy for a candidate

- e.G F candidate: What would you do if you won the lottery?
- H candidate: What do you wear for school?



Writing



Criteria for writing

- **Make accurate use** of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- **Manipulate the language**, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- **Make independent, creative and more complex use of the language**, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince

Overview of structure of F & H writing papers

Foundation	Higher
1 hour 15 minutes	1 hour 25 minutes
Assessment consists of <ul style="list-style-type: none">•three open response questions•one translation question.	Assessment consists of : <ul style="list-style-type: none">•two open response questions•one translation question.
For one open response question, candidates choose 1 of 2 writing tasks. This question is common to Higher tier.	For each of the two open response questions, students choose 1 of 2 writing tasks. Q1 is common to Foundation tier.
Length of each open response required and complexity of language increases across paper.	Candidates must produce open responses of extended length following written stimuli provided.
Candidates required to translate 5 sentences from English to Urdu. Sentences will be ordered by increasing level of difficulty.	Candidates will be required to translate a short paragraph from English to Urdu. The individual sentences will be ordered by increasing level of difficulty.



Assessment

Foundation Q1:

Communication and content (6 marks)

Linguistic knowledge and accuracy (6 marks)

Foundation Q2:

Communication and content (8 marks)

Linguistic knowledge and accuracy (8 marks)

Foundation Q3 and Higher Q1:

Communication and content (12 marks)

Linguistic knowledge and accuracy (8 marks)

Higher Q2:

Communication and content (16 marks)

Linguistic knowledge and accuracy (12 marks)

Foundation Q4 and Higher Q3 (12 marks)

Writing in Urdu

Q2 b is based on 4 bullet points and candidates are required to answer in 40 to 50 words. This question covers Present and future tense. Q3 a is also based on 4 bullet points and it covers all three-time frames with one opinion. Candidates are required to answer in 80 to 90 words.

If you choose Question 2(b) put a cross in the box ☐.

Interesting places

- 2 (b) آپ کے/کی پاکستانی دوست/سہیلی نے آپ سے اپنی ای میل میں آپ کے شہر میں دلچسپ جگہوں کے بارے میں پوچھا ہے۔ اپنے دوست/اپنی سہیلی کو ایک رسمی ای میل لکھیں۔
- ای میل میں مندرجہ ذیل باتیں ضرور شامل کریں۔
- آپ کا شہر کیسا ہے؟
 - آپ کے شہر میں کون سی دلچسپ جگہیں ہیں؟
 - آپ کو کون سی جگہ سب سے زیادہ پسند ہے؟
 - آپ گرمی کی چھٹیوں میں کن جگہوں پر جانا پسند کریں گے؟
- تقریباً 40 سے 50 الفاظ اردو میں لکھیں۔

(16)

محترم / محترمہ

Choose either Question 3(a) or Question 3(b).
If you choose Question 3(a) put a cross in the box ☐.

School subjects

- 3 (a) پاکستان میں آپ کے دوست/کی سہیلی نے آپ سے آپ کے اسکول میں پڑھائے جانے والے مضامین کے بارے میں پوچھا ہے۔ اپنے دوست/اپنی سہیلی کو اردو میں ایک غیر رسمی ای میل لکھیں۔
- ای میل میں مندرجہ ذیل باتیں ضرور شامل کریں۔
- آپ اسکول میں کون سے مضمون پڑھتے/پڑھتی ہیں؟
 - آپ کو کون سا مضمون ناپسند ہے اور کیوں؟
 - آپ کو امتحان کی تیاری میں کون سی مشکلات پیش آئیں؟
 - آپ کو اپنی پسند کی ملازمت کے لیے کن مضامین کی ضرورت ہوگی؟
- تقریباً 80 سے 90 الفاظ اردو میں لکھیں۔

(20)

Writing in Urdu

Q3 b is also based on 4 bullet points, and it covers all three-time frames with one opinion. Candidates are required to answer in 80 to 90 words. Question 4 is based on translation into Urdu. There are 5 sentences covering present tense.

If you choose Question 3(b) put a cross in the box ☐ .

Sports

- 3 (b) آپ کے پاکستانی دوست / کی سہیلی نے آپ سے ایک ای میل میں آپ سے آپ کی کھیلوں میں دلچسپی کے بارے میں پوچھا ہے۔ اپنے دوست / اپنی سہیلی کو جوابی ای میل لکھیں۔
- ای میل میں مندرجہ ذیل باتیں ضرور شامل کریں:
- ہمیں کھیلوں سے کیا فائدے حاصل ہوتے ہیں؟
 - آپ کے علاقے میں کھیلوں کی کیا سہولتیں ہیں؟
 - آپ نے پچھلے سال کھیلوں کے کس مقابلے میں حصہ لیا تھا؟
 - آپ مستقبل میں اپنے علاقے میں کھیلوں کی کیا سہولتیں چاہیں گے / گی؟
- تقریباً 80 سے 90 الفاظ اردو میں لکھیں۔

(20)

Hobbies

4 اردو میں ترجمہ کریں۔

(a) I like reading books.

(2)

(b) I often read story books.

(2)

(c) My parents enjoy reading Urdu newspapers.

(2)

(d) Reading books is good for our health and also improves our memory.

(3)

(e) Reading an interesting book is better than watching a long movie.

(3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

Writing in Urdu

Question 1a and 1b are overlap questions. Q2a and 2b is an extended writing question based on 4 bullet points with past present tense and opinion. Candidates are required to write 130 to 150 words.

Choose either Question 2(a) or Question 2(b).
If you choose Question 2(a) put a cross in the box ☐.

Holidays abroad

- 2 (a) چھٹیاں ہماری زندگی کا ضروری حصہ ہیں۔ ملک سے باہر چھٹیاں گزارنے کے بارے میں ایک مقامی اردو اخبار کے لیے ایک رسمی مضمون لکھیں۔ جس میں چھٹیوں کے بارے میں اپنی رائے کا اظہار کریں۔
- اپنے خیالات کا اظہار وضاحت سے کریں۔
- اپنے مضمون میں مندرجہ ذیل باتیں ضرور شامل کریں۔
- چھٹیوں کی ہماری زندگی میں ضرورت
 - باہر کے ملکوں میں چھٹیاں گزارنے کے بارے میں آپ کی رائے
 - پچھلی عید کی چھٹیاں آپ نے کیسے گزاری تھیں؟
 - اکثر نوجوان اپنے دوستوں/اپنی سہیلیوں کے ساتھ چھٹیاں گزارنا کیوں پسند کرتے ہیں؟
- تقریباً 130 سے 150 الفاظ اردو میں لکھیں۔

(28)

If you choose Question 2(b) put a cross in the box ☐.

Self-employment

- 2 (b) آپ کے پاکستانی دوست / سہیلی نے آپ سے تعلیم ختم کرنے کے بعد اپنا کاروبار شروع کرنے کے بارے میں پوچھا ہے۔ اپنے دوست / اپنی سہیلی کو ایک رسمی ٹیکسٹ لکھیں جس میں اپنا کاروبار شروع کرنے کے بارے میں بتائیں۔
- اپنے خیالات کا اظہار وضاحت سے کریں۔
- ٹیکسٹ میں مندرجہ ذیل باتیں ضرور شامل کریں:
- کس قسم کا کاروبار کرنے کا ارادہ
 - آج کل اکثر لوگ اپنا کاروبار کرنا کیوں پسند کرتے ہیں؟
 - آپ کو اپنا کاروبار شروع کرنے کا خیال کیسے آیا؟
 - آپ کے خیال میں ایک کاروبار کی کامیابی کے لیے کون سی باتیں ضروری ہیں؟
- تقریباً 130 سے 150 الفاظ اردو میں لکھیں۔

(28)

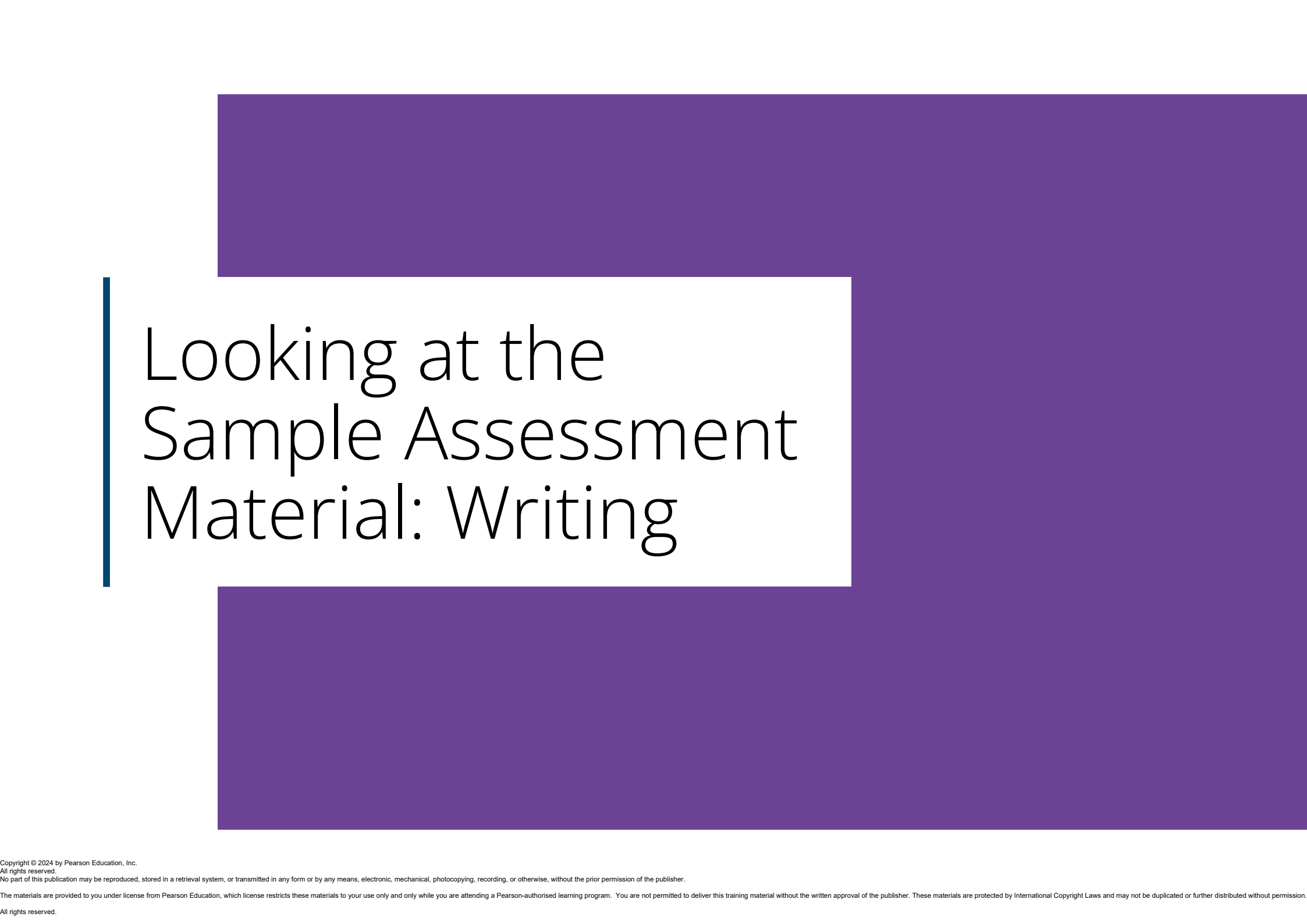
Writing in Urdu

Question 3 is based on translation into Urdu. There are 5 sentences covering present and past tense.

Fast food

3 اردو میں ترجمہ کریں۔

Fast food looks good and tasty but it brings along a number of health problems. Those who eat fast food often do not eat fruits and vegetables, and this has negative effects on their health. Fast food was not very popular in the past, and people preferred to cook at home. Eating too much fast food is bad for people of all ages but mostly for young children.




Looking at the Sample Assessment Material: Writing



Translation

- Where is translation assessed?
- How is translation assessed?
- Translation in the classroom



Looking at the Sample Assessment Material: Translations



Assessment

Holistic mark grids at both Foundation and Higher Tiers assessing:

- Communication and content
- Linguistic knowledge and accuracy

Urdu into English: 7/50 marks

English into Urdu: 12/60 marks



Translation

Translating from one language to another requires students to pay attention to detail in order to convey meaning accurately.

Students need:

- vocabulary
- the ability to manipulate language structures and
- an awareness of the pitfalls of word-for-word translation.



Decoding


Examples of decoding in Urdu

When I was 10 I used to argue a lot with my sister because she was very annoying but now we get on very well. However, I sometimes argue with my brother because he thinks he is always right.

1. How would you decode this?
2. How would you support your students in decoding this?

Decoding

When I was 10 (when I used to belong to 10 years) I used to argue (imperfect tense) a lot with my (reflexive pronoun) (feminine form) sister because she was very annoying (feminine form) but now we get on (ban-na - present tense- feminine form) very well. However (use of connective) I sometimes argue (present tense-) with my brother because he thinks (masculine form) (that) he is always right ("theek/sahih/durust" in Urdu).



What is your favourite
activity/strategy you will
be taking away?



Support

Support for you at every stage

Free Resources and support	Planning, teaching and learning	Exam preparation and assessment	Results support
Getting Started Guide	✓		
Training Events (Face-to-Face & Online)	✓		
Subject Advisor Support	✓	✓	✓
Community Forums	✓	✓	✓
Schemes of Work	✓		
Skills Mapping	✓		
Sample Assessment Materials	✓	✓	
Examiner Reports	✓	✓	✓
Exemplar Marked Responses		✓	
examWizard		✓	
Mark Schemes		✓	
Results Plus		✓	✓
Access to Scripts Service (ATS)			✓

Teaching and Learning Materials online

Pearson Edexcel GCSE
Urdu (2017)



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Course materials

FILTERS

CATEGORIES

- ☒ Specification and sample assessments (4)
- ☐ Exam materials (120)
- ☐ Teaching and learning materials (40)

CONTENT TYPE

- ☐ All
- ☐ Notice (1)
- ☐ Sample assessment material (2)
- ☐ Specification (1)

FORMAT

- ☐ All
- ☐ PDF (3)
- ☐ ZIP (1)

Specification and sample assessments (4)

EXPAND ALL

- Specification
- Notice
- Sample assessment material

SORT BY Latest

Specification



Teaching from: September 2017

External assesment from: 2019

Designed to make language learning enjoyable and stimulating, our Edexcel GCSE Urdu specification rewards advanced research and reading skills, and acknowledges the importance of Urdu language culture

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Languages

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Useful documents

- [Getting started guide](#) (PDF | 985.0 KB)
- [Sample assessment materials](#) (PDF | 83.8 MB)
Issue 3, including amendments made to Paper 4, Writing announced in November 2022.

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Let us know today and we'll make sure you have the latest news and support to guide you through your teaching.

[Get in touch](#)

Course materials

- [Specification and sample assessments \(6\)](#)
- [Exam materials \(158\)](#)
- [Forms and administration \(16\)](#)
- [Teaching and learning materials \(48\)](#)



Teaching support and training

- [Learn more about our training events](#)
- [Stay up to date with all news](#)
- [Explore our planning resources](#)



Published resources

A full range of published resources is available to support the delivery of our qualifications.

[Learn more](#)

News and updates

[See more](#)

January 2025 Languages Update | 7 January 2025

December 2024 Languages Update | 2 December 2024

November 2024 Languages Update | 1 November 2024

Support for Exam preparation and post results



- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps:
<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>

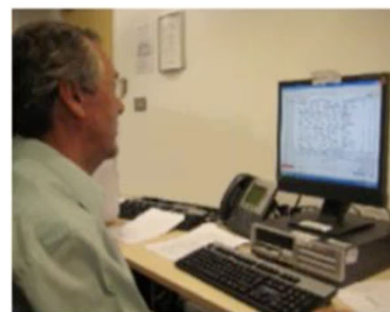
ResultsPlus



1.
Student
takes exam
on paper



2.
Exam papers
scanned



3.
Examiners
mark papers
online



4.
Performance
reports
shared

Access to Script (ATS) Online Portal

Access to Scripts (ATS) is a free online portal which allows teachers to immediately access electronically marked exam papers

Provides enhanced transparency and

- Offers transparent approach to marking process
- Provides better understanding of marking before requests for enquiries about results are made
- Provides excellent aid for teaching and preparing other cohorts for examinations by helping you to evaluate a student's performance on particular questions in relation to what they have been taught.

Available instantly from results day for all our examination series, for a defined window, you can view and download scripts which have been marked online free of charge from our Self-Service Portal.



For more information on ATS, and the post results windows, visit our post-results pages.



Next steps

Think of THREE things you might try or do differently as a result of ideas you've discussed today (you do not have to share these).

Share ONE thing you would like to do as soon as you return to your classroom or department.

Subject Advisor

Subject Advisor details

Your subject advisor is **Rebecca Walker**

Twitter: **@PearsonMFLquals**

Email: TeachingLanguages@pearson.com

Phone : + 44 (0)344 463 2535



Sign up for monthly newsletters from <https://qualifications.pearson.com/en/forms/keep-updated-on-pearson-edexcel-qualifications.html> to stay on top of qualification updates, training, course materials and industry news and <https://qualifications.pearson.com/en/forms/sign-up-international-online-subject-expert-panels.html> to see what other teachers are thinking and doing.

<https://qualifications.pearson.com/en/subjects/languages.html>



Questions



Pearson