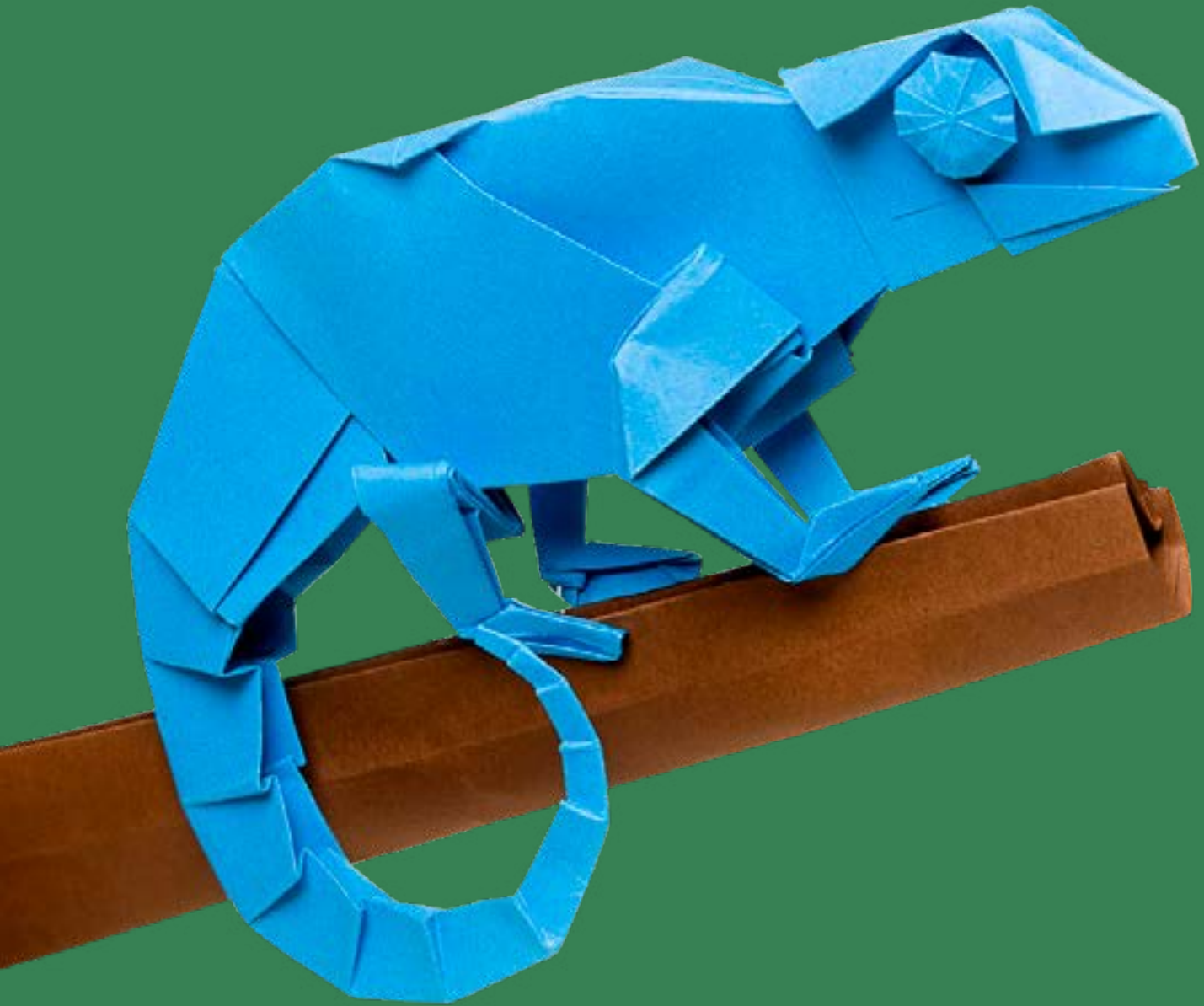


GCSE (9-1) Urdu



Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Urdu (1UR0)

First teaching from September 2017

First certification from June 2019

Issue 3

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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Summary of Pearson Edexcel Level 1/2 GCSE in Urdu sample assessment materials

Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
Paper 4 Writing, Foundation and Higher tiers	167 - 175
The Sample Assessment Materials for Paper 4 have been amended to reflect the following amendments: <ul style="list-style-type: none">• the addition of the optional Question 2(b) on the Foundation tier paper• an addition of 5 minutes to the length of the Foundation tier paper• question titles appearing in English instead of the target language for both Foundation and Higher tier papers	and 349 - 360

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate’s response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate’s response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 1: Listening and understanding in Urdu Transcript

Foundation Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/1F

Do not return the transcript with the question paper.

Turn over ►

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SECTION A

My school

Question 1

Example

:F1

میں نے اُردو کی کتابیں خریدیں۔

Question 1

:F1

میں نے اسکول یونیفارم کے لیے شلوار قمیض خریدی۔

:F1

عید پر ہمارا اسکول بند تھا۔

:F1

مجھے اپنی دوستوں سے ملنا پسند ہے۔

The family breakfast

Question 2

Example

:M1

میں ابو کے ساتھ ناشتہ کرتا ہوں۔

Question 2 Part (i)

:M1

میں ناشتے میں چائے نہیں پیتا۔

Question 2 Part (ii)

:M1

میری بہن ڈبل روٹی کھاتی ہے۔

Question 2 Part (iii)

:M1

میری امی سب سے آخر میں ناشتہ کرتی ہیں۔

School

Question 3

Example

:F2

میں عدیلہ ہوں۔ ہمارا اسکول صبح آٹھ بجے سے شام تین بجے تک ہوتا ہے۔

Question 3

:F2

انگریزی لازمی ہے جبکہ اردو ہم اپنی مرضی سے چُن سکتے ہیں۔

:M2

میں علی ہوں۔ میرا پسندیدہ مضمون حساب ہے کیونکہ میرے استاد بڑی محنت سے پڑھاتے ہیں۔

:F1

مجھے تاریخ پڑھنے کا شوق نہیں ہے کیونکہ استاد بہت سخت ہیں۔

Holidays

Question 4

Example

:M1

میں سلیم ہوں اور میں ترکی جانا چاہتا ہوں۔

Question 4

:F1

کیوں؟

:M1

میں استنبول دیکھنا اور مختلف لوگوں سے ملنا چاہتا ہوں اور فاطمہ تم؟

:F1

ہم کہیں نہیں جا رہے کیونکہ ہم اپنا نیا گھر سجا رہے ہیں۔ ماجد؟

:M2

میں اور میری بہن خریداری کے لیے جائیں گے اس نے باہر کھانا کھلانے کا بھی وعدہ کیا ہے۔

Class reward

Question 5

Question 5 Part (a)

:F2

اتوار کو میں اپنی کلاس کے ساتھ ریستورانٹ گئی۔

Question 5 Part (b)

:F2

ہم کھڑکی کے پاس بیٹھے۔

Question 5 Part (c)

:F2

ہم نے مچھلی اور مرغی کھائی اور جوس پیا۔

Question 5 Part (d)

:F2

مزیدار کھانا کھانے کے بعد ہم نے چائے پی اور خوب باتیں کیں۔

Eid

Question 6

:M1

عید کے دن نماز پڑھنے کے بعد ہم اپنی پھوپھی کے گھر جاتے ہیں کیونکہ وہ بیمار ہیں اور خود چل نہیں سکتیں۔
میرے چچا جان بھی وہیں آ جاتے ہیں۔ دوپہر کو وہ ہمیں میلے میں لے جاتے ہیں اور تحفے بھی دلاتے ہیں۔ شام کو ہم سب کھانا
کھانے باہر جاتے ہیں۔

Technology

Question 7

Example

:M2

خاندان مل کر ایک گھر بناتے ہیں۔

Question 7

:M2

خوشی اور غم میں خاندان والے ایک دوسرے کا خیال رکھتے ہیں لیکن اب ٹیکنالوجی
نے سب کچھ بدل دیا ہے۔

:M1

ہاں اب ہمیں اپنے گھروالوں کی بجائے دُور بیٹھے دوستوں کے بارے میں زیادہ پتا ہوتا ہے مگر ضرورت پڑنے پر گھر والے ہی
کام آتے ہیں۔

At the lost property office

Question 8

:F1

پچھلے منگل میں نے نمبر ۹۰ بس میں سفر کیا تھا۔ اترتے ہوئے اپنا سُرُخ بیگ بس میں ہی بھول گئی جس میں میرا پیلا بٹوہ بھی تھا۔

:M1

اس میں اور کیا کیا تھا؟

:F1

۵۰۰ روپے، چھتری اور کچھ اہم کاغذات۔ اور چیزوں کی تو فکر نہیں مگر کاغذات میرے لیے بہت ضروری ہیں۔

Careers and professions

Question 9

Example

:M2

میں بڑا ہو کر ڈاکٹر بننا چاہتا ہوں کیوں کہ یہ میرے والدین کی خواہش ہے۔

Question 9

:M2

مجھے خود بھی سائنس بہت پسند ہے اور اچھی یونیورسٹی میں ڈاکٹری پڑھنے کے لیے اے لیول میں محنت تو کرنی ہی پڑے گی۔

:F2

اور پھر؟

:M2

پہلے دو سال تو کسی غریب ملک میں جا کر ان مریضوں کا مفت علاج کرنا چاہتا ہوں جن کے پاس پیسے نہیں۔

:F2

اور پھر کہاں رہنا پسند کرو گے؟

:M2

کسی عرب ملک میں۔ ایک تو وہاں زیادہ سردی نہیں پڑتی اور دوسرے حلال کھانے ہر جگہ ملتے ہیں جو بغیر فکر کے کھا سکتے ہیں۔

International football event

Question 10

:F1

فٹ بال دنیا کا مقبول ترین کھیل ہے۔ لوگوں کی اکثریت فٹ بال دیکھنے یا اس کے بارے میں باتیں کرنے کی شوقین ہے۔ ویک اینڈ پر اکثر شہروں میں فٹ بال میچ ہوتے ہیں جنہیں ہزاروں لوگ دیکھنے جاتے ہیں۔

:M1

ٹکٹ نہ صرف مہنگے بلکہ ملتے بھی مشکل سے ہیں۔ کچھ لوگ تو ایک سال پہلے ہی ٹکٹ خرید لیتے ہیں۔

:F1

اسٹیڈیم کے قریب رہنے والے لوگ ٹریفک سے پریشان تو ہوتے ہیں مگر اس کا حل بھی کوئی نہیں۔

:M1

اپنی ٹیم کے ہارنے کے بعد کچھ لوگ دوسری ٹیم کے حمایتیوں سے لڑپڑتے ہیں، مجھے اس سے نفرت ہے!

Films

Question 11

Example

:M2

مجھے مزاحیہ فلمیں بہت پسند ہیں کیوں کہ وہ مجھے ہنساتی ہیں۔

Question 11

:F2

مجھے پیار محبت کی کہانیوں والی فلمیں پسند ہیں جنہیں دیکھ کر انسان خوبصورت خیالوں میں کھو جائے۔

:M1

معلوم نہیں میں ڈراؤنی فلمیں ہی کیوں پسند کرتا ہوں! انہیں دیکھنے کے بعد مجھے رات بھر خوفناک خواب آتے رہتے ہیں۔

:F1

مجھے کارٹون بہت پسند ہیں کیونکہ پورا خاندان ایک ساتھ بیٹھ کر دیکھ سکتا ہے۔

:M2

لڑائی والی فلم دیکھتے ہوئے میں اور کچھ نہیں سوچتا۔ اسی فلمیں تو بار بار دیکھ کر بھی انسان نہیں اکتاتا۔

Recycling

Question 12

:F1

پچھلے سال سے اسلام آباد کونسل نے ہر گھر کو دو دو ڈبے دیے ہیں، ایک کوڑے کرکٹ کے لیے اور دوسرا کاغذ اور پلاسٹک ری سائیکل کرنے کے لیے۔ اس کے نتیجے میں پورا شہر پہلے سے کہیں زیادہ صاف ستھرا لگتا ہے۔ ویسے تو کوڑا ہفتے میں ایک بار اٹھایا جاتا ہے مگر زیادہ پیسے دینے پر کونسل اسے روزانہ بھی اٹھا سکتی ہے۔

SECTION B

Weather

Question 13

Example

:M2

مجھے بہار کا موسم بہت پسند ہے۔

Question 13

:M2

بہار میں ہر طرف پھول کھلتے ہیں، پارک میں جانے کا خوب مزہ آتا ہے اور ہر طرف رونق ہوتی ہے۔
آمنہ تمہیں کون سا موسم پسند ہے؟

:F2

دسمبر کے مہینے میں تو بر فباری ہی اتنی ہوتی ہے کہ گرم کپڑوں کے بغیر باہر نکلنا مشکل ہو جاتا ہے۔ مئی میں گرمی کا موسم شروع ہوتا ہے مگر ہلکی ہلکی بارش ہوتی ہے اور لوگ باہر جاسکتے ہیں اس لیے مجھے یہ موسم اچھا لگتا ہے۔

My town

Question 14

Example

:M1

ہمارے علاقے کے اکثر لوگ مل جل کر رہتے ہیں۔

Question 14

:M1

زندگی بہت اچھی گزرتی ہے اور یہاں کئی پارک، چڑیا گھر، عجائب گھر اور تاریخی عمارتیں ہیں جہاں لوگ بار بار جانا پسند کرتے ہیں۔
مجھے سینما جانا پسند ہے اور یہاں موسیقی کے شو بھی کافی ہوتے ہیں۔ کبھی کبھی میں اپنے دوستوں
کے ساتھ یہ شو دیکھنے جاتا ہوں اور انہیں دیکھ کر خوب لطف اندوز ہوتا ہوں۔
مجھے یہاں کے کھانے بھی بہت پسند ہیں اور میں اکثر اپنے والدین کے ساتھ ریسٹورانٹ میں جاتا ہوں
البتہ میں اپنے علاقے کی ٹریفک سے بہت تنگ ہوں۔ یہاں گاڑیاں بہت ہیں اور کبھی
کبھی گلیوں میں چلنا بھی بہت مشکل ہو جاتا ہے۔

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

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Urdu

Paper 1: Listening and understanding in Urdu

Foundation Tier

Sample assessment material for first teaching
September 2017

Time: 30 minutes and 5 minutes' reading

Paper Reference

1UR0/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in Urdu.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

SECTION A

My school

1 Amina is talking about her school in Peshawar. What does she talk about?

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

Example	Urdu books	<input checked="" type="checkbox"/>
A	School starts early	<input type="checkbox"/>
B	Uniform	<input type="checkbox"/>
C	Her teachers	<input type="checkbox"/>
D	Favourite subjects	<input type="checkbox"/>
E	School holiday	<input type="checkbox"/>
F	After-school clubs	<input type="checkbox"/>
G	Meeting friends	<input type="checkbox"/>

(Total for Question 1 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

The family breakfast

2 Ali is talking about what his family does for breakfast.

What does he say?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

Example: Ali has his breakfast with his...

<input type="checkbox"/>	A mother.
<input checked="" type="checkbox"/>	B father.
<input type="checkbox"/>	C brother.
<input type="checkbox"/>	D sister.

(i) For his breakfast Ali does **not** have...

<input type="checkbox"/>	A tea.
<input type="checkbox"/>	B fruit.
<input type="checkbox"/>	C toast.
<input type="checkbox"/>	D egg.

(ii) Ali's sister has for breakfast.

<input type="checkbox"/>	A milk
<input type="checkbox"/>	B cereal
<input type="checkbox"/>	C eggs
<input type="checkbox"/>	D bread

(iii) His mother has breakfast...

<input type="checkbox"/>	A with her family.
<input type="checkbox"/>	B before everyone.
<input type="checkbox"/>	C with her husband.
<input type="checkbox"/>	D after everyone.

(Total for Question 2 = 3 marks)

School

3 Some friends are talking about their school in Karachi.

Who says what?

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

		Ali	Adeela	Iram
Example	School starts at 8.00.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A	Our school finishes at 3.30.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	We can choose Urdu as an option.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	I do not like Maths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	My teachers work hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	I do not like History.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	I like my History teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	My favourite subject is English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Holidays

- 4 Some friends in Lahore are talking about how they will spend their summer holidays. Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

		Saleem	Fatima	Majid
Example	I want to go to Turkey.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	I do not like the city of Istanbul.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	I love flying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	I want to meet different people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	I want to go to the beach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	I am staying at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	My sister promised me a meal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	I will be working.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

Class reward

5 Hafsa is telling you about a recent trip to a restaurant that her class had been taken to, as a reward for good behaviour.

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

(a) When did she go out on the trip? (1)

(b) Where did they sit? (1)

(c) Apart from chicken what else did they eat? (1)

(d) What did they do after their meal? (1)

(Total for Question 5 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Eid

- 6 Ishtiaq has recorded a podcast to talk about how he celebrates Eid.
What does he say?

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

sister fair shops
uncle mosque aunt
chocolates gifts

- (a) After the Eid prayer at the *mosque* , we visit
my . (1)
- (b) My Uncle takes us to the and buys . (2)

(Total for Question 6 = 3 marks)

Technology

7 Mustafa and Ahmed are talking about technology.

What does he say?

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

Example	The family makes a home.	<input checked="" type="checkbox"/>
A	It is good to spend time with family.	<input type="checkbox"/>
B	The family take care of each other.	<input type="checkbox"/>
C	Families do not care about each other.	<input type="checkbox"/>
D	Technology has affected relationships.	<input type="checkbox"/>
E	Technology has brought the family closer.	<input type="checkbox"/>
F	We know more about our family.	<input type="checkbox"/>
G	We know more about our friends.	<input type="checkbox"/>

(Total for Question 7 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

At the lost property office

8 You overhear a conversation in a lost property office in Rawalpindi.

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

(a) On which day did she leave her bag on the bus? (1)

(b) What was the colour of the bag? (1)

(c) What was the most important item in the bag? (1)

(Total for Question 8 = 3 marks)

Careers and professions

- 9 A careers adviser is speaking about future plans to a pupil at an international school in Islamabad.

What does the pupil say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: He wants to be a...

<input checked="" type="checkbox"/>	A doctor.
<input type="checkbox"/>	B teacher.
<input type="checkbox"/>	C engineer.
<input type="checkbox"/>	D lawyer.

- (i) He thinks that with Science....

<input type="checkbox"/>	A he is very good at it.
<input type="checkbox"/>	B he will have to work hard.
<input type="checkbox"/>	C his brother can help him.
<input type="checkbox"/>	D he always gets high grades.

- (ii) His wish is to...

<input type="checkbox"/>	A treat poor people for free.
<input type="checkbox"/>	B work in a big hospital.
<input type="checkbox"/>	C open his own surgery.
<input type="checkbox"/>	D work with his father.

- (iii) He would like to live in...

<input type="checkbox"/>	A African countries.
<input type="checkbox"/>	B England.
<input type="checkbox"/>	C the Middle East.
<input type="checkbox"/>	D Pakistan.

(iv) According to the text, what is the benefit of living there?

<input type="checkbox"/>	A You can eat what you like.
<input type="checkbox"/>	B People are nice.
<input type="checkbox"/>	C He will be near his family.
<input type="checkbox"/>	D He will earn a lot of money.

(Total for Question 9 = 4 marks)

International football event

10 You are listening to two presenters on a programme on an Urdu radio station about an international football event.

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

(a) How do people who do not play football get involved? (1)

(b) How far in advance do people buy tickets? (1)

(c) What is the solution for traffic affecting locals? (1)

(d) What does one of the radio presenters dislike about football? (1)

(Total for Question 10 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Films

11 You are listening to an online vlog where people are discussing films.

What do they say?

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

Example	I like watching comedy.	<input checked="" type="checkbox"/>
A	Love stories are not good for youngsters.	<input type="checkbox"/>
B	I enjoy romantic films.	<input type="checkbox"/>
C	I don't like horror movies.	<input type="checkbox"/>
D	I get scared at night.	<input type="checkbox"/>
E	I love watching films at the cinema.	<input type="checkbox"/>
F	I can watch the same film repeatedly.	<input type="checkbox"/>
G	I like watching films with my friends.	<input type="checkbox"/>

(Total for Question 11 = 3 marks)

Recycling

12 You are listening to a radio programme about promoting recycling in Islamabad.

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

(a) What did the council in Islamabad do last year? (1)

(b) What is the purpose of the second bin? (1)

(c) What is one outcome of this change? (1)

(d) What might people pay extra money to the council for? (1)

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SECTION B

موسم

13 جاوید اور آمنہ اسلام آباد میں موسم کے بارے میں بات چیت کر رہے ہیں۔ بات چیت کو سن کر نیچے دیئے ہوئے الفاظ سے خالی جگہ پر کریں۔

دھوپ موسم پھول سبزہ گرمی برساتی
ساحل برف بارش پارک گرم کپڑے باہر

مثال۔ جاوید کو بہار کا موسم بہت پسند ہے۔

(1) (a) بہار میں ہر طرف نظر آتے ہیں۔

(1) (b) مارچ میں ہم جاتے ہیں۔

(1) (c) دسمبر میں پہننا ضروری ہے۔

(1) (d) مئی میں ہوتی ہے۔

(1) (e) گرمی میں ہم جاتے ہیں۔

(Total for Question 13 = 5 marks)

میرا علاقہ

14 ایک پاکستانی طالب علم نے اپنے علاقے کے بارے میں یہ ریکارڈنگ کی ہے۔ وہ کیا کہہ رہا ہے؟ دیے گئے الفاظ میں سے مناسب لفظ چُن کر لکھیے۔ آپ ایک لفظ جتنی بار چاہیں استعمال کر سکتے ہیں۔

اکثر	بار بار	کبھی نہیں	کبھی کبھی
------	---------	-----------	-----------

مثال۔ ہمارے علاقے کے اکثر لوگ مل جُل کر رہتے ہیں۔

- (1) (a) یہاں بہت سے مقامات ہیں جہاں لوگ جاتے ہیں۔
- (1) (b) میں نے عجائب گھر کی سیر کی ہے۔
- (1) (c) میں اپنے دوستوں کے ساتھ موسیقی کے شو دیکھنے جاتا ہوں۔
- (1) (d) میں اپنے والدین کے ساتھ ریسٹورانٹ میں جاتا ہوں۔
- (1) (e) گلیوں میں چلنا بہت مشکل ہوتا ہے۔

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS

GCSE Urdu Foundation tier

Paper 1 mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Urdu script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has misspelled an Urdu word or name.

SECTION A

Question number	Answer	Mark
1	B, E, G	(3)

Question number	Answer	Mark
2(i)	A	(1)

Question number	Answer	Mark
2(ii)	D	(1)

Question number	Answer	Mark
2(iii)	D	(1)

Question number	Answer	Mark
3(Adeela)	B	(1)

Question number	Answer	Mark
3(Ali)	D	(1)

Question number	Answer	Mark
3(Iram)	E	(1)

Question number	Answer	Mark
4(Saleem)	C	(1)

Question number	Answer	Mark
4(Fatima)	E	(1)

Question number	Answer	Mark
4(Majid)	F	(1)

Question number	Answer	Reject	Mark
5(a)	Sunday		(1)

Question number	Answer	Reject	Mark
5(b)	by the window		(1)

Question number	Answer	Reject	Mark
5(c)	fish	orange juice	(1)

Question number	Answer	Reject	Mark
5(d)	Any one of the following: drank tea (1) talked (1)		(1)

Question number	Answer	Mark
6(a)	aunt	(1)

Question number	Answer	Mark
6(b)	fair (1) gifts (1)	(2)

Question number	Answer	Mark
7	B, D, G	(3)

Question number	Answer	Reject	Mark
8(a)	Tuesday		(1)

Question number	Answer	Reject	Mark
8(b)	red	yellow	(1)

Question number	Answer	Reject	Mark
8(c)	papers/documents	money	(1)

Question number	Answer	Mark
9(i)	B	(1)

Question number	Answer	Mark
9(ii)	A	(1)

Question number	Answer	Mark
9(iii)	C	(1)

Question number	Answer	Mark
9(iv)	A	(1)

Question number	Answer	Reject	Mark
10(a)	by talking about it (football)		(1)

Question number	Answer	Reject	Mark
10(b)	a year		(1)

Question number	Answer	Reject	Mark
10(c)	no solution/there isn't one		(1)

Question number	Answer	Reject	Mark
10(d)	fans fight (with fans from other teams)/ violence		(1)

Question number	Answer	Mark
11	B, D, F	(3)

Question number	Answer	Reject	Mark
12(a)	gave two bins to each house		(1)

Question number	Answer	Reject	Mark
12(b)	for recycling (including paper and plastic)		(1)

Question number	Answer	Reject	Mark
12(c)	(the) city is cleaner		(1)

Question number	Answer	Reject	Mark
12(d)	for daily rubbish collection		(1)

SECTION B

Question number	Answer	Mark
13(a)	پھول	(1)

Question number	Answer	Mark
13(b)	پارک	(1)

Question number	Answer	Mark
13(c)	گرم کپڑے	(1)

Question number	Answer	Mark
13(d)	بارش	(1)

Question number	Answer	Mark
13(e)	باہر	(1)

Question number	Answer	Mark
14(a)	بار بار	(1)

Question number	Answer	Mark
14(b)	کبھی نہیں	(1)

Question number	Answer	Mark
14(c)	کبھی کبھی	(1)

Question number	Answer	Mark
14(d)	اکثر	(1)

Question number	Answer	Mark
14(e)	کبھی کبھی	(1)

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

General Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Turn over ►

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General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Urdu Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Foundation tier

- Role play FR10
- Picture card FP1
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If **Candidate 1** has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 4 grid
4th candidate:	Candidate 6 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

- Theme 1 – Identity and Culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Role Play	Pearson Allocated	Picture Based	Candidate Selection*	Teacher Selection
					Conversation 1	Conversation 2
Candidate 1	→	→	→	FP1 (Theme 4)	Theme 1	Theme 2 OR Theme 5
		FR10 (Theme 3)		FP5 (Theme 5)	Theme 2	Theme 1 OR Theme 4
				FP3 (Theme 1)	Theme 4	Theme 2 OR Theme 5
				FP34(Theme 2)	Theme 5	Theme 1 OR Theme 4
				FP2 (Theme 3)	Theme 1	Theme 4 OR Theme 5
Candidate 2	→	→	→	FP7 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FR6 (Theme 2)		FP8 (Theme 5)	Theme 4	Theme 1 OR Theme 3
				FP9 (Theme 4)	Theme 5	Theme 1 OR Theme 3
				FP10 (Theme 2)	Theme 1	Theme 3 OR Theme 5
				FP5 (Theme 5)	Theme 2	Theme 1 OR Theme 3
Candidate 3		FR8 (Theme 4)		FP3 (Theme 1)	Theme 3	Theme 2 OR Theme 5
				FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2
				FP1 (Theme 4)	Theme 2	Theme 3 OR Theme 5
				FP10 (Theme 2)	Theme 3	Theme 4 OR Theme 5
				FP8 (Theme 5)	Theme 4	Theme 2 OR Theme 3
Candidate 4		FR4 (Theme 1)		FP6 (Theme 3)	Theme 5	Theme 2 OR Theme 4
				FP5 (Theme 5)	Theme 1	Theme 3 OR Theme 4
				FP7 (Theme 1)	Theme 3	Theme 4 OR Theme 5
				FP2 (Theme 3)	Theme 4	Theme 1 OR Theme 5
				FP1 (Theme 4)	Theme 5	Theme 1 OR Theme 3
Candidate 5		FR2 (Theme 2)				

Candidate 6	FR1 (Theme 4)	FP5 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		FP2 (Theme 3)	Theme 2	Theme 1 OR Theme 5
		FP4 (Theme 2)	Theme 3	Theme 1 OR Theme 5
		FP3 (Theme 1)	Theme 5	Theme 2 OR Theme 3
		FP9 (Theme 4)	Theme 1	Theme 2 OR Theme 5
Candidate 7	FR3 (Theme 3)	FP8 (Theme 5)	Theme 2	Theme 1 OR Theme 4
		FP7 (Theme 1)	Theme 4	Theme 2 OR Theme 5
		FP10 (Theme 2)	Theme 5	Theme 1 OR Theme 4
		FP9 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP5 (Theme 5)	Theme 3	Theme 1 OR Theme 4
Candidate 8	FR7 (Theme 2)	FP7 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
		FP2 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		FP1 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		FP8 (Theme 5)	Theme 4	Theme 2 OR Theme 3
Candidate 9	FR9 (Theme 1)	FP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		FP1 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP3 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FP5 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		FP2 (Theme 3)	Theme 5	Theme 1 OR Theme 4
Candidate 10	FR5 (Theme 2)	FP1 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP3 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FP5 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		FP2 (Theme 3)	Theme 5	Theme 1 OR Theme 4

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR1

Topic: Ambitions

Instructions to candidates

You want to register for an Urdu language course at a local community school. The teacher will play the role of the teacher and will speak first.

You must address the teacher 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 اپنے مقامی کمیونٹی اسکول میں اردو زبان کے کورس کے لیے رجسٹر ہونا چاہتے/چاہتی ہیں۔

- ۱۔ کمیونٹی اسکول - وجہ
- ۲۔ کورس - کتنا عرصہ
- ۳۔ !
- ۴۔ اردو - کیوں
- ۵۔ ؟ خرچہ

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR1

Topic: Ambitions

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 اپنے مقامی کمیونٹی اسکول میں اردو زبان کے کورس کے لیے رجسٹر ہونا چاہتے / چاہتی ہیں۔

1	کیا میں آپ کی مدد کر سکتا / سکتی ہوں؟ Allow the candidate to say why they are at the community school.
2	آپ کتنے عرصے کے لیے اردو سیکھنا چاہتے / چاہتی ہیں؟ Allow the candidate to say for how long they want to learn Urdu.
3	! آپ کی تاریخ پیدائش کیا ہے؟ Allow the candidate to provide their date of birth.
4	آپ اردو کیوں سیکھنا چاہتے / چاہتی ہیں؟ Allow the candidate to say why they want to learn Urdu. ٹھیک ہے۔
5	? Allow the candidate to ask about the cost. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2F

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR2

Topic: Travel and tourist transactions

Instructions to candidates

You are in Pakistan Lahore train station with your family and you want to buy tickets. The 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 میں لاہور کے ریلوے اسٹیشن پر اپنی فیملی کے ساتھ ہیں اور ٹکٹ خریدنا چاہتے / چاہتی ہیں۔

- ۱۔ ٹکٹ - کہاں کے لیے
- ۲۔ ٹکٹ کی قسم
- ۳۔ !
- ۴۔ سفر کی وجہ
- ۵۔ ؟ سفر میں کتنا وقت لگے گا

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS FR2

Topic: Travel and tourist transactions

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 میں لاہور کے ریلوے اسٹیشن پر اپنی فیملی کے ساتھ ہیں اور ٹکٹ خریدنا چاہتے / چاہتی ہیں۔

1	کیا میں آپ کی مدد کر سکتا / سکتی ہوں؟ Allow the candidate to state that they wish to buy a ticket for ... (stating their destination).
2	آپ کو کون سا ٹکٹ چاہیے؟ Allow the candidate to say the type of ticket they want to buy.
3	! آپ اس کے پیسے کیسے دے رہے / رہی ہیں؟ Allow the candidate to tell you their payment method.
4	آپ (وہاں) کیوں جانا چاہتے / چاہتی ہیں؟ Allow the candidate to explain why they want to visit (add appropriate destination, as mentioned by the candidate). ٹھیک
5	? Allow the candidate to ask you how long the journey lasts. Give an appropriate brief response.

نیچے

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FR3

Topic: School activities

Instructions to candidates

A group of students are visiting your school from Pakistan. You are talking to one of them about a school trip s/he is joining you on. The teacher will play the part of the visiting student and will speak first.

You must address your Pakistani 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

پاکستان سے طالب علموں کا ایک گروپ تمہارے اسکول میں آیا ہے۔ تم ان میں سے ایک مہمان سے اپنے اسکول ٹرپ کے بارے میں باتیں کر رہے / رہی ہو جس میں وہ شامل ہونے کے لیے آیا / آئی ہے۔

۱۔ ٹرپ - کس قسم کا

۲۔ !

۳۔ یہاں آنے کی وجہ

۴۔ دوپہر کا کھانا - کہاں

۵۔ ؟ اسکول کے طلباء کا آنا - آپ کی رائے

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR3

Topic: School activities

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.

پاکستان سے طالب علموں کا ایک گروپ تمہارے اسکول میں آیا ہے۔ تم ان میں سے ایک مہمان سے اپنے اسکول ٹرپ کے بارے میں باتیں کر رہے / رہی ہو جس میں وہ شامل ہونے کے لیے آیا / آئی ہے۔

1	آج ہم کس قسم کے ٹرپ پر جا رہے ہیں؟ Allow the candidate to say what the excursion is.
2	! ہم کس وقت جا رہے ہیں؟ Allow the candidate to give departure times.
3	ہم وہاں کیوں جا رہے ہیں؟ Allow the candidate to justify the choice of visit.
4	ہم دوپہر کے کھانے کے لیے کہاں جا رہے / رہی ہیں؟ Allow the candidate to say where they are going for lunch. ٹھیک ہے۔
5	? Allow the candidate to ask you what you think of the school visit here. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR4

Topic: Who am I?

Instructions to candidates

You are staying with a Pakistani family. You are talking about your friends with one of the children in the family. The teacher will play the role of the Pakistani family member and will speak first.

You must address the Pakistani family member 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 ایک پاکستانی فیملی کے ساتھ ٹھہرے ہوئے ہو / ٹھہری ہوئی ہو۔ تم اس فیملی کے ایک بچے / بچی سے اپنے / اپنی دوستوں کے بارے میں بات کر رہے ہو / رہی ہو۔

۱۔ بہترین دوست - حلیہ

۲۔ آپ کے / کی دوست کی سالگرہ کی تاریخ

۳۔ !

۴۔ مل جل کر کیا کرتے / کرتی ہیں

۵۔ ؟ دوست کا نام

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2F

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR4

Topic: Who am I?

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 ایک پاکستانی فیملی کے ساتھ ٹھہرے ہوئے / ٹھہری ہوئی ہو۔ تم اس فیملی کے ایک بچے / بچی سے اپنے / اپنی دوستوں کے بارے میں بات کر رہے / رہی ہو۔

1	تمہارے / تمہاری بہترین دوست کا حلیہ کیا ہے؟ Allow the candidate to describe their best friend physically.
2	اس کی سالگرہ کب ہے؟ Allow the candidate to say when their friend's birthday is.
3	! تم اسے کتنے عرصہ سے جانتے / جانتی ہو؟ Allow the candidate to say how long they have known one another.
4	تم دونوں مل جل کر کیا کرنا پسند کرتے / کرتی ہو؟ Allow the candidate to say what activity they do together. یہ تو بہت اچھا ہے۔
5	? Allow the candidate to ask the name of your friend. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR5

Topic: Travel and tourist transactions

Instructions to candidates

You are in Pakistan with your family and you are in a tourist information office to book a visit. The teacher will play the role of the employee and will speak first.

You must address the employee 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 اپنی فیملی کے ساتھ پاکستان میں ہیں اور وہاں کے ٹورسٹ آفس میں اپنی سیر و سیاحت کے لیے
بنگ کر رہے / رہی ہیں۔
۱۔ وہ جگہ جو آپ دیکھنا چاہتے / چاہتی ہیں
۲۔ کتنے عرصے کے لیے
۳۔ !
۴۔ اس علاقے کو دیکھنے کی وجہ
۵۔ ؟ ہوٹلوں کے بارے میں معلومات

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR5

Topic: Travel and tourist transactions

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 اپنی فیملی کے ساتھ پاکستان میں ہیں اور وہاں کے ٹورسٹ آفس میں اپنی سیر و سیاحت کے لیے بکنگ کروا رہے / رہی ہیں۔

1	کیا میں آپ کی مدد کر سکتا / سکتی ہوں؟ Allow the candidate to say where they want to visit.
2	آپ وہاں کتنا عرصہ ٹھہرنا چاہتے / چاہتی ہیں؟ Allow the candidate to say how long they want to stay there for.
3	! آپ وہاں کیا کرنا چاہتے / چاہتی ہیں؟ Allow the candidate to say what they want to do there.
4	آپ اس علاقے کو کیوں دیکھنا چاہتے / چاہتی ہیں؟ Allow the candidate to say why they are visiting that area. بہت خوب۔
5	? Allow the candidate to ask for information about hotels. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FR6

Topic: Travel and tourist transactions

Instructions to candidates

You are telephoning a hotel in Pakistan to book accommodation for your family. The teacher will play the part of the receptionist and will speak first.

You must address the receptionist 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 ایک ہوٹل میں ٹیلی فون پر اپنی فیملی کے لیے کمروں کی بکنگ کروا رہے / رہی ہیں۔ آپ ہوٹل کے استقبالیہ میں موجود اسٹاف سے بات کر رہے / رہی ہیں۔

۱۔ بک کیے جانے والے کمروں کی تعداد

۲۔ کیسے کمرے

۳۔ !

۴۔ پاکستان آنا - وجہ

۵۔ ؟ ناشتہ - قیمت

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR6

Topic: Travel and tourist transactions

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 ایک ہوٹل میں ٹیلی فون پر اپنی فیملی کے لیے کمروں کی بکنگ کروا رہے / رہی ہیں۔ آپ ہوٹل کے استقبالیہ میں موجود اسٹاف سے بات کر رہے / رہی ہیں۔

1	ہیلو! پارک ہوٹل۔ کیا میں آپ کی مدد کر سکتا / سکتی ہوں؟ Allow the candidate to say how many rooms they want to book.
2	آپ کو کس طرح کا کمرہ چاہیے؟ Allow the candidate to say which type of room s/he wants.
3	! آپ کون سی تاریخ کو آ رہے / رہی ہیں؟ Allow the candidate to give the arrival date.
4	آپ کے پاکستان آنے کی وجہ کیا ہے؟ Allow the candidate to give a reason for their visit. بہت خوب۔
5	? Allow the candidate to ask the price of breakfast. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR7

Topic: Holidays

Instructions to candidates

You are on a sport holiday in Lahore with your family and would like to book some activities. The teacher will play the role of the employee and will speak first.

You must address the employee 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 اپنی فیملی کے ساتھ لاہور میں کھیلوں کے لیے چھٹیوں پر ہیں۔ آپ اپنے لیے کچھ سرگرمیاں بک کروانا چاہتے/چاہتی ہیں۔

۱۔ سرگرمی - کون سی

۲۔ پہلا سبق - وقت

۳۔ !

۴۔ کھیلوں کے لیے یہ چھٹیاں - آپ کی رائے

۵۔ ؟ کھیل سکھانے والے کوچ کا نام

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR7

Topic: Holidays

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 اپنی فیملی کے ساتھ لاہور میں کھیلوں کے لیے چھٹیوں پر ہیں۔ آپ اپنے لیے کچھ سرگرمیاں بک کروانا چاہتے/چاہتی ہیں۔

1	میں آپ کی کیا مدد کر سکتا / سکتی ہوں؟ Allow the candidate to say which activity they want lessons for.
2	آپ اپنے پہلے سبق کی بکنگ کس وقت کروانا چاہتے / چاہتی ہیں؟ Allow the candidate to say for what time they wish to book the first lesson.
3	آپ یہاں لاہور میں کہاں ٹھہرے ہوئے / ہوئی ہیں؟ Allow the candidate to say where they are staying in Lahore.
4	کھیلوں کے لیے ان چھٹیوں کے بارے میں آپ کی کیا رائے ہے؟ Allow the candidate to give their opinion of the sports holiday. اچھا۔
5	؟ Allow the candidate to ask you the name of the sports coach. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2F

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR8

Topic: Work

Instructions to candidates

A local hotel attracts lots of Pakistani tourists during the summer. You are asking for a holiday job there and the manager tests your Urdu. The teacher will play the role of the hotel manager and will speak first.

You must address the manager 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 گرمیوں کی چھٹیوں میں ایک مقامی ہوٹل میں کام کرنا چاہتے / چاہتی ہیں اور ہوٹل مینیجر سے بات کر رہے / رہی ہیں۔

۱۔ ہوٹل میں آنے کی وجہ

۲۔ پسندیدہ کام کی نوعیت

۳۔ !

۴۔ کام کے لیے موزوں خوبیاں - کیوں

۵۔ ؟ شروع - کب سے

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS FR8

Topic: Work

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 گرمیوں کی چھٹیوں میں ایک مقامی ہوٹل میں کام کرنا چاہتے / چاہتی ہیں اور ہوٹل مینیجر سے بات کر رہے / رہی ہیں۔

1	ہیلو! کیا میں آپ کی مدد کر سکتا / سکتی ہوں؟ Allow the candidate to say why they have come to the hotel.
2	آپ کس قسم کے کام میں دلچسپی رکھتے / رکھتی ہیں؟ Allow the candidate to say which sort of work interests them.
3	! آپ کتنے عرصے کے لیے یہاں کام کرنا چاہتے / چاہتی ہیں؟ Allow the candidate to say how long they can work for.
4	مجھے بتائیں کہ آپ خود کو اس کام کے لیے کیوں موزوں سمجھتے / سمجھتی ہیں؟ Allow the candidate to tell you why they are suitable for that job. یہ تو بہت ہی اچھا ہے۔
5	? Allow the candidate to ask you when they can start work. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FR9

Topic: Who am I?

Instructions to candidates

You are at a Pakistani friend's house. You are making plans for this evening. The teacher will play the role of your friend and will speak first.

You must address your Pakistani 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 اپنے / اپنی ایک پاکستانی دوست کے گھر پر ہو اور شام کے بارے میں پروگرام بنا رہے / رہی ہو۔

۱۔ رات کا کھانا - کہاں

۲۔ !

۳۔ دوستوں کے ساتھ سرگرمی - عام طور پر

۴۔ کس قسم کی فلم - وجہ

۵۔ ؟ سنیما - ٹکٹ کی قیمت

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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Pearson

STIMULUS FR9

Topic: Who am I?

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 اپنے / اپنی ایک پاکستانی دوست کے گھر پر ہو اور شام کے بارے میں پروگرام بنا رہے / رہی ہو۔

1	آج رات کے کھانے کے لیے تم کہاں جانا چاہتے / چاہتی ہو؟ Allow the candidate to say where they want to go for dinner tonight.
2	تمہیں کس قسم کے کھانے پسند ہیں؟ Allow the candidate to say what type of food they like.
3	جب تم اپنے / اپنی دوستوں کے ساتھ باہر جاتے / جاتی ہو تو عام طور پر کیا کرتے / کرتی ہو؟ Allow the candidate to say what they do with their friends.
4	ہم رات کے کھانے کے بعد فلم دیکھنے جائیں گے / گی۔ تمہیں کس طرح کی فلمیں سب سے زیادہ پسند ہیں اور کیوں؟ Allow the candidate to say what films they like and why. خوب۔
5	? Allow the candidate to ask you about the price of cinema tickets. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR10

Topic: What school is like

Instructions to candidates

You are talking to a Pakistani friend about school. The teacher will play the part of your Pakistani friend and will speak first.

You must address your Pakistani 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 اپنے / اپنی ایک پاکستانی دوست سے اپنے اسکول کے بارے میں بات کر رہے / رہی ہو۔

- ۱۔ اسکول شروع - کتنے بجے
- ۲۔ پسندیدہ مضمون - وجہ
- ۳۔ !
- ۴۔ وقفہ - سرگرمی
- ۵۔ ؟ سبق - کتنا لمبا

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2F

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR10

Topic: What school is like

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 اپنے / اپنی ایک پاکستانی دوست سے اپنے اسکول کے بارے میں بات کر رہے / رہی ہو۔

1	تمہارا اسکول کتنے بجے شروع ہوتا ہے؟ Allow the candidate to say what time school starts.
2	تمہارا پسندیدہ مضمون کیا ہے اور کیوں؟ Allow the candidate to say what their favourite subject is and why.
3	تمہارے اسکول کے ٹیچر کیسے ہیں؟ Allow the candidate to say what the teachers are like.
4	تم وقفے کے دوران عام طور پر کیا کرتے / کرتی ہو؟ Allow the candidate to say what they do during break. ٹھیک ہے۔
5	? Allow the candidate to ask you how long the lesson lasts. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP1

Topic: Work



(Source: Credit Line: Stuart Forster / Alamy Stock Photo)

- اس تصویر کو دیکھیں اور نیچے دی گئی باتوں کے جوابات تیار کریں:
- تصویر کے بارے میں بتائیں
 - مل جل کر کام کرنے کے بارے میں آپ کی رائے
 - کوئی ایسا کام جو آپ نے اسکول، گھر یا اپنے کام کی جگہ پر کیا ہو
 - آپ کے مستقبل کے ارادے
 - پارٹ ٹائم ملازمت کے بارے میں آپ کی رائے

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu Task 2: Picture-based task Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP1

Topic: Work



(Source: Credit Line: Stuart Forster / Alamy Stock Photo)

- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ مجھے مل جل کر کام کرنا پسند ہے، کیا آپ کو بھی؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ آپ مجھے کسی ایسے کام کے بارے میں بتائیں جو آپ نے اسکول، گھر یا اپنے کام کی جگہ پر کیا ہو۔
اس کے علاوہ کوئی اور بات؟
- ۴۔ مستقبل میں آپ کس قسم کا کام کرنا پسند کریں گے / گی؟
کیوں؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ کیا آپ پارٹ ٹائم کام میں دلچسپی رکھتے / رکھتی ہیں؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP2

Topic: School activities



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

- تصویر کے بارے میں بتائیں
- اسکول ٹرپ کے بارے میں آپ کی رائے
- ایک اسکول ٹرپ جس پر آپ گئے / گئیں
- مستقبل میں اسکول کی ایک تقریب جس میں آپ جانا چاہیں گے / گی
- اسکول کی سرگرمیاں جو آپ کو ناپسند ہیں

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu Task 2: Picture-based task Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP2

Topic: School activities



(Source: ALPWI107482 - © Xinhua / Alamy Stock Photo)

- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ میرے خیال میں اسکول ٹرپ دلچسپ نہیں ہوتے۔ آپ کا کیا خیال ہے؟
کیوں (نہیں) / اس کے علاوہ کوئی اور بات؟
- ۳۔ آپ اسکول کے کسی ٹرپ پر گئے / گئی ہیں؟ مجھے اس کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۴۔ مستقبل میں آپ اسکول کی کون سی تقریب میں جانا چاہیں گے / گی؟
کیوں؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ آپ اپنے اسکول کی کون سی سرگرمیاں پسند نہیں کرتے / کرتیں؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP3

Topic: Cultural life



(Source: Credit Line: Steve Davey Photography / Alamy Stock Photo)

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

- اس تصویر کے بارے میں بتائیں
- میلوں کے بارے میں آپ کی رائے
- پچھلی دفعہ جب آپ ایک میلے میں گئے تھے / گئی تھیں تو آپ نے کیا کیا تھا؟
- اپنی اگلی سالگرہ کی تقریب منانا
- آپ کی پسندیدہ پارٹی موسیقی

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP3

Topic: Cultural life



(Source: Credit Line: Steve Davey Photography / Alamy Stock Photo)

- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ میرے خیال میں میلے بہت ضروری ہیں۔ آپ کی کیا رائے ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ پچھلی دفعہ جب آپ ایک میلے میں گئے تھے / گئی تھیں تو آپ نے کیا کیا تھا؟
اس کے علاوہ کوئی اور بات؟
- ۴۔ آپ اپنی اگلی سالگرہ کیسے منانا چاہیں گے / گی؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ آپ پارٹیوں میں کیسی موسیقی پسند کرتے / کرتی ہیں؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS FP4

Topic: Town, region and country



(Source: © Dani Salvá / VWPics / Alamy Stock Photo)

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

- تصویر کے بارے میں بتائیں
- بڑے شہر میں زندگی کے بارے میں آپ کی رائے
- حال ہی میں آپ نے اپنے علاقہ میں کیا کیا ہے؟
- ایک جگہ جہاں آپ مستقبل میں جانا چاہیں گے /گی
- گاؤں کی زندگی کے بارے میں آپ کی رائے

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu Task 2: Picture-based task Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP4

Topic: Town, region and country



(Source: © Dani Salvá / VWPics / Alamy Stock Photo)

- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ مجھے بڑے شہر پسند ہیں؟ کیا آپ کو بھی؟
کیوں (نہیں) / کوئی اور بات؟
- ۳۔ حال ہی میں آپ نے اپنے علاقہ میں کیا کیا ہے؟
کیوں / کوئی اور بات؟
- ۴۔ آپ مستقبل میں کون سی جگہ جانا پسند کریں گے / گی؟
کیوں / کوئی اور بات؟
- ۵۔ گاؤں کی زندگی کے بارے میں آپ کا کیا خیال ہے؟
کیوں نہیں / کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP5

Topic: Environmental issues



(Source: Credit Line: Friedrich Stark / Alamy Stock Photo)

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

- اس تصویر کے بارے میں بتائیں
- سڑک پر بہت زیادہ گاڑیوں کے بارے میں آپ کی رائے
- پچھلے ہفتے آپ نے اپنے اسکول کو صاف رکھنے کے لیے کیا کیا۔
- کیا مستقبل میں آپ زیادہ پیدل چلنا چاہیں گے / گی؟
- ٹرین یا بس پر سفر کے بارے میں آپ کی کیا رائے ہے؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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(Source: Credit Line: Friedrich Stark / Alamy Stock Photo)

- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ میرے خیال میں گاڑیاں بہت ہی زیادہ ہیں۔ آپ کا کیا خیال ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ پچھلے ہفتے آپ نے اپنے اسکول کو صاف رکھنے کے لیے کیا کوشش کی تھی؟
اس کے علاوہ کوئی اور بات؟
- ۴۔ کیا مستقبل میں آپ زیادہ پیدل چلنا چاہیں گے / گی؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ ٹرین یا بسوں پر سفر کے بارے میں آپ کی کیا رائے ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP6

Topic: What school is like



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

- اس تصویر کے بارے میں بتائیں
- اسکول یونیفارم کے بارے میں آپ کی رائے
- پچھلے ہفتے آپ نے اسکول میں کیا کیا؟
- آپ اگلے سال کیا کرنا پسند کریں گے / گی؟
- ہوم ورک کے بارے میں آپ کی رائے

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP6

Topic: What school is like



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- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ میری نظر میں اسکول یونیفارم پہننا ایک اچھی بات ہے۔ آپ کی کیا رائے ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ پچھلے ہفتے آپ نے اسکول میں کیا کیا؟ اس کے بارے میں مجھے بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۴۔ اگلے سال آپ کیا کرنا چاہیں گے / گی؟
کیوں؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ کیا آپ کو ہوم ورک کرنا پسند ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP7

Topic: Daily life



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- اس تصویر کو دیکھیں اور نیچے دی گئی باتوں کے جوابات تیار کریں:
- تصویر کے بارے میں بتائیں
 - موبائل فون کے بارے میں آپ کی رائے
 - آپ نے حال ہی میں کمپیوٹر کیسے استعمال کیا؟
 - آپ مستقبل میں ٹیکنالوجی کیسے استعمال کرنا چاہیں گے / گی؟
 - سوشل میڈیا نیٹ ورک کے بارے میں آپ کی رائے

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ مجھے سمارٹ فون بے حد پسند ہیں۔ کیا آپ کو بھی؟
کیوں (نہیں) / اس کے علاوہ کوئی اور بات؟
- ۳۔ آپ نے حال ہی میں اپنے کمپیوٹر کو کس کام کے لیے استعمال کیا؟ اس کے بارے میں مجھے بتائیں؟
اس کے علاوہ کوئی اور بات؟
- ۴۔ آپ مستقبل میں ٹیکنالوجی کو کیسے استعمال کرنا چاہیں گے / گی؟
کیوں / اس کے علاوہ کوئی اور بات؟
- ۵۔ کیا آپ کے خیال میں سوشل میڈیا نیٹ ورک آپ کی روز مرہ زندگی کے لیے فائدہ مند ہے؟
کیوں / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP8

Topic: Bringing the world together



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

- اس تصویر کے بارے میں بتائیں
- کھیلوں کے مقابلوں کے بارے میں آپ کا کیا خیال ہے؟
- پچھلی دفعہ جب آپ کھیلوں کا کوئی مقابلہ دیکھنے گئے / گئیں
- کھیلوں کا ایک مقابلہ جس میں آپ خود حصہ لینا چاہیں گے / گی
- اپنے پسندیدہ کھیل کے بارے میں آپ کی رائے

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP8

Topic: Bringing the world together



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- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ مجھے کھیلوں کے مقابلے پسند ہیں۔ کیا آپ کو بھی؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ مجھے کھیلوں کے کسی ایسے مقابلے کے بارے میں بتائیں جو آپ نے دیکھا ہو۔
اس کے علاوہ کوئی اور بات؟
- ۴۔ کوئی ایسا کھیلوں کا مقابلہ ہے جس میں آپ مستقبل میں حصہ لینا چاہیں گے / گی؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ آپ کو کون سا کھیل سب سے زیادہ پسند ہے؟
کیوں؟ / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP9

Topic: Ambitions



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

- تصویر کے بارے میں بتائیں۔
- یونیورسٹی جانا ہے یا کام تلاش کرنا ہے۔
- رضاکارانہ کام جو آپ نے کیا ہے۔
- آپ ستمبر میں کیا کریں گے / گی۔
- سولہ سال کی عمر کے بعد بھی تعلیم جاری رکھنی چاہیے – آپ کی رائے

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu Task 2: Picture-based task Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP9

Topic: Ambitions



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- ۱۔ مجھے اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ میرے خیال میں اسکول کے بعد یونیورسٹی جانے کی بجائے میرے لیے کام تلاش کرنا بہتر ہوگا۔ آپ کا کیا خیال ہے؟
کیوں (نہیں) / اس کے علاوہ کوئی اور بات؟
- ۳۔ مجھے اپنے کسی ایسے رضاکارانہ کام کے بارے میں بتائیں جو آپ نے کیا ہو۔
اس کے علاوہ کوئی اور بات؟
- ۴۔ آپ اگلے ستمبر میں کیا کریں گے / گی؟
کیوں / اس کے علاوہ کوئی اور بات؟
- ۵۔ سولہ سال کی عمر کے بعد بھی تعلیم جاری رکھنے کے بارے میں آپ کا کیا خیال ہے؟
کیوں (نہیں) / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Turn over ►



Pearson

STIMULUS FP10

Topic: Town, region and country



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

- اس تصویر کے بارے میں بتائیں۔
- مارکیٹوں کے بارے میں آپ کی رائے۔
- آپ کا پچھلا خریداری کا تجربہ۔
- ایک جگہ جو آپ مستقبل میں دیکھنا چاہیں گے /گی۔
- آپ جس علاقے میں رہتے /رہتی ہیں اس کے بارے میں آپ کی رائے۔

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu Task 2: Picture-based task Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP10

Topic: Town, region and country



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- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ مجھے مارکیٹیں پسند ہیں۔ کیا آپ کو بھی؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ اپنے پچھلے خریداری کے تجربے کے بارے میں مجھے بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۴۔ مستقبل میں آپ کہاں جانا پسند کریں گے / گی؟
کیوں؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ آپ جس علاقے میں رہتے / رہتی ہیں اس کے بارے میں آپ کی کیا رائے ہے؟
کیوں؟ / اس کے علاوہ کوئی اور بات؟

GCSE Urdu Foundation tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. 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.

Mark	Descriptor
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 roleplay; unambiguous; pronunciation supports clear communication.

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Informal register: includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

Formal register: includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role-play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Foundation card 1 (FR1)

آپ اپنے مقامی کمیونٹی اسکول میں اردو زبان کے کورس کے لیے رجسٹر ہونا چاہتے / چاہتی ہیں۔

اشارہ 1: کمیونٹی اسکول - وجہ

سوال 1: کیا میں آپ کی مدد کر سکتا / سکتی ہوں؟

Mark	Descriptor
0	کوئی اچھا استاد مجھے اسکول پسند ہے۔
	Highly ambiguous. Does not convey the required message.
1	میں اردو سیکھتی ہوں - مہربانی اردو سیکھنا کیسے ہے؟
	Communication is partially clear because the response lacks the message of, 'I would like to,' learn Urdu. However the inclusion of the word, 'please,' helps give the response enough meaning within the context of the role play for one mark.
2	میں تمہارے سنٹر میں اردو سیکھنا چاہتا / چاہتی ہوں۔ مجھے اردو سیکھنا پسند ہے۔
	Clearly communicated

اشارہ 2: کورس - کتنا عرصہ

سوال 2: آپ کتنے عرصے کے لیے اردو سیکھنا چاہتے / چاہتی ہیں؟

Mark	Descriptor	
0	پاکستان میں۔	جلدی جلدی۔
	No rewardable communication. The response has no relevance to the prompt.	Highly ambiguous; the response only expresses the speed at which the candidate wants to learn Urdu but gives no indication of how long they want to study for.
1	اردو بولنے تک۔	کتنا لمبا کورس تین مہینہ
	Ambiguous. The response does not give a clear time for how long the student wants to learn Urdu (in 'real life' the teacher at the centre would have to ask another question) but the response does make enough sense within the context of the role play for one mark.	Partially clear. Putting a question formation at the beginning of the sentence (repeated from the prompt) makes the response stilted. However including the time frame of, 'three months,' gives the statement enough meaning for one mark within the context of the role play.
2	میں ایک سال کے لیے اردو سیکھنا چاہتا ہوں۔	چھ مہینے کے لیے
	Clearly communicated.	Clearly communicated.

اشارہ 3: !

سوال 3: آپ کی تاریخ پیدائش کیا ہے؟

Mark	Descriptor	
0	پاکستان میں پیدا ہوا۔	میں سولہ سال کا ہوں۔
	No rewardable communication; the candidate gives the place of birth but not the date of birth as required by the question.	No rewardable communication; although the candidate gives his/her age, this is not a response to the question asked.
1	میری سالگرہ 17 جون ہے۔	2001
	Partially appropriate. The candidate has given the date of their birthday but without the additional relevant detail needed (i.e. the year).	Partially appropriate. The candidate has given a valid year but without the additional relevant detail needed (i.e. the month).
2	میں 10 جنوری 2002 میں پیدا ہوا۔	30 جون 2001
	Clearly communicated despite the use of the wrong postposition.	Clearly communicated.

اشارہ 4: اردو - کیوں

سوال 4: آپ اردو کیوں سیکھنا چاہتے / چاہتی ہیں؟

Mark	Descriptor	
0	تین دفعہ پاکستان	اردو سیکھنا چاہتے
	No rewardable communication. The response is not relevant or meaningful.	No rewardable communication. The student has simply repeated some language from the question.
1	مجھے آردو بول پسند ہے۔	اردو - دوستوں ساتھ بولتے
	Mispronunciation of the word 'Ardu bol' آردو بول affects clarity of communication.	Partially clear; the response is stilted and affects clarity of communication; makes speech difficult to understand immediately. However it can eventually be understood in the context of the role play.
2	پاکستان میں کام کرنے کے لیے	مجھے اردو پسند ہے۔
	Clearly communicated reason given.	The response is clearly communicated and gains 2 marks even though it is not the most imaginative of responses.

اشارہ 5: ؟ خرچہ

سوال 5: اردو سیکھنے کے اس کورس پر کتنا خرچہ ہوتا ہے؟

Mark	Descriptor	
0	Urdu course – how? اردو کورس – کیسا؟	You have Urdu course? اردو کورس ہے؟
	No rewardable communication. The question the student asks is not relevant to the prompt.	No rewardable communication. The question the student asks is not relevant to the prompt.
1	تو بتا اردو کورس کا کتنا خرچہ آتی؟	آردو کورس کا قیمتا کیا ہوتا؟
	Communication is only partially appropriate due to the use of informal register.	Mispronunciation of the words آردو and قیمتا affects clarity of communication.
2	کورس کا خرچہ کیا ہوگا؟	اردو سیکھنے کے کتنے پیسے لگیں گے؟
	Clearly communicated. Has asked a clear question.	Clearly communicated.

Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Limited response to set questions, likely to consist of a single-word answer.• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.• A straightforward opinion may be expressed but without justification• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	<ul style="list-style-type: none">• Responds briefly to set questions, there is much hesitation and continuous prompting needed.• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.• Straightforward, brief opinions are given but without justification.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
9–12	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
13–16	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none"> Limited accuracy when responding to set questions; minimal success when referring to past, present and future events. Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation.
3–4	<ul style="list-style-type: none"> Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity. Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning.
5–6	<ul style="list-style-type: none"> Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity. Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
7–8	<ul style="list-style-type: none"> Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity. Responses are generally coherent although errors occur that occasionally hinder clarity of communication.

Additional guidance

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material.
1–3	<ul style="list-style-type: none">• Communicates limited information relevant to the topics and questions.• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.
4–6	<ul style="list-style-type: none">• Communicates brief information relevant to the topics and questions.• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
7–9	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
10–12	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> • Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question. • Short, undeveloped responses, many incomplete. • Isolated examples of ability to sustain communication, pace is slow and hesitant throughout.
4–6	<ul style="list-style-type: none"> • Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question. • Short responses, any development depends on teacher prompting. • Limited ability to sustain communication, pace is mostly slow and hesitant.
7–9	<ul style="list-style-type: none"> • Occasionally able to respond spontaneously with some examples of natural interaction although often stilted. • Occasionally able to initiate and develop responses independently but regular prompting needed. • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
10–12	<ul style="list-style-type: none"> • Responds spontaneously to some questions, interacting naturally for parts of the conversation. • Sometimes able to initiate and develop the conversation independently, some prompting needed. • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> • Uses straightforward, individual words/phrases; limited evidence of language manipulation. • Limited accuracy, minimal success when referring to past, present and future events. • Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation.
4–6	<ul style="list-style-type: none"> • Uses straightforward, repetitive, grammatical structures. • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity. • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning.
7–9	<ul style="list-style-type: none"> • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures. • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity. • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
10–12	<ul style="list-style-type: none"> • Manipulates grammatical structures with occasional variation, complex structures used but repetitive. • Generally accurate grammatical structures, generally successful references to past, present and future events. • Generally coherent speech although errors occur that sometimes hinder clarity of communication.

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number

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Candidate Number

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Urdu

Paper 3: Reading and understanding in Urdu

Foundation Tier

Sample assessment material for first
teaching September 2017

Time: 50 minutes

Paper Reference

1UR0/3F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in Urdu.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets:
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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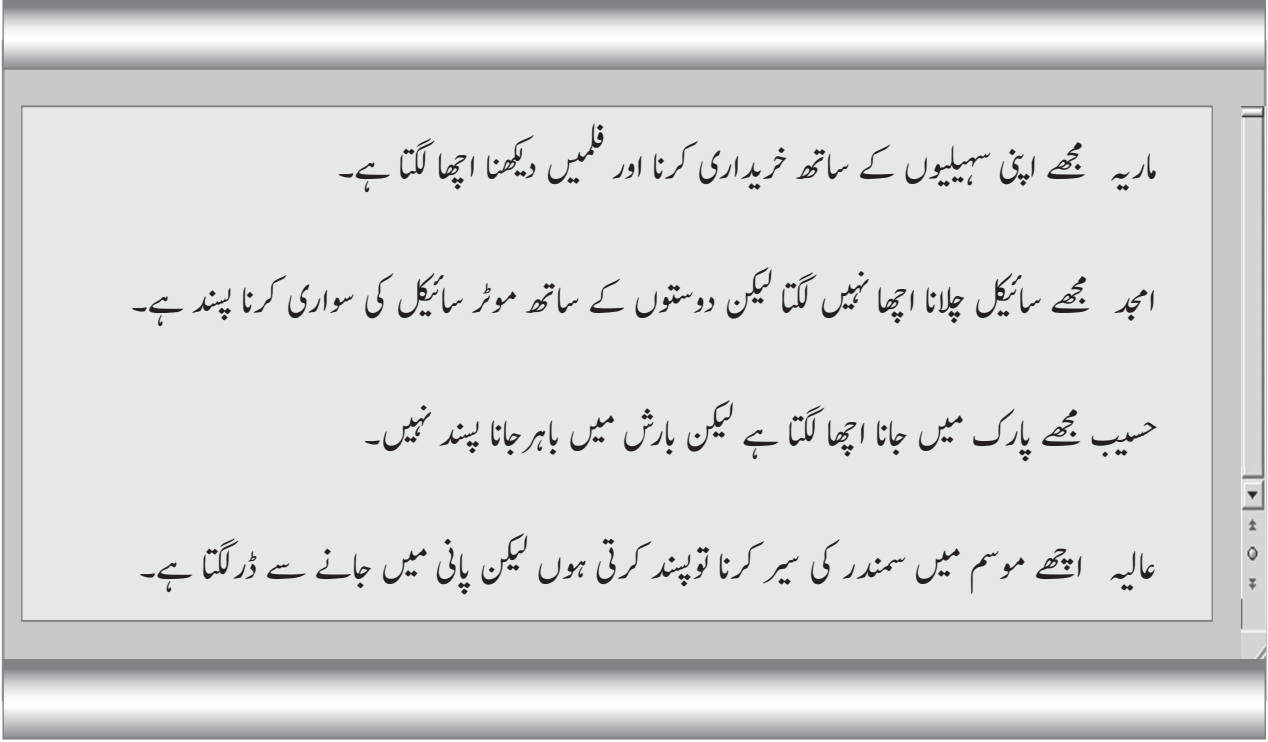
SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

A day out

1 Read the opinions about days out on a website.



What do they say about days out? Enter either **Mariya**, **Amjad**, **Haseeb** or **Aliya**.

You can use each person more than once.

Example: Mariya likes going to the cinema.

- (a) _____ is scared of water. (1)
- (b) _____ dislikes cycling. (1)
- (c) _____ likes to go to the park. (1)
- (d) _____ likes the sea. (1)
- (e) _____ likes shopping. (1)
- (f) _____ does not like to go out when the weather is bad. (1)

(Total for Question 1 = 6 marks)

A new sports centre

2 Read the advert below.

نیشنل سپورٹس کلب

اقبال روڈ پر واقع نیشنل گولف کلب اب ایک مکمل سپورٹس کلب بن گیا ہے۔
یہاں کرکٹ، ہاکی اور فٹ بال کے میدان، تیرنے کے تالاب اور دوڑنے کے ٹریک موجود ہیں۔
دس سال سے کم عمر کے بچوں کا داخلہ مفت اور خواتین کے لیے الگ تیراکی کی سہولت۔
کلب روزانہ صبح 6 بجے سے رات 10 بجے تک کھلا رہتا ہے۔
14 سال سے کم عمر کے بچوں کو کرکٹ سکھانے کا بھی انتظام ہے۔

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

15 years old weekends ladies until 10pm golf club
Rugby swimming pool rowing gym under 14
Iqbal road free entry

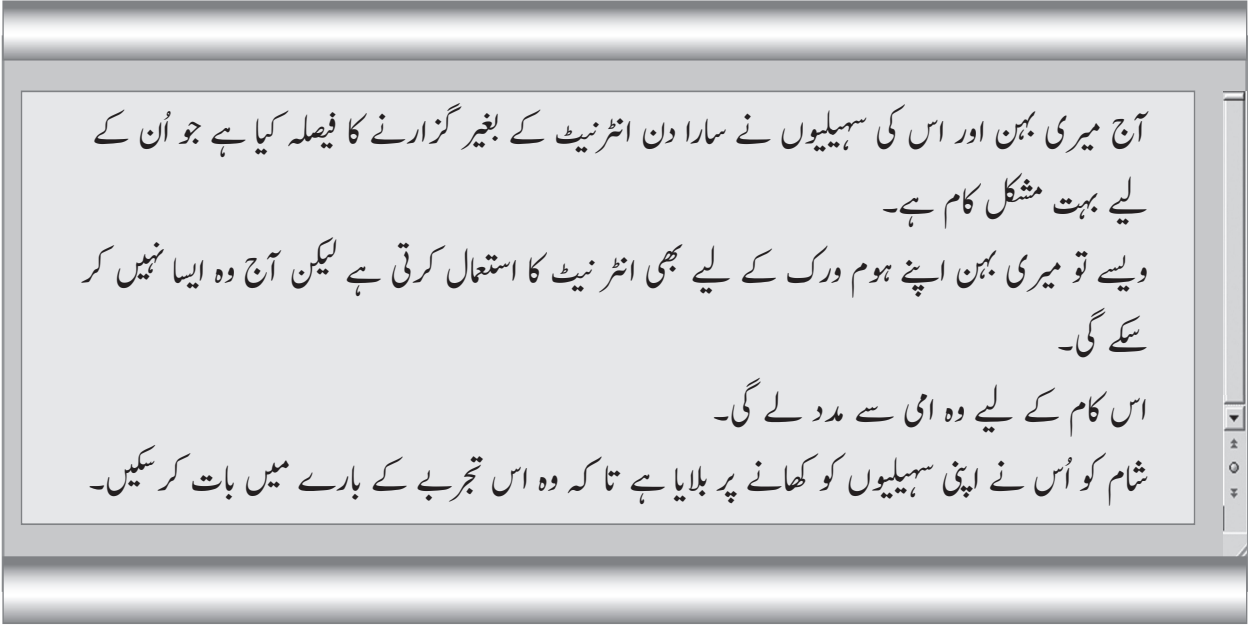
Example: The sports club is situated on Iqbal road.

- (a) The new sports club was previously a _____ . (1)
- (b) The sports club has a separate _____ for ladies. (1)
- (c) The club offers _____ for children under ten. (1)
- (d) The sports club is open _____ . (1)
- (e) Cricket lessons are available for children who are _____ . (1)

(Total for Question 2 = 5 marks)

Students and technology

3 (a) Read this blog by Ahmed about his sister.



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

(i) What does Ahmed think about his sister's day without internet?

(1)

(ii) Who will help her to do the homework?

(1)

(iii) How does she want to end the day?

(1)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

3 (b) The blog continues.

پتا نہیں اُس نے انٹرنیٹ استعمال نہ کرنے کا فیصلہ کیوں کیا جبکہ آج کل تو انٹرنیٹ کے
بغیر کچھ بھی کرنا ممکن نہیں لگتا۔
کھانا پکانے، بات چیت کرنے اور ہوم ورک کے لیے یہ بہت ضروری ہے۔
لیکن میری بہن بہت خوش ہے کیونکہ اس کے مطابق اب اسے کتابیں پڑھنے کو زیادہ
وقت ملے گا۔

(i) Apart from communicating with friends, name another use of the internet that Ahmed mentions.

(1)

(ii) How does his sister feel about the day?

(1)

(Total for Question 3 = 5 marks)

محمد ندیم اختر کی کہانی ”عظیم سوچ“ سے ماخوذ

4 Read the extract from the text below.

Amna is talking about her holiday plans.

جب ابو نے بتایا کہ ہم ملتان جا رہے ہیں تو نوید بولا ”کیا ہم سب جائیں گے؟“
ابو نے کہا ”نہیں تم اور تمہاری امی کراچی میں گھر پر رہیں گے صرف میں اور آمنہ جا رہے ہیں۔“
میں نے اپنا نام سُن کر خوشی سے نوید کی طرف دیکھا تو وہ اداس ہو کر اپنے کمرے میں چلا گیا۔
”کیا ضرورت تھی نوید کا دل توڑنے کی؟“ امی نے غصے سے کہا۔
”اگر نوید چلا گیا تو تمہارے پاس کون رہے گا؟ اور ویسے بھی پچھلے ماہ ہی تو تمہارے ساتھ ملتان
گیا تھا۔ آمنہ کو اپنے تایا سے ملے عرصہ ہو گیا ہے، اسی بہانے وہ اُن کا نیا گھر بھی دیکھ لے گی“
ابو بولے۔

Put a cross in the correct box.

Example: This story is narrated by...

<input checked="" type="checkbox"/>	A a boy.
<input checked="" type="checkbox"/>	B a girl.
<input checked="" type="checkbox"/>	C a mother.
<input checked="" type="checkbox"/>	D a father.

(i) The people who are travelling are...

<input checked="" type="checkbox"/>	A Amna and Naveed.
<input checked="" type="checkbox"/>	B whole family.
<input checked="" type="checkbox"/>	C mum and dad.
<input checked="" type="checkbox"/>	D Amna and dad.

(i) They are going to...

<input type="checkbox"/>	A Mirpur.
<input type="checkbox"/>	B Karachi.
<input type="checkbox"/>	C Multan.
<input type="checkbox"/>	D Lahore.

(iii) Mum's reaction was...

<input type="checkbox"/>	A happy.
<input type="checkbox"/>	B sad.
<input type="checkbox"/>	C angry.
<input type="checkbox"/>	D neither happy nor sad.

(iv) The mother recently travelled with...

<input type="checkbox"/>	A Amna.
<input type="checkbox"/>	B dad.
<input type="checkbox"/>	C Naveed.
<input type="checkbox"/>	D no one.

(v) They are going to stay with...

<input type="checkbox"/>	A dad's sister.
<input type="checkbox"/>	B dad's brother.
<input type="checkbox"/>	C dad's cousin.
<input type="checkbox"/>	D dad's mum.

(Total for Question 4 = 5 marks)

An international event

5 Read the advert below.

ستمبر میں 'پتلی تماشہ' کے فروغ کے لیے ایک بین الاقوامی میلے کا اہتمام کیا گیا ہے۔
پچھلے سال یہ میلہ دہلی میں ہوا تھا لیکن اس سال راولپنڈی میں ہو گا۔ 2012 میں اس میلے
کا آغاز پانچ تھیٹر کمپنیوں کے ساتھ ہوا تھا لیکن اب مختلف ممالک سے بیس سے زیادہ کمپنیاں
شریک ہوں گی۔

اگست کے مہینے میں یہاں کافی لوگ ہوں گے کیونکہ عید کی وجہ سے زیادہ لوگ سفر کریں
گے۔ اس لیے بیرون ملک سے آنے والوں کو اپنی سیٹ بک کروانی ہو گی تاکہ پریشانی سے بچ
سکیں۔

(a) Where will the festival be held this year?

(1)

(b) How many theatre groups will there be?

(1)

(c) Why is it likely to be very busy in August?

(1)

(Total for Question 5 = 3 marks)

دوزخی۔ عصمت چغتائی کی تحریر سے اقتباس

6 Read the extract from the text. Ismat Chughtai is talking about her past life.

جب تک کالج میں تھے پڑھنے لکھنے سے فرصت ہی نہ ملی جو اردو ادب کی طرف توجہ کی جاتی۔ کالج سے نکل کر دل میں یہی بات بیٹھ گئی کہ بس اب نیا ادب ہی پڑھنا ہے۔ اس نئے ادب کی خاطر کتنی کتابیں صرف نام دیکھ کر ہی پھینک دیں۔ سب سے زیادہ بے کار کتابیں جو نظر آئیں وہ میرے اپنے بھائی کی تھیں چونکہ گھر کے ہر کونے میں ان کی کتابیں بکھری پڑی رہتیں یہی خیال ہوتا بھلا ان میں ہو گا ہی کیا؟ یعنی پڑھے بغیر ہی رائے قائم کر لی۔ اب سوچتی ہوں تو افسوس ہوتا ہے۔

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

(a) Why didn't Ismat Chughtai read Urdu literature whilst at college?

(1)

(b) What was she most interested in after finishing college?

(1)

(c) Out of all the books, which ones did she find the least interesting?

(1)

(d) What does she think about it now?

(1)

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

چھٹیاں

7 عارف نے اپنی چھٹیوں کے بارے میں ایک پوسٹ کارڈ لکھا ہے۔

میں چھٹیوں میں دو ہفتے کے لیے اپنے دادا کے پاس جاؤں گا۔ میرے دادا ایک گاؤں میں رہتے ہیں جہاں اُن کا ایک جانوروں کا فارم ہے۔ چھٹیوں میں میری عمر کے بچے وہاں کام کرنے کے لیے آتے ہیں۔ یہ کام کافی سخت ہے اور شہر میں ملنے والے دوسرے کاموں سے مختلف بھی لیکن اپنی عمر کے لوگوں کے ساتھ مل جُل کر کام کرنے میں مزہ آتا ہے۔ میں بڑا ہو کر ذاتی کاروبار کرنا چاہتا ہوں کیونکہ مجھے دوسروں کے لیے کام کرنا پسند نہیں۔ اپنے کاروبار کے اوقات اپنی مرضی کے ہوتے ہیں اور اس میں پیسے بھی زیادہ کمائے جاسکتے ہیں۔

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DO NOT WRITE IN THIS AREA

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

نوکری	شہر	ایک ہفتے	دو ہفتے	بڑوں	مُشکل
پڑھائی	گاؤں	پریشانی	آمدنی	نوجوانوں	آسان

مثال: عارف چھٹیوں میں --- دو ہفتے --- کے لیے جائے گا۔

- (1) (a) اُس کے دادا ایک --- میں رہتے ہیں۔
- (1) (b) عارف وہاں --- کے ساتھ مل کر کام کرے گا۔
- (1) (c) اُس کے خیال میں یہ کام --- ہے۔
- (1) (d) عارف کو مُستقبل میں --- کرنا پسند نہیں۔
- (1) (e) ذاتی کاروبار میں --- زیادہ ہوتی ہے۔

(Total for Question 7 = 5 marks)

میرا کام کا تجربہ۔ وسیم احمد

8 مندرجہ ذیل عبارت کو پڑھیے۔

پچھلے مہینے میں نے ایک سپر مارکیٹ میں تین ہفتے تک کام کیا۔ یہ اچھا تجربہ تھا مگر میں کسی ریستورانٹ میں کام کرنا چاہتا تھا۔ وہاں سب لوگوں کا رویہ تو بہت اچھا تھا مگر ہمارے مینیجر ہر وقت غصے میں ہی دکھائی دیتے تھے۔ میرا زیادہ تر کام سٹور کے اس حصے میں تھا جہاں گھریلو استعمال میں آنے والی چیزیں رکھی جاتی تھیں۔ یہ جگہ کچھ زیادہ دلچسپ نہیں تھی۔ کبھی کبھی مجھے کیفے میں بھی کام کرنا پڑتا تھا جو مجھے زیادہ پسند تھا کیونکہ میں مستقبل میں اپنا ریستورانٹ کھولنا چاہتا ہوں۔ میری خواہش ہے کہ کسی مشہور شیف سے تربیت حاصل کروں لیکن اس کے لیے شام کے وقت کام کرنا پڑتا ہے جو مجھے سخت نا پسند ہے۔

درست جواب پر کا نشان لگائیے۔
مثال: کام کتنے عرصے تک رہا؟

<input checked="" type="checkbox"/>	A ایک ہفتہ
<input checked="" type="checkbox"/>	B دو ہفتے
<input checked="" type="checkbox"/>	C ایک مہینہ
<input checked="" type="checkbox"/>	D تین ہفتے

(i) وسیم کو یہ کام۔۔۔

A	بہت زیادہ پسند آیا	<input type="checkbox"/>
B	برا نہیں لگا	<input type="checkbox"/>
C	سخت نا پسند تھا	<input type="checkbox"/>
D	بہت تھکا دینے والا لگا	<input type="checkbox"/>

(ii) وسیم کی خواہش تھی کہ وہ کسی۔۔۔۔ میں کام کرتا۔

A	دفتر	<input type="checkbox"/>
B	دکان	<input type="checkbox"/>
C	ریسٹورانٹ	<input type="checkbox"/>
D	بینک	<input type="checkbox"/>

(iii) اس کے تقریباً تمام ساتھی۔۔۔۔

A	سُت تھے	<input type="checkbox"/>
B	خوش اخلاق تھے	<input type="checkbox"/>
C	غصے والے تھے	<input type="checkbox"/>
D	بہت مزاحیہ تھے	<input type="checkbox"/>

(iv) گھریلو اشیاء کے حصے میں کام کرنا اسے کینے کے کام سے۔۔۔

A	کم دلچسپ لگا	<input type="checkbox"/>
B	کم مشکل لگا	<input type="checkbox"/>
C	زیادہ اچھا لگا	<input type="checkbox"/>
D	زیادہ مشکل لگا	<input type="checkbox"/>

(v) مستقبل میں وہ کیا نہیں کرنا چاہتا؟

A	شیف بننا	<input type="checkbox"/>
B	شام کو کام کرنا	<input type="checkbox"/>
C	شاگردی کرنا	<input type="checkbox"/>
D	اپنا ریستورانٹ کھولنا	<input type="checkbox"/>

(Total for Question 8 = 5 marks)

میری چھٹیاں

9 ایک ویب سائٹ پر سیر و سیاحت سے متعلق دی گئی معلومات پڑھیے۔

لاہور	لاہور کو پاکستان کا دل کہا جاتا ہے۔ قدیم تاریخی مقامات دیکھنے تو سب یہاں آتے ہیں لیکن یہاں کے لذیذ کھانے اس شہر کی رونق کو بڑھاتے ہیں۔
وادی سوات	یہاں کا قدرتی حُسن بہت مشہور ہے اور یہاں ایک قدیم عجائب گھر بھی ہے۔ یہاں کی ہاتھ سے بنی ہوئی شالیں تو سارے ملک میں پسند کی جاتی ہیں۔
وادی کاغان	بلند پہاڑوں کے درمیان اس خوب صورت وادی میں ندیاں بہتی ہیں۔ مچھلیاں پکڑنا یہاں کا مقبول کھیل ہے۔ یہاں ایک چھوٹا سا چڑیا گھر بھی ہے۔
شندور پاس	3700 میٹر کی بلندی پر یہاں دنیا کا سب سے اونچا پولو گراؤنڈ ہے۔ جہاں پولو کے مقابلے دیکھنے لوگ دور دور سے آتے ہیں اور گھڑ سواری بھی کرتے ہیں۔

لاہور، وادی سوات، وادی کاغان، شندور پاس میں سے صحیح شہر کا نام خالی جگہ پر لکھیں
آپ ایک شہر کا نام ایک سے زیادہ بار بھی استعمال کر سکتے ہیں۔

مثال: دنیا کا سب سے بلند پولو گراؤنڈ --- شندور پاس --- میں ہے۔

- (1) (a) سیر کے دوران تازہ مچھلیاں پکڑ کر کھانی ہوں تو ----- ضرور جائیں۔
- (1) (b) مزے دار پکوان کا ذائقہ لینا ہو تو ----- ضرور آئیں۔
- (1) (c) سیاح ----- میں کھیل کے مقابلے دیکھنے اور گھوڑے کی سواری کرنے آتے ہیں۔
- (1) (d) اگر آپ کو تاریخ سے دلچسپی ہے تو ----- کی سیر ضرور کریں۔
- (1) (e) اگر آپ کو جانور پسند ہیں تو ----- کی سیر کرنا نہ بھولیں۔

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C

Translation

10 Translate this passage into English.

میں پیدل سکول جاتی ہوں۔ مجھے اردو پسند ہے کیونکہ استانی مہربان ہیں۔ مجھے حساب پسند نہیں کیونکہ یہ بہت مشکل ہے۔ میں کل رات دس بجے تک کام کرتی رہی۔ مجھے اپنا پسندیدہ ڈرامہ دیکھنے کا بھی وقت نہ ملا۔

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS

TOTAL FOR PAPER = 50 MARKS

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GCSE Urdu Foundation tier

Paper 3 mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Urdu script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied an Urdu word or name.

SECTION A

Question number	Answer	Mark
1(a)	Aliya	(1)

Question number	Answer	Mark
1(b)	Amjad	(1)

Question number	Answer	Mark
1(c)	Haseeb	(1)

Question number	Answer	Mark
1(d)	Aliya	(1)

Question number	Answer	Mark
1(e)	Mariya	(1)

Question number	Answer	Mark
1(f)	Haseeb	(1)

Question number	Answer	Mark
2(a)	golf club	

Question number	Answer	Mark
2(b)	swimming pool	(1)

Question number	Answer	Mark
2(c)	free entry	(1)

Question number	Answer	Mark
2(d)	until 10 pm	(1)

Question number	Answer	Mark
2(e)	under 14	(1)

Question number	Answer	Mark
3(a)(i)	difficult	(1)

Question number	Answer	Mark
3(a)(ii)	mother	(1)

Question number	Answer	Mark
3(a)(iii)	dinner/ with friends	(1)

Question number	Answer	Mark
3(b)(i)	cooking (recipes)/homework	(1)

Question number	Answer	Mark
3(b)(ii)	happy	(1)

Question number	Answer	Mark
4(i)	D	(1)

Question number	Answer	Mark
4(ii)	C	(1)

Question number	Answer	Mark
4(iii)	C	(1)

Question number	Answer	Mark
4(iv)	C	(1)

Question number	Answer	Mark
4(v)	B	(1)

Question number	Answer	Reject	Mark
5(a)	Rawalpindi		(1)

Question number	Answer	Reject	Mark
5(b)	more than twenty	twenty	(1)

Question number	Answer	Reject	Mark
5(c)	because of Eid	puppet show	(1)

Question number	Answer	Mark
6(a)	did not get time/chance	(1)

Question number	Answer	Mark
6(b)	to read modern literature	(1)

Question number	Answer	Mark
6(c)	Her brother's books	(1)

Question number	Answer	Mark
6(d)	regrets it/feels sorry about it	(1)

SECTION B

Question number	Answer	Mark
7(a)	گاؤں	(1)

Question number	Answer	Mark
7(b)	نوجوانوں	(1)

Question number	Answer	Mark
7(c)	مشکل	(1)

Question number	Answer	Mark
7(d)	نوکری	(1)

Question number	Answer	Mark
7(e)	آمدنی	(1)

Question number	Answer	Mark
8(i)	B	(1)

Question number	Answer	Mark
8(ii)	C	(1)

Question number	Answer	Mark
8(iii)	B	(1)

Question number	Answer	Mark
8(iv)	A	(1)

Question number	Answer	Mark
8(v)	B	(1)

Question number	Answer	Mark
9(a)	وادی کاغان	(1)

Question number	Answer	Mark
9(b)	لاہور	(1)

Question number	Answer	Mark
9(c)	شندور پاس	(1)

Question number	Answer	Mark
9(d)	لاہور	(1)

Question number	Answer	Mark
9(e)	وادی کاغان	(1)

SECTION C

Question number	Indicative content	Mark
10	<p>I walk to school.</p> <p>I like Urdu because the teacher is kind.</p> <p>I don't like Maths because it is too difficult.</p> <p>Last night I worked until ten / 10:00 pm.</p> <p>I did not even get a chance to watch my favourite drama.</p>	(7)

Mark	Descriptor
0	No rewardable communication.
1-2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3-4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
5-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time: 1 hour 20 minutes

Paper
reference

1UR0/4F

Urdu

PAPER 4: Writing in Urdu

Foundation Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Questions 2 and 3, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets:
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

S54025A

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Pearson

Sports



(Source: © Getty Images)

- 1 آپ پاکستان اور انگلستان کا یہ کرکٹ میچ دیکھ رہے ہیں۔ فیس بک پر یہ تصویر اپنے/اپنی دوستوں کے لیے لگائیں۔
تصویر کے بارے میں بتائیں اور کھیل پر اپنی رائے لکھیں۔
تقریباً 20 سے 30 الفاظ اردو میں لکھیں۔

(Total for Question 1 = 12 marks)

Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box .

Birthday party in a restaurant

2 (a) اگلے ماہ آپ کی سالگرہ ہے۔ پارٹی کے لیے ریستورانٹ مینیجر کے نام ایک رسمی ای میل لکھیں۔

ای میل میں مندرجہ ذیل باتیں ضرور شامل کریں:

- پارٹی شروع کرنے کا وقت
- اس ریستورانٹ میں سالگرہ منانے کی وجہ
- کھانے میں آپ کی پسند
- پارٹی میں کون کون لوگ شامل ہوں گے۔

تقریباً 40 سے 50 الفاظ اردو میں لکھیں۔

(16)

محترم / محترمہ

آپ کا/کی مخلص

If you answer Question 2(b) put a cross in the box ☒ .

Part time job

(b) پاکستان میں آپ کے چچا نے اپنی ایک ای میل میں آپ سے آپ کے پارٹ ٹائم کام کے بارے میں پوچھا ہے۔
اپنے چچا کو ایک رسمی ای میل لکھیں۔

اپنی ای میل میں مندرجہ ذیل باتیں ضرور شامل کریں۔

- آپ کس طرح کا پارٹ ٹائم کام کرتے / کرتی ہیں؟
- آپ ہفتے میں کتنے گھنٹے کام کرتے / کرتی ہیں؟
- آپ پارٹ ٹائم کام کیوں کرتے / کرتی ہیں؟
- بڑے / بڑی ہو کر آپ کس طرح کا کام کرنا پسند کریں گے / گی؟

تقریباً 40 سے 50 الفاظ اردو میں لکھیں۔
محترم

(16)

آپ کا بھتیجا / بھتیجی

(Total for Question 2 = 16 marks)

Choose either Question 3(a) or Question 3(b).

If you answer Question 3(a) put a cross in the box .

My local area

3 (a) آپ کو ایک پاکستانی دوست تسنیم سے موسم گرما کی چھٹیوں میں آپ کے شہر میں آنے کے بارے میں ایک ای میل ملی ہے۔ تسنیم کو ایک غیر رسمی ای میل جواب میں لکھیں۔

ای میل میں مندرجہ ذیل باتیں ضرور شامل کریں:

- اپنے علاقے کے بارے میں معلومات
- آپ نے حال ہی میں اپنے علاقے میں کیا کیا
- چھٹیوں میں آپ اس کو کون سی جگہیں دکھائیں گے / گی
- تسنیم کو آپ کی پسندیدہ جگہیں کیوں دیکھنی چاہئیں۔

تقریباً 80 سے 90 الفاظ اردو میں لکھیں۔

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

Future plans

(b) پاکستانی نوجوانوں کی ایک ویب سائٹ مستقبل کے ارادوں کے بارے میں آپ کی رائے پوچھ رہی ہے۔ اس کے لیے ایک غیر رسمی مضمون لکھیں۔

مضمون میں مندرجہ ذیل باتیں ضرور شامل کریں:

- کچھ باتیں اپنی شخصیت کے بارے میں
- اسکول کے مضامین جو آپ کو سب سے زیادہ پسند تھے
- مستقبل کے بارے میں آپ کے اپنے ارادے
- یونیورسٹی جانا کیوں ضروری ہے / نہیں ہے۔

تقریباً 80 سے 90 الفاظ اردو میں لکھیں۔

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 20 marks)

School

(a) This is my school.

4 اردو میں ترجمہ کریں۔
(2)

(b) It has a big playground.

(2)

(c) We play here during lunchtime.

(2)

(d) History is my favourite subject, but my sister likes Maths.

(3)

(e) Last year I played tennis, but now I prefer football because it is more fun.

(3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

GCSE Urdu Foundation tier

Paper 4 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Some relevant, basic information without development• Uses language to inform, give short descriptions and express opinions with limited success• Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	<ul style="list-style-type: none">• Mostly relevant information, minimal extra detail• Uses language to give short descriptions, simple information and opinions with variable success• Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	<ul style="list-style-type: none">• Relevant information with occasional extra detail• Uses language to give short descriptions, simple information and opinions with some success• Uses small selection of common, familiar vocabulary and expression with little repetition

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Produces simple, short sentences in isolation• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Produces simple, short sentences with little linking• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	<ul style="list-style-type: none">• Produces simple sentences with some linking• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Limited information given, likely to consist of single words and phrases• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	<ul style="list-style-type: none">• Some brief information given, basic points made without development• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts• Occasional appropriate use of register and style
5–6	<ul style="list-style-type: none">• Some relevant information given appropriate to the task, basic points made with little development• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material• Mostly appropriate use of register and style, mostly sustained
7–8	<ul style="list-style-type: none">• Relevant information given appropriate to the task, basic points made with some development• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material• Appropriate use of register and style sustained

Additional guidance

Independently selected vocabulary and expression: students may use key words from the stimulus material but, to demonstrate their knowledge of vocabulary and ability to express themselves independently, they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style definition: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Repetitive use of minimal selection of straightforward grammatical structures• Produces individual words/set phrases• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Use of a restricted range of straightforward grammatical structures, frequent repetition• Produces simple, short sentences, which are not linked• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition• Produces simple, short sentences with minimal linking• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none">• Uses straightforward grammatical structures, occasional repetition• Produces predominantly simple sentences occasionally linked together• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies
7–9	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of some key points and ideas• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language• Appropriate use of register and style is evident but with occasional inconsistency

Mark	Descriptor
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response
4(a)	یہ میرا اسکول ہے
4(b)	اس میں ایک بڑا کھیل کا میدان ہے
4(c)	ہم کھانے کے وقفے میں یہاں کھیلتے ہیں

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none">Some words are communicated but the overall meaning of the sentence is not communicated
2	<ul style="list-style-type: none">The meaning of the sentence is partially communicatedLinguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	<ul style="list-style-type: none">The meaning of the sentence is fully communicatedLinguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Question number	Example response
4(d)	میرا پسندیدہ مضمون تاریخ ہے لیکن میری بہن حساب پسند کرتی ہے
4(e)	پچھلے سال میں نے ٹینس کھیلی لیکن اس سال میں فٹ بال کو ترجیح دیتا ہوں کیوں کہ اس میں زیادہ مزہ آتا ہے

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 1: Listening and understanding in Urdu Transcript

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/1H

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SECTION A

Weather

Question 1

Example

:M2

مجھے بہار کا موسم بہت پسند ہے۔

Question 1

:M2

بہار میں ہر طرف پھول کھلتے ہیں، پارک میں جانے کا خوب مزہ آتا ہے اور ہر طرف رونق ہوتی ہے۔

آمنہ تمہیں کون سا موسم پسند ہے؟

:F2

دسمبر کے مہینے میں تو بر فباری ہی اتنی ہوتی ہے کہ گرم کپڑوں کے بغیر باہر نکلنا مشکل ہو جاتا ہے۔ مئی میں گرمی کا موسم شروع ہوتا ہے مگر ہلکی ہلکی بارش ہوتی ہے اور لوگ باہر جاسکتے ہیں اس لیے مجھے یہ موسم اچھا لگتا ہے۔

My town

Question 2

Example

:M1

ہمارے علاقے کے اکثر لوگ مل جُل کر رہتے ہیں۔

Question 2

:M1

زندگی بہت اچھی گزرتی ہے اور یہاں کئی پارک، چڑیا گھر، عجائب گھر اور تاریخی عمارتیں ہیں جہاں لوگ بار بار جانا پسند کرتے ہیں۔

مجھے سینما جانا پسند ہے اور یہاں موسیقی کے شو بھی کافی ہوتے ہیں۔ کبھی کبھی میں اپنے دوستوں

کے ساتھ یہ شو دیکھنے جاتا ہوں اور انہیں دیکھ کر خوب لطف اندوز ہوتا ہوں۔

مجھے یہاں کے کھانے بھی بہت پسند ہیں اور میں اکثر اپنے والدین کے ساتھ ریستورانٹ میں جاتا ہوں

البتہ میں اپنے علاقے کی ٹریفک سے بہت تنگ ہوں۔ یہاں گاڑیاں بہت ہیں اور کبھی

کبھی گلیوں میں چلنا بھی بہت مشکل ہو جاتا ہے۔

SECTION B

Careers and professions

Question 3

Example

:M2

میں بڑا ہو کر ڈاکٹر بننا چاہتا ہوں کیوں کہ یہ میرے والدین کی خواہش ہے۔

Question 3

:M2

مجھے خود بھی سائنس بے حد پسند ہے اور اچھی یونیورسٹی میں ڈاکٹری پڑھنے کے لیے اے لیول میں محنت تو کرنی ہی پڑے گی۔

:F2

اور پھر؟

:M2

پہلے دو سال تو کسی غریب ملک میں جا کر ان مریضوں کا مفت علاج کرنا چاہتا ہوں جن کے پاس پیسے نہیں۔

:F2

اور پھر کہاں رہنا پسند کرو گے؟

:M2

کسی عرب ملک میں۔ ایک تو وہاں زیادہ سردی نہیں پڑتی اور دوسرے حلال کھانے ہر جگہ ملتے ہیں جو بغیر فکر کے کھائے جاسکتے ہیں۔

Films

Question 4

Example

:M2

مجھے مزاحیہ فلمیں بہت پسند ہیں کیوں کہ وہ مجھے ہنساتی ہیں۔

Question 4

:F2

مجھے پیار محبت کی کہانیوں والی فلمیں پسند ہیں جنہیں دیکھ کر انسان خوبصورت خیالوں میں کھو جائے۔

:M1

معلوم نہیں میں ڈراؤنی فلمیں ہی کیوں پسند کرتا ہوں!
انہیں دیکھنے کے بعد مجھے رات بھر خوفناک خواب آتے رہتے ہیں۔

:F1

مجھے کارٹون فلمیں بہت پسند ہیں کیونکہ پورا خاندان ایک ساتھ بیٹھ کر دیکھ سکتا ہے۔

:M2

لڑائی والی فلم دیکھتے ہوئے میں اور کچھ نہیں سوچتا۔ ایسی فلمیں تو بار بار دیکھ کر بھی انسان نہیں اکتاتا۔

School trip

Question 5:

Example

:M1

میں ایسٹر کی چھٹیوں میں اپنے اسکول کے ساتھ دُبی گیا تھا۔

Question 5

:M1

لبر پورٹ پر اترتے ہی آپ کو اونچی اونچی اور جدید عمارتیں نظر آتی ہیں۔ ائیر پورٹ سے باہر نکلتے ہی برج خلیفہ نظر آیا جو دنیا کی سب سے اونچی عمارتوں میں سے ایک ہے۔ ہمارا ہوٹل اس کے ساتھ ہی تھا۔

:F1

تمہارا ہوٹل کیسا تھا؟

:M1

شاندار! اس میں کئی تیراکی کے تالاب اور جم تھے۔

:F1

اور ہوٹل کا عملہ کیسا تھا؟

:M1

بہت مددگار تھا لیکن وہ صرف انگریزی میں بات چیت کر سکتے تھے۔ ہوٹل کے استقبالیہ میں انٹرنیٹ کا استعمال مفت تھا جبکہ کمرے میں اس کا استعمال کافی مہنگا تھا۔

Ambitions

Question 6

پچھلے ہفتے دسویں جماعت کے طلباء کا کریئر کا دن تھا۔ اس موقع پر مختلف پیشوں سے تعلق رکھنے والے لوگوں کو بلایا جاتا ہے تاکہ وہ طلباء سے اپنے اپنے پیشے کے بارے میں گفتگو کر سکیں۔ اس طرح طلباء کو مختلف پیشوں کے بارے میں معلومات ملتی ہیں۔

:M2

یہ پہلا موقع تھا کہ مہمانوں میں ایک اُردو کے اُستاد بھی شامل تھے۔ انہوں نے اُردو زبان کی اہمیت کے بارے میں بتایا کہ کیسے اُردو مستقبل میں ہماری مددگار ثابت ہو سکتی ہے۔ میں اُن کی گفتگو سے بہت متاثر ہوا۔ میرا فیصلہ تو پہلے سے ہی دوسرے مضامین میں اے لیول کرنے کا تھا۔ کیونکہ میری اُردو اچھی ہے میں نے اپنے مضامین میں اُردو کا اضافہ کرنے کا فیصلہ کر لیا۔

What school is like

Question 7

:F1

علی تمہارا اسکول کیسا ہے؟

:M1

بہت اچھا ہے۔ اس میں چودہ سو طالب علم ہیں۔ مجھے اپنا اسکول بہت پسند ہے کیونکہ یہاں میرے بہت سے دوست ہیں۔ کھانے کے وقفے میں ہم خوب باتیں کرتے ہیں۔ ہمارا اسکول صبح آٹھ بجے شروع ہو کر تین بجے ختم ہوتا ہے۔

:F1

تم کون سے مضامین پڑھ رہے ہو؟

:M1

میرے پسندیدہ مضامین جغرافیہ اور سائنس ہیں۔ کیونکہ مجھے یہ مضمون بہت دلچسپ لگتے ہیں۔ میں اردو میں کمزور ہوں اور اردو کے استاد بھی بہت سخت ہیں۔

:F1

اور کچھ؟

:M1

ہمارے اسکول میں بہت سی سہولتیں ہیں۔ اس میں تین توکھیلوں کے میدان ہیں جہاں ہم کرکٹ، ہاکی اور فٹ بال کھیلتے ہیں۔ مجھے کھیلنا بہت پسند ہے کیونکہ اس سے نہ صرف ورزش ہوتی ہے نئے دوست بھی بنتے ہیں۔

مجھے اپنی اسکول یونیفارم بھی پسند ہے۔ لڑکے پتلون اور قمیض پہنتے ہیں لیکن لڑکیاں شلوار اور قمیض بھی پہن سکتی ہیں۔

Food

Question 8

Example

:M2

آج کل بچے اپنی خوراک کا خیال نہیں رکھتے۔ ہمیں اس کے بارے میں سوچنا چاہیے۔

Question 8 Part (a)

:F2

خاص طور پر جب بچہ اسکول جانے لگے تو والدین کو اس کے کھانے اور کھانے میں غذائیت پر خاص نظر رکھنی چاہیے۔

:M2

اکثر اوقات بچے اپنے لُچ باکس میں کھانے کو پسند نہیں کرتے اور کھانا اچھی طرح نہیں کھاتے۔ کبھی تو وہ بالکل ہی نہیں کھاتے جس سے ان کی صحت پر بُرا اثر پڑتا ہے۔

Question 8 Part (b)

:F2

لُچ باکس میں روزانہ صرف مزے دار اور غذائیت سے بھرپور چیزیں ہی رکھنا ضروری نہیں کیونکہ ہر روز ایک ہی جیسے کھانے سے بھی بچے اکتا جاتے ہیں۔

:M2

اور پھل؟

:F2

پھل تو ضرور رکھیں کیونکہ ان کے رنگ بچوں کے لیے خاص کشش رکھتے ہیں۔ سب سے ضروری تو یہ ہے کہ سبزیوں اور پھلوں میں توازن رکھا جائے اور تلی ہوئی اشیا کم سے کم رکھی جائیں۔

Technology

Question 9

Question 9 Part (a)

:M1

ٹیکنالوجی لوگوں کی زندگی پر ایسے چھا گئی ہے کہ انسان اب رشتوں کی ضرورت کو ہی بھولتا جا رہا ہے۔

:F1

آج کل موبائل فون اور انٹرنیٹ نے میل جول کو تو آسان کر دیا لیکن اب انسان ایک دوسرے سے کم اور مشینوں سے زیادہ قریب ہیں۔ ماضی میں گھر والے زیادہ وقت ایک ساتھ گزارتے تھے۔ ہر شام سب مل بیٹھ کر آپس میں باتیں کرتے تھے۔

:M1

والدین اور بچے ایک دوسرے سے زیادہ قریب ہوتے تھے مگر اب ٹیکنالوجی نے لوگوں کو بالکل ہی بدل ڈالا۔

:F1

ہاں! اب تو آپ گھر والوں کے ساتھ ہوتے ہوئے بھی اکیلے ہوتے ہیں۔ اکثر پورا خاندان ایک کمرے میں بیٹھے ہوئے بھی اپنے اپنے فون یا کمپیوٹر پر مصروف ہوتا ہے۔

Question 9 Part (b)

:M1

صبح اٹھتے ہی تو سوشل میڈیا پر لگ جاتے ہیں۔ میلوں دور بیٹھے دوستوں سے باتیں ہوتی ہیں مگر گھر والوں کا حال پوچھنے کا وقت نہیں ملتا۔

:F1

آج کل کے نوجوان ٹیکنالوجی کے پیچھے تو پاگل ہو رہے ہیں۔ ہر وقت انٹرنیٹ پر دوستوں سے گپ شپ ہے یا آن لائن خریداری، نئے سے نیا آلہ خریدا جا رہا ہے۔

:M1

مانا کہ کمپیوٹر تعلیم اور معلومات کا بہت بڑا ذریعہ ہے مگر دن بھر صرف کمپیوٹر پر کھیل میں ہی مصروف رہنا بھی کوئی ترقی ہے؟

Environmental issues

Question 10

Example

:M1

اس وقت پوری دنیا میں کئی ملکوں کو ماحولیاتی مسائل کا سامنا ہے۔ کچھ عرصہ پہلے پاکستان میں سیلاب آیا جس کی وجہ سے ملک میں بہت نقصان ہوا۔

Question 10 Part (i)

:M1

گندم، پھل اور سبزیوں کی فصلوں کو بہت نقصان پہنچا اور ملک بھر میں خوراک کی شدید کمی ہو گئی ہے۔

F1

بڑی تعداد میں گھریلو جانور بھی تو مارے گئے۔ اس کے نتیجے میں کھانے پینے کی چیزوں کی قیمتیں اتنی زیادہ ہو گئی ہیں کہ لوگ اب بھوکوں مرنے لگے ہیں۔

Question 10 Part (ii)

:M1

یہیں نہیں یہ مسائل تو ساری دنیا میں ہیں۔ امریکہ میں طوفان آرہے ہیں تو ایران اور اٹلی میں زلزلے۔ ان سے ہر جگہ ہی زندگی متاثر ہو رہی ہے اور دنیا بھر میں چیزوں کی قیمتیں بڑھ گئی ہیں۔

:F1

سیلاب کی وجہ سے پاکستان میں تو اب بجلی کا مسئلہ بھی بہت بڑا ہے۔ پورے ملک میں بجلی کی بہت کمی ہو گئی ہے۔ گاؤں تو ایک طرف اب تو شہروں میں بھی گھنٹوں بجلی نہیں آتی۔

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Urdu

Paper 1: Listening and understanding in Urdu

Higher Tier

Sample assessment material for first teaching
September 2017

Time: 40 minutes and 5 minutes' reading

Paper Reference

1UR0/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in Urdu.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

موسم

1 جاوید اور آمنہ اسلام آباد میں موسم کے بارے میں بات چیت کر رہے ہیں۔ بات چیت کو سن کر نیچے دیئے ہوئے الفاظ سے خالی جگہ پر کریں۔

دھوپ دھوپ
ساحل ساحل
موسم موسم
برف برف
پھول پھول
بارش بارش
سبزہ سبزہ
پارک پارک
گرمی گرمی
گرم کپڑے گرم کپڑے
برساتی برساتی
باہر باہر

مثال۔ جاوید کو بہار کا موسم..... بہت پسند ہے۔

- (1) (a) بہار میں ہر طرف..... نظر آتے ہیں۔
- (1) (b) مارچ میں ہم..... جاتے ہیں۔
- (1) (c) دسمبر میں..... پہننا ضروری ہے۔
- (1) (d) مئی میں..... ہوتی ہے۔
- (1) (e) گرمی میں ہم..... جاتے ہیں۔

(Total for Question 1 = 5 marks)

میرا علاقہ

2 ایک پاکستانی طالب علم نے اپنے علاقے کے بارے میں یہ ریکارڈنگ کی ہے۔ وہ کیا کہہ رہا ہے؟ دیے گئے الفاظ میں سے مناسب لفظ چُن کر لکھیے۔ آپ ایک لفظ جتنی بار چاہیں استعمال کر سکتے ہیں۔

اکثر	بار بار	کبھی نہیں	کبھی کبھی
------	---------	-----------	-----------

مثال۔ ہمارے علاقے کے اکثر لوگ مل جُل کر رہتے ہیں۔

- (1) (a) یہاں بہت سے مقامات ہیں جہاں لوگ جاتے ہیں۔
- (1) (b) میں نے عجائب گھر کی سیر کی ہے۔
- (1) (c) میں اپنے دوستوں کے ساتھ موسیقی کے شو دیکھنے جاتا ہوں۔
- (1) (d) میں اپنے والدین کے ساتھ ریستورانٹ میں جاتا ہوں۔
- (1) (e) گلیوں میں چلنا بہت مشکل ہوتا ہے۔

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

SECTION B

Careers and professions

- 3 A careers adviser is speaking about future plans to a pupil at an international school in Islamabad.

What does the pupil say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: He wants to be a...

<input checked="" type="checkbox"/>	A doctor.
<input type="checkbox"/>	B teacher.
<input type="checkbox"/>	C engineer.
<input type="checkbox"/>	D lawyer.

- (i) He thinks that with Science...

<input type="checkbox"/>	A he is very good at it.
<input type="checkbox"/>	B he will have to work hard.
<input type="checkbox"/>	C his brother can help him.
<input type="checkbox"/>	D he always gets high grades.

- (ii) His wish is to...

<input type="checkbox"/>	A treat poor people for free.
<input type="checkbox"/>	B work in a big hospital.
<input type="checkbox"/>	C buy a big house.
<input type="checkbox"/>	D work with his father.

- (iii) He would like to live in...

<input type="checkbox"/>	A African countries.
<input type="checkbox"/>	B England.
<input type="checkbox"/>	C the Middle East.
<input type="checkbox"/>	D Pakistan.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iv) According to the text, what is the benefit of living there?

<input type="checkbox"/>	A You can eat what you like.
<input type="checkbox"/>	B People are friendly.
<input type="checkbox"/>	C He will be near his family.
<input type="checkbox"/>	D He will earn a lot of money.

(Total for Question 3 = 4 marks)

Films

4 You are listening to an online vlog where people are discussing films.

What do they say?

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

Example	I like watching comedy.	<input checked="" type="checkbox"/>
A	Love stories are not good for youngsters.	<input type="checkbox"/>
B	I enjoy romantic films.	<input type="checkbox"/>
C	I don't like horror movies.	<input type="checkbox"/>
D	I get scared at night.	<input type="checkbox"/>
E	I love watching films at the cinema.	<input type="checkbox"/>
F	I can watch the same film repeatedly.	<input type="checkbox"/>
G	I like watching films with my friends.	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

School trip

- 5 Students in your Urdu class are talking about their last school trip, in Dubai.
Listen to the recording and put a cross ☒ in the correct box for each question.

Example: The visit to Dubai took place during the holidays.

<input checked="" type="checkbox"/>	A Easter
<input type="checkbox"/>	B summer
<input type="checkbox"/>	C Christmas
<input type="checkbox"/>	D half-term

- (i) From Dubai airport you see lots of...

<input type="checkbox"/>	A tourists.
<input type="checkbox"/>	B taxis.
<input type="checkbox"/>	C tall buildings.
<input type="checkbox"/>	D restaurants.

- (ii) Hotel staff...

<input type="checkbox"/>	A only spoke in English.
<input type="checkbox"/>	B spoke several European languages.
<input type="checkbox"/>	C were not very helpful.
<input type="checkbox"/>	D were smartly dressed.

- (iii) During your stay at the hotel the internet access in your room was...

<input type="checkbox"/>	A free all the time.
<input type="checkbox"/>	B expensive to use.
<input type="checkbox"/>	C free for one hour a day.
<input type="checkbox"/>	D not available.

(Total for Question 5 = 3 marks)

Ambitions

6 Huzaifa is talking about a careers fair he attended at his school.

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

(a) What was the purpose of the careers fair? Give **two** reasons.

(2)

(b) What was new at the fair this year?

(1)

(c) What was Huzaifa impressed with?

(1)

(d) How did he change his future options?

(1)

(Total for Question 6 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

What school is like

7 Ali and his friends are talking about their school in Mirpur.

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

(a) How many pupils study in Ali's school? (1)

(b) During lunch how does Ali spend his time? (1)

(c) Why does Ali not like Urdu? (1)

(d) Why does Ali like to play in school? Give **two** reasons. (2)

(Total for Question 7 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Food

- 8 You are listening to a radio programme in Urdu and some people are discussing children's life styles.

Listen to the recording and put a cross ☒ in the correct box for each question.

Example: These days children do not care about their...

<input checked="" type="checkbox"/>	A diet.
<input type="checkbox"/>	B health.
<input type="checkbox"/>	C study.
<input type="checkbox"/>	D parents.

Part (a)

- (i) When a child starts school, parents should keep an eye on...

<input type="checkbox"/>	A lunchtime arrangements.
<input type="checkbox"/>	B eating habits.
<input type="checkbox"/>	C the cost of food.
<input type="checkbox"/>	D whether free school meals are available.

- (ii) Children are careless about...

<input type="checkbox"/>	A remembering their lunch boxes.
<input type="checkbox"/>	B keeping their canteen clean.
<input type="checkbox"/>	C eating properly.
<input type="checkbox"/>	D where they eat lunch.

- (iii) A child's health is affected if...

<input type="checkbox"/>	A they eat unhealthy food.
<input type="checkbox"/>	B school food is not tasty.
<input type="checkbox"/>	C they eat fast food.
<input type="checkbox"/>	D they don't eat lunch.

Part (b)

(i) In a child's lunch box, they should have...

<input type="checkbox"/>	A tasty food.
<input type="checkbox"/>	B a variety of food.
<input type="checkbox"/>	C enough food.
<input type="checkbox"/>	D healthy drinks.

(ii) Children are attracted to fruit because of the...

<input type="checkbox"/>	A taste.
<input type="checkbox"/>	B nice smell.
<input type="checkbox"/>	C colour.
<input type="checkbox"/>	D type of fruits.

(iii) In a child's lunch box, one should include...

<input type="checkbox"/>	A sugar-free food.
<input type="checkbox"/>	B food with less salt.
<input type="checkbox"/>	C food with fewer calories.
<input type="checkbox"/>	D less fried food.

(Total for Question 8 = 6 marks)

Technology

- 9 You are listening to a radio phone-in about the effects of technology.
Listen to the discussion and answer the following questions **in English**.

Part (a)

(i) How has technology affected people's thinking? (1)

(ii) What is **one** advantage of changes to technology? (1)

(iii) What does the text say about how families lived before recent changes in technology? Give **two** details. (2)

(iv) Give two details on how technology today has directly affected families. (2)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Part (b)

(i) How has social networking affected people? Give **two** reasons. (2)

(ii) According to the text, how does technology impact on daily life for young people? (1)

(iii) How do some people waste time from morning to evening? (1)

(Total for Question 9 = 10 marks)

Environmental issues

10 You are listening to the news on a Pakistani satellite television channel about a recent natural disaster.

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

(i) Due to the floods in Pakistan...

Example	a lot of damage was done.	<input checked="" type="checkbox"/>
A	people are collecting for charity.	<input type="checkbox"/>
B	crops were destroyed.	<input type="checkbox"/>
C	roads are affected.	<input type="checkbox"/>
D	schools were destroyed.	<input type="checkbox"/>
E	a famine started.	<input type="checkbox"/>

(ii) As a result of natural disasters...

A	people cannot get clean water.	<input type="checkbox"/>
B	countries worldwide are affected.	<input type="checkbox"/>
C	people are scared to travel.	<input type="checkbox"/>
D	there can be no electricity for hours.	<input type="checkbox"/>
E	people are supporting each other more.	<input type="checkbox"/>

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 50 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

GCSE Urdu Higher tier

Paper 1 mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Urdu script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied an Urdu word or name.

SECTION A

Question number	Answer	Mark
1(a)	پھول	(1)

Question number	Answer	Mark
1(b)	پارک	(1)

Question number	Answer	Mark
1(c)	گرم کپڑے	(1)

Question number	Answer	Mark
1(d)	بارش	(1)

Question number	Answer	Mark
1(e)	باہر	(1)

Question number	Answer	Mark
2(a)	بار بار	(1)

Question number	Answer	Mark
2(b)	کبھی نہیں	(1)

Question number	Answer	Mark
2(c)	کبھی کبھی	(1)

Question number	Answer	Mark
2(d)	اکثر	(1)

Question number	Answer	Mark
2(e)	کبھی کبھی	(1)

SECTION B

Question number	Answer	Mark
3(i)	B	(1)

Question number	Answer	Mark
3(ii)	A	(1)

Question number	Answer	Mark
3(iii)	C	(1)

Question number	Answer	Mark
3(iv)	A	(1)

Question number	Answer	Mark
4	B, D, F	(3)

Question number	Answer	Mark
5(i)	C	(1)

Question number	Answer	Mark
5(ii)	A	(1)

Question number	Answer	Mark
5(iii)	B	(1)

Question number	Answer	Reject	Mark
6(a)	to hear from people from different professions (1) discussing their professions with pupils (1)		(2)

Question number	Answer	Reject	Mark
6(b)	an Urdu teacher was invited		(1)

Question number	Answer	Reject	Mark
6(c)	the talk from the Urdu teacher		(1)

Question number	Answer	Reject	Mark
6(d)	will now take Urdu A level/added Urdu to his A level options		(1)

Question number	Answer	Reject	Mark
7(a)	1400		(1)

Question number	Answer	Reject	Mark
7(b)	Talks to his friends		(1)

Question number	Answer	Reject	Mark
7(c)	(the) teacher is too strict		(1)

Question number	Answer	Reject	Mark
7(d)	good exercise(1) makes new friends (1)		(2)

Question number	Answer	Mark
8(a)(i)	B	(1)

Question number	Answer	Mark
8(a)(ii)	C	(1)

Question number	Answer	Mark
8(a)(iii)	D	(1)

Question number	Answer	Mark
8(b)(i)	B	(1)

Question number	Answer	Mark
8(b)(ii)	C	(1)

Question number	Answer	Mark
8(b)(iii)	D	(1)

Question number	Answer	Reject	Mark
9(a)(i)	(they) have forgotten the importance of relationships		(1)

Question number	Answer	Reject	Mark
9(a)(ii)	improved communication		(1)

Question number	Answer	Reject	Mark
9(a)(iii)	(they/families) spent more time together (1) sit/talk together every evening (1)		(2)

Question number	Answer	Reject	Mark
9(a)(iv)	can feel alone (1) everyone is busy on their own devices (phone/laptop) (1)		(2)

Question number	Answer	Reject	Mark
9(b)(i)	(first/early in the day), (they) check social networks/go online/contact their friends (1) forget to greet their family/people they live with (1)		(2)

Question number	Answer	Reject	Mark
9(b)(ii)	chatting/shopping/buying gadgets (1)		(1)

Question number	Answer	Reject	Mark
9(b)(iii)	playing games		(1)

Question number	Answer	Reject	Mark
10(i)	B, E		(2)

Question number	Answer	Reject	Mark
10(ii)	B, D		(2)

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu General Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017
**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Turn over ►

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General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Urdu Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR7
- Picture card HP9
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If Candidate 1 has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 5 grid
4th candidate:	Candidate 7 grid
5th candidate:	Candidate 8 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

- Theme 1 – Identity and Culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection	
	Role Play	Picture Based	Conversation 1	Conversation 2		
Candidate 1	→	→	HP9 (Theme 4)	→	→	Theme 2 OR Theme 5
	HR7 (Theme 3)		HP8 (Theme 5)			Theme 1 OR Theme 4
			HP7 (Theme 1)			Theme 2 OR Theme 5
			HP10 (Theme 2)			Theme 1 OR Theme 4
			HP6 (Theme 3)			Theme 4 OR Theme 5
Candidate 2	→	→	HP3 (Theme 1)	→	→	Theme 4 OR Theme 5
	HR3 (Theme 2)		HP5 (Theme 5)			Theme 1 OR Theme 3
			HP1 (Theme 4)			Theme 1 OR Theme 3
			HP9 (Theme 4)			Theme 3 OR Theme 5
			HP8 (Theme 5)			Theme 2 OR Theme 4
Candidate 3			HP6 (Theme 3)			Theme 2 OR Theme 5
			HP4 (Theme 2)			Theme 3 OR Theme 4
			HP1 (Theme 4)			Theme 3 OR Theme 5
			HP3 (Theme 1)			Theme 4 OR Theme 5
			HP5 (Theme 5)			Theme 1 OR Theme 3
Candidate 4			HP2 (Theme 3)			Theme 1 OR Theme 4
			HP1 (Theme 4)			Theme 3 OR Theme 5
			HP3 (Theme 1)			Theme 4 OR Theme 5
			HP5 (Theme 5)			Theme 1 OR Theme 3
			HP2 (Theme 3)			Theme 1 OR Theme 4
Candidate 5			HP5 (Theme 5)			Theme 2 OR Theme 3
			HP7 (Theme 1)			Theme 3 OR Theme 5
			HP4 (Theme 2)			Theme 1 OR Theme 5
			HP2 (Theme 3)			Theme 1 OR Theme 2
			HP6 (Theme 3)			Theme 1 OR Theme 2

Candidate 6	HR1 (Theme 2)	HP8 (Theme 5)	Theme 1	Theme 3 OR Theme 4
		HP9 (Theme 4)	Theme 3	Theme 1 OR Theme 5
		HP6 (Theme 3)	Theme 4	Theme 1 OR Theme 5
		HP7 (Theme 1)	Theme 5	Theme 3 OR Theme 4
		HP1 (Theme 4)	Theme 2	Theme 3 OR Theme 5
Candidate 7	HR9 (Theme 1)	HP8 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		HP2 (Theme 3)	Theme 4	Theme 2 OR Theme 5
		HP10 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		HP4 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		HP5 (Theme 5)	Theme 2	Theme 1 OR Theme 3
Candidate 8	HR10 (Theme 4)	HP3 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		HP2 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		HP6 (Theme 3)	Theme 1	Theme 4 OR Theme 5
		HP9 (Theme 4)	Theme 3	Theme 1 OR Theme 5
		HP8 (Theme 5)	Theme 4	Theme 1 OR Theme 3
Candidate 9	HR8 (Theme 2)	HP7 (Theme 1)	Theme 5	Theme 3 OR Theme 4
		HP1 (Theme 4)	Theme 1	Theme 2 OR Theme 5
		HP3 (Theme 1)	Theme 2	Theme 4 OR Theme 5
		HP5 (Theme 5)	Theme 4	Theme 1 OR Theme 2
		HP10 (Theme 2)	Theme 5	Theme 1 OR Theme 4
Candidate 10	HR4 (Theme 3)			

* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR1

Topic: Travel and tourist transactions

Instructions to candidates

Whilst on holiday with your family, you are at a sports centre in Lahore looking for information on membership. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist 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 لاہور کے ایک اسپورٹس سنٹر میں ہیں اور کچھ کھیلوں میں حصہ لینا چاہتے/چاہتی ہیں۔ آپ استقبالیہ پر موجود شخص سے بات کر رہے/رہی ہیں۔

۱۔ ممبر - معلومات

۲۔ اسپورٹس سنٹر - کیوں

۳۔ !

۴۔ ؟ کھلنے کے اوقات

۵۔ ؟ قیمت - طلبا کے لیے

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR1

Topic: Travel and tourist transactions

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 لاہور کے ایک اسپورٹس سنٹر میں ہیں اور کچھ کھیلوں میں حصہ لینا چاہتے / چاہتی ہیں۔ آپ استقبال پر موجود شخص سے بات کر رہے / رہی ہیں۔

1	میں آپ کی کیا مدد کر سکتا / سکتی ہوں؟ Allow the candidate to say they want information on membership.
2	خوب! آپ یہاں کیوں ممبر بننا چاہتے / چاہتی ہیں؟ Allow the candidate to say why they want to become a member there.
3	! آپ نے اب تک صحت مند رہنے کے لیے کیا کیا ہے؟ Allow the candidate to say what fitness activities they have done so far. بہت خوب!
4	? Allow the candidate to ask you what the opening hours are. Give an appropriate brief response.
5	? Allow the candidate to ask you what the price is for students. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR2

Topic: Cultural life

Instructions to candidates

You are at a leisure centre speaking to a young person. The teacher will play the part of the young person and will speak first.

You must address the young person 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 ایک تفریحی سنٹر میں ہو اور وہاں ایک لڑکے / لڑکی سے بات چیت کرتے / کرتی ہو۔

۱۔ ہفتہ وار - کتنی بار آنا

۲۔ یہ تفریحی سنٹر - کیوں

۳۔ !

۴۔ ؟ کھیلوں میں شامل ہونا - وجہ

۵۔ ؟ فٹ بال - آپ کی رائے

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR2

Topic: Cultural life

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 ایک تفریحی سنٹر میں ہو اور وہاں ایک لڑکے / لڑکی سے بات چیت کرتے / کرتی ہو۔

1	تم ہفتے میں کتنی بار یہاں آتے / آتی ہو؟ Allow the candidate to say how often they come to the centre.
2	تم کو یہاں آنا کیوں پسند ہے؟ Allow the candidate to say why they like to come to this leisure centre.
3	بتاؤ آج صبح تم نے کیا کیا؟ اوہ، بہت خوب۔ Allow the candidate to say what they have done this morning.
4	? Allow the candidate to ask you why you do sport. Give an appropriate brief response.
5	? Allow the candidate to ask your opinion of football. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HR3

Topic: Travel and tourist transactions

Instructions to candidates

You lost your rucksack this morning whilst on holiday in Islamabad and are reporting this at the lost property office. Your teacher will play the part of the employee and will speak first.

You must address the employee 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 گم شدہ چیزوں کے دفتر میں موجود ہیں۔ آپ وہاں پر ایک ملازم سے بات کر رہے / رہی ہیں۔

۱۔ رک سیک کی شکل

۲۔ رک سیک میں - سامان کی تفصیل

۳۔ !

۴۔ ؟ گم شدہ چیزوں کا دفتر - رابطہ

۵۔ ؟ گم شدہ چیزوں کا دفتر - کھلنے کے اوقات

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR3

Topic: Travel and tourist transactions

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 گم شدہ چیزوں کے دفتر میں موجود ہیں۔ آپ وہاں پر ایک ملازم سے بات کر رہے / رہی ہیں۔

1	کیا آپ اپنے رک سیک کی شکل بتا سکتے / سکتی ہیں؟ Allow the candidate to describe their rucksack.
2	اپنے رک سیک کے سامان کے بارے میں بتائیں۔ Allow the candidate to describe the contents of their rucksack.
3	! آج صبح آپ کیا کر رہے تھے / رہی تھیں؟ Allow the candidate to say what they were doing this morning (when they lost the item). ٹھیک ہے۔
4	? Allow the candidate to ask you how to contact the lost property office. Give an appropriate brief response.
5	? Allow the candidate to ask you for the opening hours of the lost property office. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR4

Topic: School activities

Instructions to candidates

You are talking to a Pakistani student during a school trip to Pakistan. The teacher will play the role of the young Pakistani and will speak first.

You must address the young Pakistani 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 ایک پاکستانی طالب علم / طالبہ کے ساتھ پاکستان کے اسکول ٹرپ کے دوران بات چیت کر رہے / رہی ہو۔

- ۱۔ پاکستان کا ٹرپ - کتنی بار
- ۲۔ ٹرپ کے بارے میں تمہاری رائے
- ۳۔ !
- ۴۔ ؟ انگلینڈ کا ٹرپ - کب
- ۵۔ ؟ رابطہ کے لیے تفصیلات

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR4

Topic: School activities

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 ایک پاکستانی طالب علم / طالبہ کے ساتھ پاکستان کے اسکول ٹرپ کے دوران بات چیت کر رہے / رہی ہو۔

1	تم پاکستان کتنی بار آتے / آتی ہو؟ Allow the candidate to say how often they come to Pakistan.
2	اس ٹرپ کے بارے میں تمہاری کیا رائے ہے؟ Allow the candidate to say what they think of the trip.
3	! تم نے پاکستان میں ابھی تک کیا کیا ہے؟ Allow the candidate to say what they have done in Pakistan. بہت خوب
4	? Allow the candidate to ask you when you are having a trip to England. Give an appropriate brief response.
5	? Allow the candidate to ask you for your contact details. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to candidates

You are with your family in a hotel in Pakistan and you report something broken in your room. Your teacher will play the role of the hotel manager and will speak first.

You must address the hotel manager 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 ایک ہوٹل میں اپنی فیملی کے ساتھ ہیں۔ آپ کے کمرے میں کوئی چیز ٹوٹی ہوئی ہے۔
آپ ہوٹل کے مینیجر سے بات کرتے / کرتی ہیں۔

۱۔ مسئلہ کی تفصیل

۲۔ مرمت - وقت مقرر

۳۔ !

۴۔ ؟ مرمت میں کتنا وقت لگے گا

۵۔ ؟ کمرے کے کرائے میں رعایت

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR5

Topic: Travel and tourist transactions

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 ایک ہوٹل میں اپنی فیملی کے ساتھ ہیں۔ آپ کے کمرے میں کوئی چیز ٹوٹی ہوئی ہے۔ آپ ہوٹل کے مینیجر سے بات کرتے / کرتی ہیں۔

1	کیا میں آپ کی مدد کر سکتا / سکتی ہوں؟ Allow the candidate to say what the problem is (with their room).
2	میں معافی چاہتا / چاہتی ہوں۔ ہم ٹھیک کس وقت آکر اس کو درست کر سکتے ہیں؟ Allow the candidate to say what time the repair can be carried out.
3	جی ہاں، ہم ایسا کر سکتے ہیں۔ آپ نے اب تک پاکستان میں کیا کیا ہے؟ Allow the candidate to say what they have done so far in Pakistan. بہت خوب
4	؟ Allow the candidate to ask how long the repair will take. Give an appropriate brief response.
5	؟ Allow the candidate to ask you if they can have a discount on their room. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
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STIMULUS HR6

Topic: Using languages beyond the classroom

Instructions to candidates

You are working in a local hotel during the summer holidays. During breakfast you speak to a Pakistani tourist in Urdu. Your teacher will play the part of the tourist and will speak first.

You must address the tourist 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 گرمی کی چھٹیوں میں ایک مقامی ہوٹل میں کام کر رہے ہیں۔ ناشتے کے وقت ایک پاکستانی سیاح سے آپ کی اردو میں بات چیت ہو رہی ہے۔

۱۔ تفریح - تجویز

۲۔ آپ کا علاقہ - رائے

۳۔ !

۴۔ ؟ ناشتہ - عام طور پر

۵۔ ؟ چھٹیاں - مدت

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR6

Topic: Using languages beyond the classroom

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 گرمی کی چھٹیوں میں ایک مقامی ہوٹل میں کام کر رہے ہیں۔ ناشتے کے وقت ایک پاکستانی سیاح سے آپ کی اردو میں بات چیت ہو رہی ہے۔

1	یہاں پر سیر و تفریح کے لیے آپ کا کیا مشورہ ہے؟ Allow the candidate to recommend an activity.
2	اپنے علاقے کے بارے میں آپ کا کیا خیال ہے؟ Allow the candidate to say what they think about their area.
3	! آپ نے پچھلی گرمیوں کی چھٹیوں میں کیا کیا؟ Allow the candidate to say what they did during the last summer holidays. بہت خوب۔
4	? Allow the candidate to ask you what you normally eat for breakfast. Give an appropriate brief response.
5	? Allow the candidate to ask you how long are you staying. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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STIMULUS HR7

Topic: What school is like

Instructions to candidates

You are on a school trip to Pakistan. You are talking to a young Pakistani person about life at school in both countries. Your teacher will play the role of the young Pakistani person and will speak first.

You must address the exchange partner 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 ایک اسکول ٹرپ پر پاکستان میں ہو۔ تم ایک پاکستانی لڑکے / لڑکی کے ساتھ دونوں ملکوں میں اسکول کی زندگی کے بارے میں بات چیت کر رہے / رہی ہو۔

۱۔ اسکول شروع - وقت

۲۔ اسکول یونیفارم - تمہاری رائے

۳۔ !

۴۔ ؟ مضمون - آخری سبق

۵۔ ؟ دوپہر کے کھانے کا وقفہ - کیا کرتے / کرتی ہو

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR7

Topic: What school is like

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 ایک اسکول ٹرپ پر پاکستان میں ہو۔ تم ایک پاکستانی لڑکے / لڑکی کے ساتھ دونوں ملکوں میں اسکول کی زندگی کے بارے میں بات چیت کر رہے / رہی ہو۔

1	تمہارا اسکول کتنے بجے شروع ہوتا ہے؟ Allow the candidate to say when their school starts.
2	اسکول یونیفارم کے بارے میں تمہاری کیا رائے ہے؟ Allow the candidate to say what they think of wearing a school uniform.
3	! تم مجھے اپنے پچھلے اسکول ٹرپ کے بارے میں بتاؤ۔ Allow the candidate to describe the last school trip they went on. بہت خوب۔
4	? Allow the candidate to ask you what the last lesson of the day is. Give an appropriate brief response.
5	? Allow the candidate to ask you what you do at lunchtime. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR8

Topic: Travel and tourist transactions

Instructions to candidates

You are at the reception of a hotel in Karachi arranging breakfast for your family. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist 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 کراچی کے ایک ہوٹل کے استقبالیہ میں اپنی فیملی کے لیے ناشتے کا انتظام کر رہے / رہی ہیں۔ آپ وہاں پر موجود ایک ملازم سے بات کر رہے / رہی ہیں۔

- ۱۔ کمرے میں ناشتہ - لوگوں کی تعداد
- ۲۔ کراچی میں چھٹیاں - وجہ
- ۳۔ !
- ۴۔ ؟ ناشتہ - اوقات
- ۵۔ ؟ ریسٹورانٹ - مشورہ

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR8

Topic: Travel and tourist transactions

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 کراچی کے ایک ہوٹل کے استقبالیہ میں اپنی فیملی کے لیے ناشتے کا انتظام کر رہے / رہی ہیں۔ آپ وہاں پر موجود ایک ملازم سے بات کر رہے / رہی ہیں۔

1	کیا میں آپ کی مدد کر سکتا / سکتی ہوں؟ Allow the candidate to order breakfast for (...) people in their hotel room.
2	آپ اپنی چھٹیاں کراچی میں کیوں گزارنا چاہتے / چاہتی ہیں؟ Allow the candidate to say why they come on holidays in Karachi.
3	! آپ نے کراچی آنے کے بعد اب تک کیا کیا ہے؟ Allow the candidate to say what they have done since their arrival in Karachi. بہت خوب۔
4	? Allow the candidate to ask the time of breakfast. Give an appropriate brief response.
5	? Allow the candidate to ask you to recommend a restaurant. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HR9

Topic: Cultural life

Instructions to candidates

You are at your house with your Pakistani friend. You are planning to go to the cinema. The teacher will play the role of your Pakistani friend and will speak first.

You must address your Pakistani 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 اپنے / اپنی ایک پاکستانی دوست کے ساتھ گھر پر ہو۔ تم سنیما جانے کا پروگرام بنا رہے / رہی ہو۔

- ۱۔ سنیما - کہاں ہے
- ۲۔ کس قسم کی فلمیں (پسند ہیں) - کیوں
- ۳۔ !
- ۴۔ ؟ قیمت - فلم کے ٹکٹ کی
- ۵۔ ؟ ہفتے کے آخر کی چھٹیوں کا پروگرام

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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Pearson

STIMULUS HR9

Topic: Cultural life

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 اپنے / اپنی ایک پاکستانی دوست کے ساتھ گھر پر ہو۔ تم سنیما جانے کا پروگرام بنا رہے / رہی ہو۔

1	سنیما کہاں ہے؟ Allow the candidate to say where the cinema is.
2	تمہیں کس طرح کی فلمیں زیادہ پسند ہیں اور کیوں؟ Allow the candidate to say what type of films they prefer and why.
3	! تم مجھے اپنی اس فلم کے بارے میں بتاؤ جو تم نے پچھلی بار دیکھی تھی۔ Allow the candidate to talk about the last film they saw. بہت خوب۔
4	? Allow the candidate to ask you the price of the film tickets. Give an appropriate brief response.
5	? Allow the candidate to ask you what plans you have for the weekend. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR10

Topic: Ambitions

Instructions to candidates

You want to do voluntary work in an Asian Community Centre for the elderly. You speak to an employee. The teacher will play the role of the organisation employee and will speak first.

You must address the employee 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 بزرگوں کے ایشیائی کمیونٹی سنٹر میں رضاکارانہ کام کے بارے میں وہاں کے ایک ملازم سے بات کر رہے/رہی ہیں۔

۱۔ رضاکارانہ کام - وجہ

۲۔ بوڑھوں کے لیے کام - کیوں

۳۔ !

۴۔ ؟ ٹریننگ

۵۔ ؟ آغاز - تاریخ

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR10

Topic: Ambitions

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 بزرگوں کے ایشیائی کمیونٹی سنٹر میں رضاکارانہ کام کے بارے میں وہاں کے ایک ملازم سے بات کر رہے /
رہی ہیں۔

1	آپ رضاکارانہ کام کیوں کرنا چاہتے / چاہتی ہیں؟ Allow the candidate to say why they want to do voluntary work.
2	بوڑھوں کے لیے کام کرنے کے بارے میں آپ کا کیا خیال ہے؟ Allow the candidate to say what they think about working with the elderly.
3	! آپ نے پہلے کیسا رضاکارانہ کام کیا ہے؟ Allow the candidate to say what voluntary work they have done before. بہت خوب۔
4	? Allow the candidate to ask you about the training provided. Give an appropriate brief response.
5	? Allow the candidate to ask you when they can start. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP1

Topic: Work



(Source: Credit Line: Stuart Forster / Alamy Stock Photo)

اس تصویر کو دیکھیں اور مندرجہ ذیل باتوں کے جوابات تیار کریں:

- اس تصویر کے بارے میں بتائیں
- انٹرویو کے لئے اچھا لباس پہننے کی اہمیت
- مشکل ترین کام جو آپ نے اسکول، گھر میں یا اپنے کام کی جگہ پر کیا ہو
- کام جو آپ مستقبل میں کریں گے /گی
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP1

Topic: Work



(Source: Credit Line: Stuart Forster / Alamy Stock Photo)

- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ میرے خیال میں انٹرویو کے لئے اچھا لباس پہننا بہت اہم ہے؟ آپ کا کیا خیال ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ آپ مجھے اپنے ایک مشکل ترین کام کے بارے میں بتائیں جو آپ نے اسکول، گھر میں یا اپنے کام کی جگہ پر کیا ہو۔
اس کے علاوہ کوئی اور بات؟
- ۴۔ مستقبل میں آپ کون سا کام کرنا پسند کریں گے / گی؟
کیوں؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ آپ کے خیال میں کیا چھوٹی عمر میں پارٹ ٹائم کام کرنا اہم ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP2

Topic: School activities



(Source: ALPWI107482 - © Xinhua / Alamy Stock Photo)

- اس تصویر کو دیکھیں اور مندرجہ ذیل باتوں کے جوابات تیار کریں:
- اس تصویر کے بارے میں بتائیں۔
 - اسکول ٹرپ کی اہمیت کے بارے میں آپ کی رائے۔
 - آپ نے پچھلے اسکول ٹرپ میں کیا سیکھا؟
 - آپ کی جماعت مستقبل میں کس قسم کی تقریب کا انتظام کرے گی؟
 - !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu Task 2: Picture-based task Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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Pearson

STIMULUS HP2

Topic: School activities



(Source: ALPWI107482 - © Xinhua / Alamy Stock Photo)

- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ میرے خیال میں اسکول ٹرپ بہت اہم ہوتے ہیں۔ آپ کا کیا خیال ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ اپنے پچھلے اسکول ٹرپ میں آپ نے کیا سیکھا؟ اس کے بارے میں مجھے بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۴۔ آپ کی جماعت آئندہ کس قسم کی تقریب کا انتظام کرے گی؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ کیا اسکول ایکسچینج کا اہتمام کرنا اچھا خیال ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP3

Topic: Cultural life



(Source: Credit Line: Steve Davey Photography / Alamy Stock Photo)

اس تصویر کو دیکھیں اور مندرجہ ذیل باتوں کے جوابات تیار کریں:

- اس تصویر کے بارے میں بتائیں
- میلوں کے بارے میں آپ کی رائے
- ایک میلہ جس میں آپ گئے / گئیں
- آپ کا آنے والا جشن
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP3

Topic: Cultural life



(Source: Credit Line: Steve Davey Photography / Alamy Stock Photo)

- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ میرے خیال میں میلے دلچسپ ہوتے ہیں۔ آپ کا کیا خیال ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ مجھے ایک میلے کے بارے میں بتائیں جس میں آپ گئے / گئی تھیں۔
اس کے علاوہ کوئی اور بات؟
- ۴۔ آپ مستقبل میں کون سا جشن منائیں گے / گی؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ کیا آپ اس کی سرگرمیوں میں حصہ لینا چاہیں گے / گی یا صرف تماشائی بنیں گے / گی؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP4

Topic: Town, region and country



(Source: © Dani Salvá / VWPics / Alamy Stock Photo)

اس تصویر کو دیکھیں اور مندرجہ ذیل باتوں کے جوابات تیار کریں:

- اس تصویر کے بارے میں بتائیں
- شہر یا گاؤں - آپ کی ترجیح
- ایک جگہ جو آپ نے حال ہی میں دیکھی ہے
- مستقبل میں آپ کہاں رہنا پسند کریں گے / گی
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu Task 2: Picture-based task Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP4

Topic: Town, region and country



(Source: © Dani Salvá / VWPics / Alamy Stock Photo)

- ۱۔ اس تصویر کے بارے میں مجھے بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ کیا آپ بڑے شہر زیادہ پسند کرتے / کرتی ہیں یا گاؤں؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ مجھے کسی ایسی جگہ کے بارے میں بتائیں جو حال ہی میں آپ نے دیکھی ہو۔
اس کے علاوہ کوئی اور بات؟
- ۴۔ آپ مستقبل میں کہاں رہنا پسند کریں گے / گی؟
کیوں؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ کیا آپ کو سیر و سیاحت بہت پسند ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP5

Topic: Environmental issues



(Source: Credit Line: Friedrich Stark / Alamy Stock Photo)

اس تصویر کو دیکھیں اور مندرجہ ذیل باتوں کے جوابات تیار کریں:

- اس تصویر کے بارے میں بتائیں
- زیادہ ٹریفک کا ماحولیات پر برا اثر
- پچھلی بار جب آپ کسی بہت ہی بُرے ٹریفک جام میں پھنسے تھے۔
- مستقبل میں ماحولیات کو کیسے بہتر بنا سکتے ہیں؟
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu Task 2: Picture-based task Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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(Source: Credit Line: Friedrich Stark / Alamy Stock Photo)

- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ میرے خیال میں ٹریفک زیادہ ہونے سے بہت سے مسائل پیدا ہوتے ہیں۔ آپ کی کیا رائے ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ مجھے اس بارے میں بتائیں جب آپ ایک بہت ہی بُرے ٹریفک جام میں پھنس گئے تھے / گئی تھیں۔
اس کے علاوہ کوئی اور بات؟
- ۴۔ مستقبل میں ماحولیات کو کیسے بہتر بنایا جاسکتا ہے؟
اس کے علاوہ کوئی اور بات؟
- ۵۔ کیا آپ کے خیال میں اسکول کے سب بچوں کو پیدل اسکول جانا چاہیے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP6

Topic: What school is like



(Source: ALPWI107483 – © dbimages / Alamy Stock Photo)

اس تصویر کو دیکھیں اور مندرجہ ذیل باتوں کے جوابات تیار کریں:

- اس تصویر کے بارے میں بتائیں
- آٹھ بجے صبح سے لے کر ایک بجے دوپہر تک اسکول کے دن کے بارے میں آپ کی رائے
- آپ کی اسکول کے دنوں کی سب سے بڑی کامیابی
- تعلیم ختم کرنے کے بعد آپ کے ارادے
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu Task 2: Picture-based task Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP6

Topic: What school is like



(Source: ALPWI107483 – © dbimages / Alamy Stock Photo)

- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ میرے خیال میں صبح آٹھ بجے سے لیکر ایک بجے دوپہر تک اسکول کا دن بہت ہی چھوٹا ہے۔ آپ کا کیا خیال ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ اسکول میں آپ کی سب سے بڑی کامیابی کیا تھی؟ اس کے بارے میں مجھے بتائیں۔
اسکے علاوہ کوئی اور بات؟
- ۴۔ تعلیم ختم کرنے کے بعد آپ کیا کرنا پسند کریں گے / گی؟
کیوں / اس کے علاوہ کوئی اور بات؟
- ۵۔ آپ کا اپنے اسکول کے اساتذہ کے بارے میں کیا خیال ہے؟
کیوں / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP7

Topic: Daily life



(Source: Credit Line: GoGo Images Corporation / Alamy Stock Photo)

اس تصویر کو دیکھیں اور مندرجہ ذیل باتوں کے جوابات تیار کریں:

- اس تصویر کے بارے میں بتائیں
- موبائل فون کے بارے میں آپ کی رائے
- کوئی ایک موقع جب ٹیکنالوجی آپ کے لیے بے حد مفید ثابت ہوئی
- ٹیکنالوجی میں آئندہ چند سالوں میں کیا تبدیلیاں آئیں گی
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu Task 2: Picture-based task Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP7

Topic: Daily life



(Source: Credit Line: GoGo Images Corporation / Alamy Stock Photo)

- ۱۔ اس تصویر کے بارے میں مجھے بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ میرے خیال میں آجکل سمارٹ موبائل فون ہماری زندگی کا لازمی حصہ ہیں۔ کیا آپ اتفاق کرتے / کرتی ہیں؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ مجھے کوئی ایسا وقت بتائیں جب ٹیکنولوجی آپ کے لیے بے حد فائدہ مند ثابت ہوئی۔
اس کے علاوہ کوئی اور بات؟
- ۴۔ آپ کے خیال میں آئندہ چند سالوں میں ٹیکنولوجی میں کیا تبدیلیاں آئیں گی؟
کیوں؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ آپ کے خیال میں ٹیکنولوجی کے کیا نقصانات ہیں؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP8

Topic: Bringing the world together



(Source: ALPWI107484 – © Michael Preston / Alamy Stock Photo)

- اس تصویر کو دیکھیں اور مندرجہ ذیل باتوں کے جوابات تیار کریں:
- اس تصویر کے بارے میں بتائیں۔
 - عالمی کھیلوں کے مقابلوں کے بارے میں آپ کی رائے
 - پچھلے دنوں جب آپ نے ایک خاص تقریب میں حصہ لیا۔
 - کوئی تقریب جو دیکھنے کا ارادہ ہو
 - !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu Task 2: Picture-based task Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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- ۱۔ اس تصویر کے بارے میں بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ میں کھیلوں کے عالمی مقابلے بے حد پسند کرتا/کرتی ہوں۔ کیا آپ بھی؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ آپ مجھے ایک خاص کھیلوں کی تقریب کے بارے میں بتائیں جس میں آپ نے حصہ لیا تھا۔
اس کے علاوہ کوئی اور بات؟
- ۴۔ کیا آپ مستقبل میں بھی کسی تقریب میں جائیں گے /گی؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ کیا آپ کو اپنے /اپنی دوستوں کے ساتھ مل کر کھیلوں کی سرگرمیوں میں حصہ لینے میں دلچسپی ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP9

Topic: Ambitions



(Source: Credit: © Rehan Qureshi/Shutterstock)

اس تصویر کو دیکھیں اور مندرجہ ذیل سوالات کے جوابات تیار کریں:

- اس تصویر کے بارے میں بتائیں۔
- تعلیمی مقاصد کے لئے آن - لائن ریسرچ کے بارے میں آپ کی رائے۔
- بچپن میں آپ کی بڑے ہو کر کیسی ملازمت کی خواہش تھی۔
- مستقبل میں کیا پڑھنا سب سے زیادہ پسند کریں گے / گی۔
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu Task 2: Picture-based task Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP9

Topic: Ambitions



(Source: Credit: © Rehan Qureshi/Shutterstock)

- ۱۔ مجھے اس تصویر کے بارے بتائیں۔
اس کے علاوہ کوئی اور بات؟
- ۲۔ میرے خیال میں دورانِ تعلیم آن-لائن ریسرچ بہت زبردست چیز ہے، آپ کا کیا خیال ہے؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۳۔ اپنے بچپن میں آپ بڑے / بڑی ہو کر کیا بننا چاہتے / چاہتی تھیں؟
کیوں (نہیں)؟ اس کے علاوہ کوئی اور بات؟
- ۴۔ مستقبل میں آپ کون سے مضامین پڑھنا سب سے زیادہ پسند کریں گے / گی؟
کیوں (نہیں)؟ / اس کے علاوہ کوئی اور بات؟
- ۵۔ آپ کے خیال میں ایک اچھا طالب علم / اچھی طالبہ سے کیا مراد ہے؟
اس کے علاوہ کوئی اور بات؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1UR0/2H

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP10

Topic: Town, region and country



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اس تصویر کو دیکھیں اور مندرجہ ذیل باتوں کے جوابات تیار کریں:

- اس تصویر کے بارے میں بتائیں
- مارکیٹ یا سپر مارکیٹ میں آپ کو کون سی زیادہ پسند ہے؟
- کسی خاص جگہ کے بارے میں جس کی آپ نے حال ہی میں سیر کی تھی۔
- آپ مستقبل میں سیاح کے طور پر کہاں کی سیر کرنا چاہیں گے / گی؟
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Urdu

Paper 2: Speaking in Urdu Task 2: Picture-based task Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1UR0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP10

Topic: Town, region and country



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- ۱۔ اس تصویر کے بارے میں مجھے بتائیں۔
اس کے علاوہ اور کچھ؟
- ۲۔ میں مارکیٹ سے خریداری کرنے کو ترجیح دیتا / دیتی ہوں۔ آپ کا کیا خیال ہے؟
کیوں (نہیں)؟ / اس کے علاوہ اور کچھ؟
- ۳۔ کیا آپ نے حال ہی میں کسی خاص جگہ کی سیر کی ہے؟ اس کے بارے میں مجھے بتائیے۔
اس کے علاوہ اور کچھ؟
- ۴۔ مستقبل میں آپ سیاحت کے لیے کہاں جانا پسند کریں گے / گی؟
کیوں؟ / اس کے علاوہ اور کچھ؟
- ۵۔ آپ اپنے علاقے میں ہفتے کے آخر کی چھٹیوں میں کیا کرتے / کرتی ہیں؟
کیوں؟ / اس کے علاوہ اور کچھ؟

GCSE Urdu Higher tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. 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.

Mark	Descriptor
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.

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Informal register: includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

Formal register: includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role-play mark grid

To exemplify application of the marking criteria, Higher role play 4 (HR4) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Higher Role Play 4 - HR4 Urdu

تم ایک نوجوان پاکستانی کے ساتھ پاکستان کے اسکول ٹرپ کے دوران بات چیت کر رہے ہو۔

اشارہ 1: پاکستان کا ٹرپ۔ کتنی دفعہ

سوال 1: تم پاکستان کتنی بار آتے ہو؟

Mark	Descriptor	
0	پاکستان آنا	تم پاکستان آتے ہو گرمی میں
	No rewardable communication; this does not give a clear message of how often.	Highly ambiguous. The candidate attempts to respond to the question but the 2 nd person verb renders it meaningless.
1	دو دفعہ	گرمی میں
	Ambiguous as it is not clear whether this means twice per year or whether there have been two visits in total.	Partially clear/ambiguous as it is does not make it clear how often s/he comes to Pakistan; it could mean every summer or that if ever s/he comes it is in the summer
2	میں سال میں ایک دفعہ اسکول کے ساتھ جاتا ہوں۔	ہر گرمیوں میں
	Clearly communicated.	Despite being a short answer, this clearly communicated.

اشارہ 2: سیر کا سفر - آپ کی رائے

سوال 2: تمہاری اس سیر کے سفر کے بارے میں کیا رائے ہے؟

Mark	Descriptor	
0	آنے کا خیال	میں اوچا سوچتا ہوں۔
	No rewardable communication. No message is communicated. The candidate has simply repeated the words of the prompt without manipulating them to give a clear message.	The mispronunciation of the word (اوچا oocha) as (اچھا achaa) prevents communication.
1	میرا خیال - بہت اچھا	میں ڈیک سمجھتا ہوں۔
	Partially clear because of the lack of a verb and wording is clumsy. However, it gives some meaning within the context of the role play.	The meaning is partially clear because of the clumsy wording and mispronunciation of the word (ٹھیک theek) as (ڈیک deek).
2	میرے خیال میں یہ سفر بہت اچھا ہے۔	سفر بہت ہی دلچسپ ہے۔
	Clearly communicated.	Despite the omission of a definite article or pronoun (e.g. this یہ yeh), this is clearly communicated.

اشارہ 3:!

سوال 3: تم نے پاکستان میں ابھی تک کیا کیا ہے؟

Mark	Descriptor	
0	میں پاکستان میں تھک گیا ہوں۔	(No response)
	No rewardable communication. No clear message is communicated.	No rewardable communication, does not respond.
1	میں آرٹ گیلری جاتا ہوں۔	ہم نے مسجد دیکھنا ہے۔
	The use of the present tense makes the response ambiguous; there is some doubt as to whether s/he visits the art gallery at home, or has actually visited the art gallery in Pakistan.	The use of the present tense makes the response ambiguous; there is some doubt as to whether the candidate can see the mosque from where they are now or whether s/he, or has actually visited a mosque.
2	میں شاپنگ کے لیے گیا تھا۔	ہم شہر میں گئے تھے۔
	Clearly communicated.	Clearly communicated.

اشارہ 4: انگلیٹڈ کا ٹرپ - کب

Prompt 4: Allow the candidate to ask you when you are having a trip to England.

Mark	Descriptor	
0	انگلیٹڈ - کب	کب جانا؟
	No rewardable communication; the lack of a verb or subject makes it unclear what the student is asking. Also, there is no interrogative intonation which makes it unclear whether it is a question.	No rewardable communication; the lack of a subject or destination does not make it a meaningful question.
1	آپ انگلیٹڈ کب جارہے ہو؟	تم انگلیٹڈ کو کب؟
	The use of the formal register means that the response is only partially appropriate within the context of the role play.	Ambiguous because of the lack of a verb and clumsy word order. However, inclusion of the words (to England کو انگلیٹڈ) gives the response enough meaning within the context of the role play for one mark.
2	تم انگلیٹڈ کب جارہے ہو؟	تم کب انگلیٹڈ ٹرپ لے جارہے ہو؟
	Question clearly communicated.	Question clearly communicated.

اشارہ 5: رابطہ کی تفصیلات

Question 5: Allow the candidate to ask you for your contact details.

Mark	Descriptor	
0	رابطہ؟	میرا نمبر ہے 0123456789
	Highly ambiguous. It is not clear what is being asked.	There is no rewardable communication as the candidate has failed to ask a question.
1	میں تم سے رابطہ کروں؟	رابطہ کی تفصیل ہے تمہارے پاس؟
	Communication is ambiguous because the candidate could be asking whether it is alright for him/her to contact the friend, it does not precisely ask for the friend's contact details. However, the response has enough meaning within the context of the role play for one mark.	The question is only partially clear because of the incorrect word order.
2	کیا تم مجھے اپنا موبائل نمبر دے سکتے / سکتی ہو؟	برائے مہربانی تمہاری رابطہ کی تفصیلات کیا ہیں؟
	Question is clearly communicated.	Question is clearly communicated.

Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
5–8	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
9–12	<ul style="list-style-type: none">• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions effectively and gives justification which is mostly developed.• Pronunciation and intonation are intelligible and predominantly accurate.
13–16	<ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses.• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions with ease and gives fully-developed justification.• Pronunciation and intonation are consistently accurate and intelligible.

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none">• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.• Responses are generally coherent although errors occur that occasionally hinder clarity of communication.
5–6	<ul style="list-style-type: none">• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions.• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.
7–8	<ul style="list-style-type: none">• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions.• Responses are coherent, any errors do not hinder the clarity of the communication.

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb

- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
4–6	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
7–9	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.• Pronunciation and intonation are intelligible and predominantly accurate.
10–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.• Pronunciation and intonation are consistently accurate and intelligible.

Additional guidance

Uses language creatively: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> Occasionally able to respond spontaneously with some examples of natural interaction although often stilted. Occasionally able to initiate and develop responses independently but regular prompting needed. Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
4–6	<ul style="list-style-type: none"> Responds spontaneously to some questions, interacting naturally for parts of the conversation. Sometimes able to initiate and develop the conversation independently, some prompting needed. Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.
7–9	<ul style="list-style-type: none"> Responds to most questions spontaneously, resulting in mostly natural interaction. Mostly able to initiate and develop the conversation independently. Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation.
10–12	<ul style="list-style-type: none"> Responds spontaneously and with ease to questions, resulting in natural interaction. Consistently able to initiate and develop the conversation independently. Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures. Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity. Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
4–6	<ul style="list-style-type: none"> Manipulates grammatical structures with occasional variation, complex structures used but repetitive. Generally accurate grammatical structures, generally successful references to past, present and future events. Generally coherent speech although errors occur that sometimes hinder clarity of communication.
7–9	<ul style="list-style-type: none"> Manipulates a variety of grammatical structures, some variety of complex structures. Predominantly accurate grammatical structures, mostly successful references to past, present and future events. Predominantly coherent speech; errors occur but they rarely hinder clarity of communication.
10–12	<ul style="list-style-type: none"> Manipulates a wide variety of grammatical structures, frequent use of complex structures. Consistently accurate grammatical structures, consistently successful references to past, present and future events. Fully coherent speech; any errors do not hinder the clarity of the communication.

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher-tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Urdu

Paper 3: Reading and understanding in Urdu

Higher Tier

Sample assessment material for first
teaching September 2017
Time: 1 hour 5 minutes

Paper Reference

1UR0/3H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in Urdu.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets:
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

An international event

1 Read the advert below.

ستمبر میں 'پتلی تماشہ' کے فروغ کے لیے ایک بین الاقوامی میلے کا اہتمام کیا گیا ہے۔
پچھلے سال یہ میلہ دہلی میں ہوا تھا لیکن اس سال راولپنڈی میں ہو گا۔ 2012 میں اس میلے
کا آغاز پانچ تھیٹر کمپنیوں کے ساتھ ہوا تھا لیکن اب مختلف ممالک سے بیس سے زیادہ کمپنیاں
شریک ہوں گی۔
اگست کے مہینے میں یہاں کافی لوگ ہوں گے کیونکہ عید کی وجہ سے زیادہ لوگ سفر کریں
گے۔ اس لیے بیرون ملک سے آنے والوں کو اپنی سیٹ پہلے بک کروانی ہو گی تاکہ پریشانی سے
بچ سکیں۔

(a) Where will the festival be held this year?

(1)

(b) How many theatre groups will there be?

(1)

(c) Why is it likely to be very busy in August?

(1)

(Total for Question 1 = 3 marks)

دوزخی۔ عصمت چغتائی کی تحریر سے اقتباس

2 Read the extract from the text. Ismat Chughtai is talking about her past life.

جب تک کالج میں تھے پڑھنے لکھنے سے فرصت ہی نہ ملی جو اردو ادب کی طرف توجہ کی جاتی۔ کالج سے نکل کر دل میں یہی بات بیٹھ گئی کہ بس اب نیا ادب ہی پڑھنا ہے۔ اس نئے ادب کی خاطر کتنی کتابیں صرف نام دیکھ کر ہی پھینک دیں۔ سب سے زیادہ بے کار کتابیں جو نظر آئیں وہ میرے اپنے بھائی کی تھیں چونکہ گھر کے ہر کونے میں انہیں کی کتابیں بکھری پڑی رہتیں یہی خیال ہوتا بھلا ان میں ہو گا ہی کیا؟ یعنی پڑھے بغیر ہی رائے قائم کر لی۔ اب سوچتی ہوں تو افسوس ہوتا ہے۔

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

(a) Why didn't Ismat Chughtai read Urdu literature whilst at college?

(1)

(b) What was she most interested in after finishing college?

(1)

(c) Out of all the books, which ones did she find the least interesting?

(1)

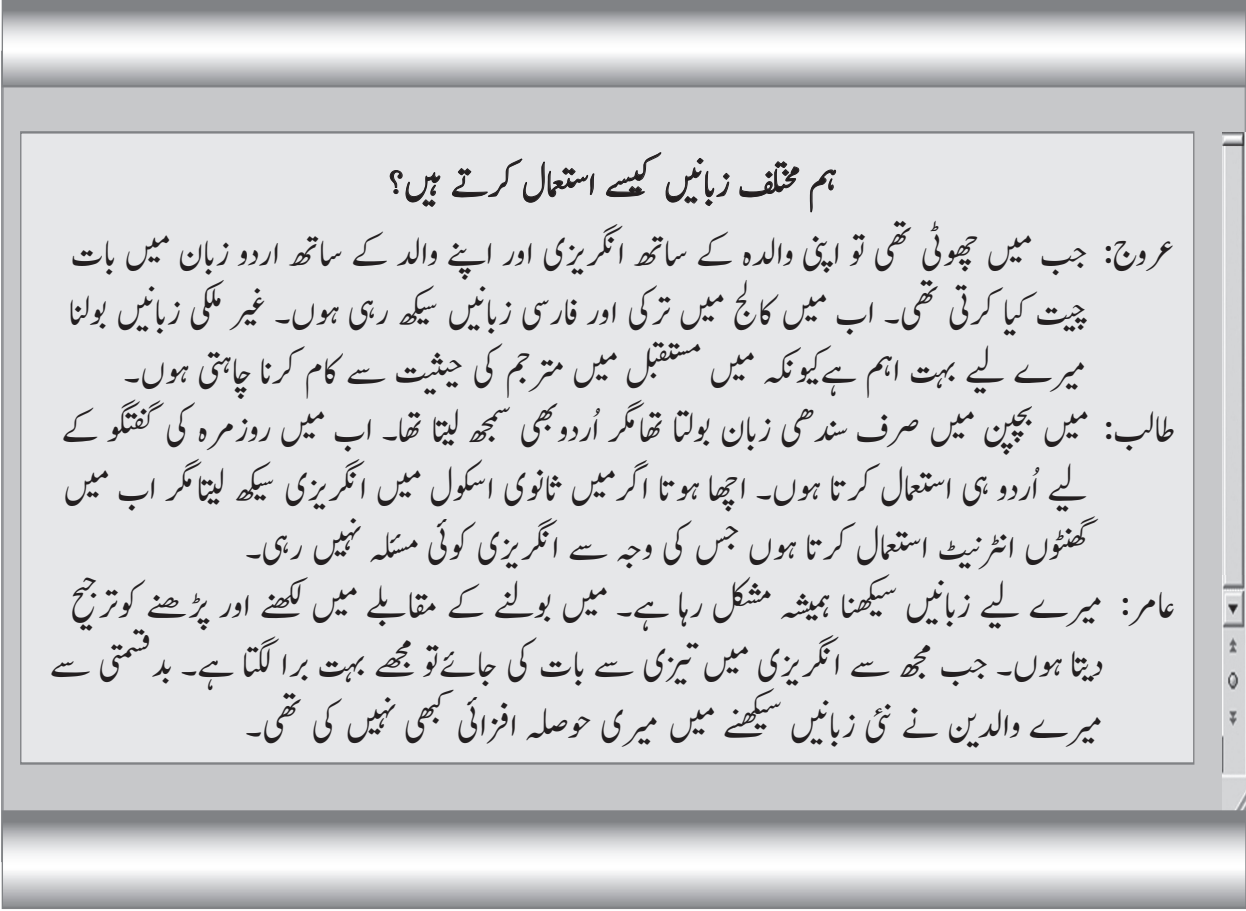
(d) What does she think about it now?

(1)

(Total for Question 2 = 4 marks)

An internet chat forum

3 Read the blog.



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

- (a) Who prefers reading a language rather than speaking it? (1)
- (b) Who speaks four languages? (1)
- (c) How did Taalib learn English? (1)
- (d) What was Amir's parents' attitude towards his language learning? (1)
- (e) What would Arooj like to do in the future? (1)

(Total for Question 3 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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QUESTION 4 BEGINS ON THE NEXT PAGE

ابنِ صفی کے جاسوسی ناول سے اقتباس

4 Read the extract from the literary text. In this story Akbar is making an important visit.

میں نے ایک گہرا سانس لیا اور آخر کار دروازے کی گھنٹی بجادی۔
اچانک مجھ پر گھبراہٹ طاری ہو گئی۔ میں خالی ہاتھ آ گیا تھا! نہ کوئی پھولوں کا گلہستہ 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 ہو بہو 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 غمزہ 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۔“

Put a cross ☒ in the correct box.

Example: As he arrives at the house, Akbar...

<input checked="" type="checkbox"/>	A sounds the alarm.
<input checked="" type="checkbox"/>	B enjoys the sunshine.
<input checked="" type="checkbox"/>	C sings a song.
<input checked="" type="checkbox"/>	D rings the doorbell.

(i) As he waits outside, Akbar feels...

<input checked="" type="checkbox"/>	A cheerful.
<input checked="" type="checkbox"/>	B nervous.
<input checked="" type="checkbox"/>	C annoyed.
<input checked="" type="checkbox"/>	D excited.

(ii) As a gift, Akbar brings...

<input type="checkbox"/>	A flowers.
<input type="checkbox"/>	B chocolates.
<input type="checkbox"/>	C ice cream.
<input type="checkbox"/>	D nothing.

(iii) What surprises Akbar about the woman?

<input type="checkbox"/>	A she looks like him
<input type="checkbox"/>	B she is old
<input type="checkbox"/>	C she offers him coffee
<input type="checkbox"/>	D she is friendly

(iv) How long has Akbar known that the woman lived in this house?

<input type="checkbox"/>	A twenty years
<input type="checkbox"/>	B since last month
<input type="checkbox"/>	C more than twenty years
<input type="checkbox"/>	D for two months

(v) Akbar decided to contact the woman because he was...

<input type="checkbox"/>	A worried.
<input type="checkbox"/>	B in hospital.
<input type="checkbox"/>	C very ill.
<input type="checkbox"/>	D sad.

(Total for Question 4 = 5 marks)

Pakistani schools in the Middle East

5 Read what these teenagers say about Pakistani schools in the Middle East.

حسن نے بتایا کہ آپ یہ جان کر حیران ہوں گے کہ پاکستانی اسکول صرف پاکستان میں ہی نہیں بلکہ دُنیا بھر میں موجود ہیں۔ ان اسکولوں میں اکثریت اُن طالب علموں کی ہوتی ہے جن کے والدین روزگار کے سلسلے میں بیرون ملک آباد ہو جاتے ہیں۔

فاطمہ نے اس میں مزید اضافہ کرتے ہوئے کہا کہ یہ والدین اپنے بچوں کو وطن سے دور اپنی تہذیب سے قریب رکھنے کے لیے پاکستانی اسکولوں کو ترجیح دیتے ہیں۔ ان اسکولوں کی ایک بڑی تعداد سعودی عرب، قطر، دبئی اور کویت میں موجود ہے۔

عابد نے ایک اور دلچسپ بات یہ بتائی کہ ان ممالک کی قومی زبان تو عربی ہے لیکن ان اسکولوں میں اردو کو نمایاں حیثیت حاصل ہے۔ انگریزی زبان کے علاوہ اکثر دوسری بین الاقوامی زبانوں کی تعلیم بھی دی جاتی ہے جن میں فرانسیسی زبان خصوصی اہمیت کی حامل ہے۔

سعدیہ نے اپنے ذاتی تجربے سے بتایا کہ شام کے شہر دمشق میں بھی ایسا ایک پاکستانی اسکول ہے۔ اس کا تعلیمی معیار اتنا بلند ہے کہ پاکستانی ہی نہیں وہاں کے مقامی لوگ بھی اپنے بچوں کو اس اسکول میں بھیجنے کے خواہش مند ہوتے ہیں لیکن فیس زیادہ ہونے کی وجہ سے ہر کسی کے لیے یہ ممکن نہیں۔

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Who says what about Pakistani schools abroad?

Enter either **Hasan**, **Fatima**, **Abid** or **Sadia** in the gaps below.

Example: _____ *Hasan* _____ says that Pakistani schools are not only in Pakistan.

(a) _____ says that a lot of Pakistani schools are in Saudi Arabia, Dubai, Qatar and Kuwait. (1)

(b) _____ says that French is also taught in these schools. (1)

(c) _____ says that most Pakistani children, who live abroad, go to these schools. (1)

(d) _____ says about good quality of education from personal experience. (1)

Answer the following questions **in English**.

(e) Why do Pakistani parents, who live abroad, prefer sending their children to these schools? (1)

(f) Why can't most of the local children attend these schools? (1)

(Total for Question 5 = 6 marks)

6 Read this blog.

عالمی دن

یوں تو تمام دن اپنی جگہ اہم ہیں، لیکن بعض دن کسی خاص وجہ سے زیادہ اہمیت کے حامل ہوتے ہیں۔ جمعہ مسلمانوں لیے ایک مبارک دن کی حیثیت رکھتا ہے۔ 14 اگست پاکستانیوں کے لیے ایک اہم دن ہے کیونکہ یہ پاکستان کی آزادی کا دن ہے۔ بعض لوگوں کا یہ بھی خیال ہے کہ بہت زیادہ عالمی دن ہو گئے تو سبھی اپنی اہمیت کھو بیٹھیں گے۔

مشینی زندگی کے اس دور میں آج انسان اتنا مصروف ہے کہ اسے یہ بھی یاد نہیں رہتا کہ آج کون سا دن یا تاریخ ہے۔ اسی لیے اقوام متحدہ اور دیگر ادارے ہر سال کچھ مخصوص دنوں کو منانے پر زور دیتے ہیں تاکہ ہم ان کے تاریخی پس منظر کو یاد رکھیں۔

21 فروری کو مادری زبانوں کا عالمی دن منایا جاتا ہے کیونکہ دنیا میں بولی جانے والی 6912 زبانوں میں سے 516 ختم ہو چکی ہیں۔ قومی زبانوں کے بڑھتے ہوئے استعمال سے مادری زبانوں کی اہمیت کم ہو رہی ہے۔ اسی طرح 21 مارچ نسلی امتیاز کے خاتمے کا عالمی دن، 7 اپریل صحت کا عالمی دن اور یکم مئی مزدوروں کا عالمی دن تصور کیا جاتا ہے۔

(i) What does this article tell us?

Put a cross ☒ next to the **three** correct sentences.

(3)

Example	Some days are more important due to their significance.	<input checked="" type="checkbox"/>
A	By celebrating too many memorable dates we can lose importance.	<input type="checkbox"/>
B	21 March is celebrated as Mother tongue day.	<input type="checkbox"/>
C	There are 6912 languages spoken today.	<input type="checkbox"/>
D	14 August is celebrated worldwide.	<input type="checkbox"/>
E	World Health day is celebrated in April.	<input type="checkbox"/>
F	United Nations and other organisations endorse memorable dates.	<input type="checkbox"/>
G	Modern lifestyle helps us to remember important dates in history.	<input type="checkbox"/>

Answer the following questions **in English**.

(ii) Why are we reminded of the importance of certain dates?

(1)

(iii) Why is mother tongue losing its importance?

(1)

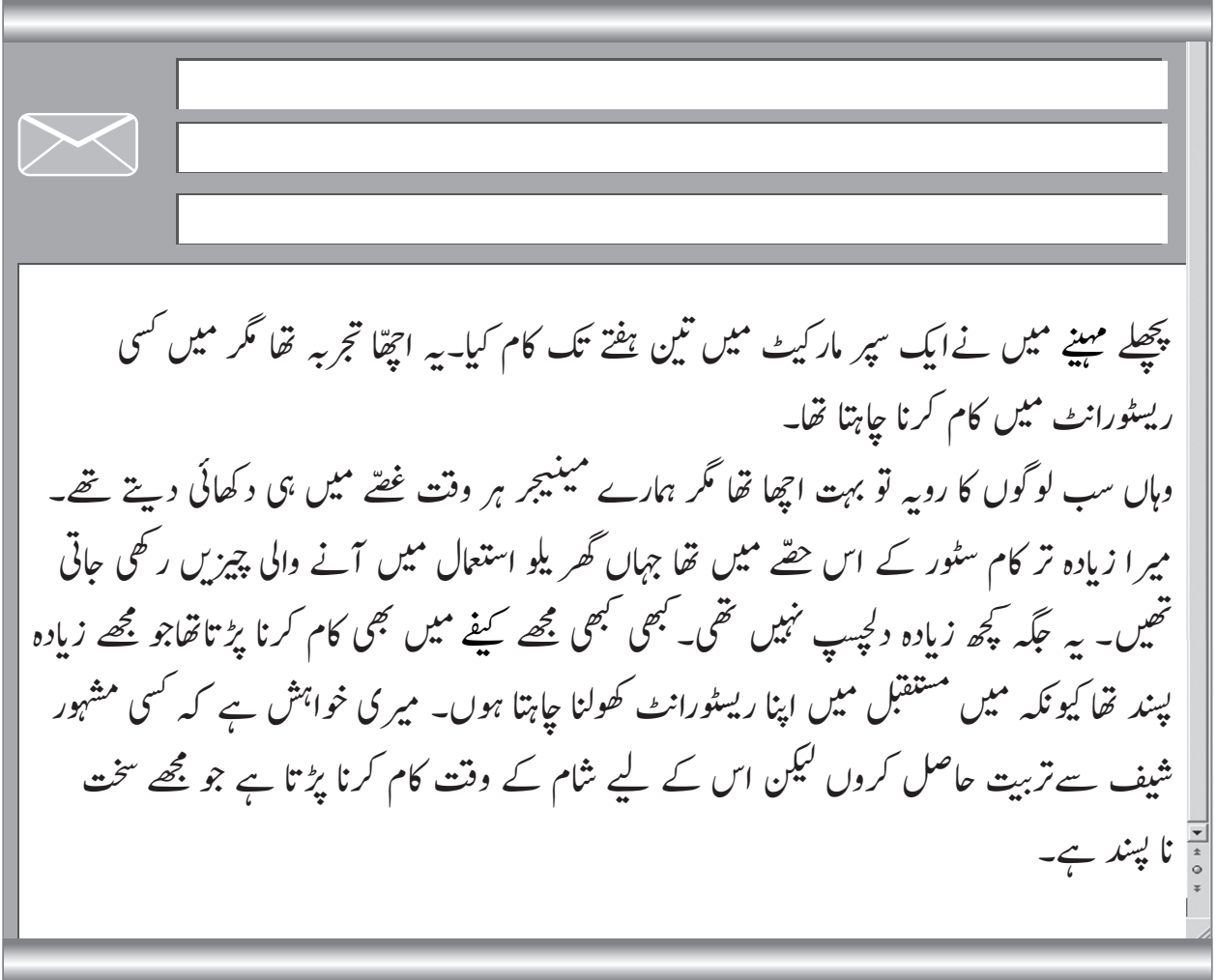
(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

میرا کام کا تجربہ۔ وسیم احمد

7 مندرجہ ذیل ای میل میں عبارت کو پڑھیے۔



پچھلے مہینے میں نے ایک سپر مارکیٹ میں تین ہفتے تک کام کیا۔ یہ اچھا تجربہ تھا مگر میں کسی ریسٹورانٹ میں کام کرنا چاہتا تھا۔

وہاں سب لوگوں کا رویہ تو بہت اچھا تھا مگر ہمارے مینیجر ہر وقت غصے میں ہی دکھائی دیتے تھے۔ میرا زیادہ تر کام سٹور کے اس حصے میں تھا جہاں گھریلو استعمال میں آنے والی چیزیں رکھی جاتی تھیں۔ یہ جگہ کچھ زیادہ دلچسپ نہیں تھی۔ کبھی کبھی مجھے کیفے میں بھی کام کرنا پڑتا تھا جو مجھے زیادہ پسند تھا کیونکہ میں مستقبل میں اپنا ریسٹورانٹ کھولنا چاہتا ہوں۔ میری خواہش ہے کہ کسی مشہور شیف سے تربیت حاصل کروں لیکن اس کے لیے شام کے وقت کام کرنا پڑتا ہے جو مجھے سخت نا پسند ہے۔

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درست جواب پر پر کا نشان لگائیے۔
مثال: کام کتنے عرصے تک رہا؟

<input type="checkbox"/>	A ایک ہفتہ
<input type="checkbox"/>	B دو ہفتے
<input type="checkbox"/>	C ایک مہینہ
<input type="checkbox"/>	D تین ہفتے

(i) وسیم کو یہ کام۔۔۔

<input type="checkbox"/>	A بہت زیادہ پسند آیا
<input type="checkbox"/>	B برا نہیں لگا
<input type="checkbox"/>	C سخت نا پسند تھا
<input type="checkbox"/>	D بہت تھکا دینے والا لگا

(ii) وسیم کی خواہش تھی کہ وہ کسی۔۔۔۔ میں کام کرتا۔

<input type="checkbox"/>	A دفتر
<input type="checkbox"/>	B دکان
<input type="checkbox"/>	C ریستورانٹ
<input type="checkbox"/>	D بینک

(iii) اس کے تقریباً تمام ساتھی۔۔۔۔

A	سُت تھے	<input type="checkbox"/>
B	خوش اخلاق تھے	<input type="checkbox"/>
C	غصے والے تھے	<input type="checkbox"/>
D	بہت مزاحیہ تھے	<input type="checkbox"/>

(iv) گھریلو اشیاء کے حصے میں کام کرنا اسے کیفے کے کام سے۔۔۔۔

A	کم دلچسپ لگا	<input type="checkbox"/>
B	کم مشکل لگا	<input type="checkbox"/>
C	زیادہ اچھا لگا	<input type="checkbox"/>
D	زیادہ مشکل لگا	<input type="checkbox"/>

(v) مستقبل میں وہ کیا نہیں کرنا چاہتا؟

A	شیف بنا	<input type="checkbox"/>
B	شام کے وقت کام کرنا	<input type="checkbox"/>
C	شاگردی کرنا	<input type="checkbox"/>
D	اپنا ریستورنٹ کھولنا	<input type="checkbox"/>

(Total for Question 7 = 5 marks)

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پبلک ٹرانسپورٹ اور ماحولیات

9 اُردو اخبار میں دیے گئے اس مضمون کو پڑھیے۔

کسی بھی ملک کی ترقی میں پبلک ٹرانسپورٹ کا ایک باقاعدہ نظام سب سے اہم کردار ادا کرتا ہے۔ آج کل نئی ٹیکنالوجی نے سفر کو تیز اور آرام دہ تو بنا دیا ہے مگر آمدورفت کے یہ نئے ذریعے دنیا بھر میں ماحولیاتی آلودگی بھی پھیلا رہے ہیں۔ کسی اچھی عوامی سواری کے نہ ہونے کی وجہ سے لوگوں کو ذاتی گاڑیوں کا استعمال زیادہ کرنا پڑتا ہے۔ اس کے نتیجے میں سڑکوں پر بے پناہ ٹریفک ہو جاتی ہے جس کی وجہ سے حادثات کا امکان بھی بڑھ جاتا ہے۔

پاکستان کے دوسرے بڑے شہر لاہور کو بھی اسی شدید مسئلے کا سامنا ہے۔ پچھلے بیس سالوں میں اس کی آبادی میں تیزی سے اضافہ ہوا ہے۔ نئی اور خوبصورت عمارتوں نے شہر کو جدید تو بنا دیا مگر اس کے ساتھ ساتھ پبلک ٹرانسپورٹ کا کوئی مناسب نظام موجود نہیں۔ اس مسئلے کے حل کیلئے حکومت نے لاہور میں کئی منصوبے بنائے ہیں۔ ان میں سے پہلا تو میٹرو بس کا تھا جو آج کل چل رہی ہے اور دوسرا تیز رفتار ٹرین کا ہے جو اگلے کچھ سالوں میں عوام کیلئے چلنا شروع ہو جائے گی۔

کچھ لوگوں کے خیال میں ایسے منصوبے شہر کی ثقافت اور تاریخی مقامات کیلئے نقصان دہ ہیں لیکن حکومت ایسا نہیں سوچتی۔ حکومت کے مطابق ان سے عوام کو سستے اور تیز رفتار سفر کی سہولت ملنے کے ساتھ ساتھ ماحولیاتی آلودگی میں بھی کمی آئے گی جو آج کل جدید شہروں کا سب سے بڑا مسئلہ ہے۔

نیچے دیے گئے سوالوں کا جواب اردو میں لکھیے۔ مکمل جملے لکھنا ضروری نہیں۔

(1) (a) عبارت کے مطابق کسی ملک کی ترقی کے لیے سب سے ضروری چیز کیا ہے؟

(2) (b) اپنی گاڑیاں استعمال کرنے سے لوگوں کو کون سی دو مشکلاتیں ہو سکتی ہیں؟

(1) (c) لاہور میں پبلک ٹرانسپورٹ کا موجودہ نظام لوگوں کے لیے کیوں کافی نہیں رہا؟

(1) (d) حکومت کے مطابق جدید شہروں کے لیے سب سے بڑا مسئلہ کیا ہے؟

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C

Translation

10 Translate this passage **into English**.

پاکستان کے اکثر اسکولوں میں موبائل فون کا استعمال منع ہے لیکن لاہور میں میری کزن حنا نے بتایا کہ کئی بچوں کے پاس ذاتی موبائل فون ہوتا ہے جسے وہ ظاہر نہیں کرتے۔ سب اس کا غلط استعمال نہیں کرتے اور کچھ اس سے پڑھائی میں مدد بھی لیتے ہیں۔ میرے خیال میں اگر یہ پابندی صرف موبائل فون کے غلط استعمال پر ہو تو زیادہ مفید ثابت ہوگی۔

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS

TOTAL FOR PAPER = 50 MARKS

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GCSE Urdu Higher tier

Paper 3 mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Urdu script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied an Urdu word or name.

SECTION A

Question number	Answer	Reject	Mark
1(a)	Rawalpindi		(1)

Question number	Answer	Reject	Mark
1(b)	more than twenty	twenty	(1)

Question number	Answer	Reject	Mark
1(c)	due to Eid	puppet show	(1)

Question number	Answer	Mark
2(a)	did not get time/chance	(1)

Question number	Answer	Mark
2(b)	to read modern literature	(1)

Question number	Answer	Mark
2(c)	Her brother's books	(1)

Question number	Answer	Mark
2(d)	regrets it/feels sorry about it	(1)

Question number	Answer	Reject	Mark
3(a)	Amir		(1)

Question number	Answer	Reject	Mark
3(b)	Arooj		(1)

Question number	Answer	Reject	Mark
3(c)	used the internet		(1)

Question number	Answer	Reject	Mark
3(d)	did not encourage him to learn new language		(1)

Question number	Answer	Reject	Mark
3(e)	translator		(1)

Question number	Answer	Mark
4(i)	B	(1)

Question number	Answer	Mark
4(ii)	D	(1)

Question number	Answer	Mark
4(iii)	A	(1)

Question number	Answer	Mark
4(iv)	C	(1)

Question number	Answer	Mark
4(v)	C	(1)

Question number	Answers	Reject	Mark
5(a)	Fatima		(1)

Question number	Answers	Reject	Mark
5(b)	Abid		(1)

Question number	Answers	Reject	Mark
5(c)	Hasan		(1)

Question number	Answers	Reject	Mark
5(d)	Sadia		(1)

Question number	Answers	Reject	Mark
5(e)	to stay in touch with their culture		(1)

Question number	Answers	Reject	Mark
5(f)	too expensive		(1)

Question number	Answer	Mark
6(i)	A , E, F	(3)

Question number	Answers	Mark
6(ii)	to remember their historical background	(1)

Question number	Answer	Mark
6(iii)	More/increased use of national languages	(1)

SECTION B

Question number	Answer	Mark
7(i)	B	(1)

Question number	Answer	Mark
7(ii)	C	(1)

Question number	Answer	Mark
7(iii)	B	(1)

Question number	Answer	Mark
7(iv)	A	(1)

Question number	Answer	Mark
7(v)	B	(1)

Question number	Answer	Mark
8(a)	وادی کاغان	(1)

Question number	Answer	Mark
8(b)	لاہور	(1)

Question number	Answer	Mark
8(c)	شندور پاس	(1)

Question number	Answer	Mark
8(d)	لاہور	(1)

Question number	Answer	Mark
8(e)	وادی کاغان	(1)

Question number	Answer	Reject	Mark
9(a)	پبلک ٹرانسپورٹ		(1)

Question number	Answer	Reject	Mark
9(b)	زیادہ ٹریفک / زیادہ گاڑیاں زیادہ حادثات کا امکان / زیادہ حادثے	ٹریفک حادثات / حادثے	(2)

Question number	Answer	Reject	Mark
9(c)	آبادی میں اضافہ	آبادی	(1)

Question number	Answer	Reject	Mark
9(d)	ماحولیاتی آلودگی / آلودگی	ماحولیاتی	(1)

SECTION C

Question Number	Indicative content	Mark
10	<p>The use of mobile phones in most Pakistani schools is prohibited but my cousin in Lahore told me that a lot of children have their own mobile phones that they don't declare.</p> <p>Not everyone uses it inappropriately and some use it to get help with their studies.</p> <p>In my opinion, if this ban is on inappropriate use of mobile phones it would be more useful.</p>	(7)

Mark	Descriptor
0	No rewardable communication.
1-3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
4-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time: 1 hour 25 minutes

Paper
reference

1URO/4H

Urdu

PAPER 4: Writing in Urdu

Higher Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **either** Question 1(a) **or** Question 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for each question are shown in brackets:
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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If you answer Question 1(b) put a cross in the box ☒ .

Future plans

(b) پاکستانی نوجوانوں کی ایک ویب سائٹ مستقبل کے ارادوں کے بارے میں آپ کی رائے پوچھ رہی ہے۔ اس کے لیے ایک غیر رسمی مضمون لکھیں۔

مضمون میں مندرجہ ذیل باتیں ضرور شامل کریں:

- کچھ باتیں اپنی شخصیت کے بارے میں
- اسکول کے مضامین جو آپ کو سب سے زیادہ پسند تھے
- مستقبل کے بارے میں آپ کے اپنے ارادے
- یونیورسٹی جانا کیوں ضروری ہے / نہیں ہے۔
- تقریباً 80 سے 90 الفاظ اردو میں لکھیں۔

(20)

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(Total for Question 1 = 20 marks)

Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box .

A charity in Lahore

2 (a) آپ لاہور کے ایک خیراتی ادارے کی مدد کر رہے / رہی ہیں جو اسکولوں میں بچوں کو مفت ناشتہ دیتے ہیں۔
نوجوانوں کو مدد کے لیے قائل کرنے کی خاطر ایک رسمی بلوگ لکھیں۔

بلوگ میں مندرجہ ذیل باتیں ضرور شامل کریں:

• ماضی میں اپنے اسکول میں ہونے والے خیراتی کاموں کی تفصیل

• آپ کی نظر میں اس ادارے کا کام ایک نیکی کیوں ہے

• آپ اس ادارے کے لیے اور کیا کریں گے / گی

• نوجوانوں کو رضاکارانہ کام کیوں کرنا چاہیے۔

اپنے خیالات کی وضاحت دلائل سے کریں۔

تقریباً 130 سے 150 الفاظ اردو میں لکھیں۔

(28)

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If you answer Question 2(b) put a cross in the box ☒ .

Technology

(b) آپ پاکستانی اخبار ٹیکنولوجی کے موضوع پر نوجوانوں کے تاثرات چھاپنا چاہتا ہے۔ اخبار پڑھنے والوں کی دلچسپی کے لیے ایڈیٹر کے نام ایک رسمی خط لکھیں۔

خط میں مندرجہ ذیل باتیں ضرور شامل کریں:

- حال ہی میں خریدی ہوئی کوئی نئی ٹیکنولوجی کی چیز آپ نے کیسے استعمال کی
- نوجوان ہمیشہ جدید ترین ٹیکنولوجی کیوں استعمال کرنا چاہتے/چاہتی ہیں
- اگلے ہفتے آپ ٹیکنولوجی کیسے استعمال کریں گے/گی
- آن-لائن خریداری کے بارے میں آپ کی رائے۔
- اپنے خیالات کی وضاحت دلائل سے کریں۔
- تقریباً 130 سے 150 الفاظ اردو میں لکھیں۔

(28)

محترم / محترمہ

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آپ کا/کی مخلص

(Total for Question 2 = 28 marks)

School

3 اردو میں ترجمہ کریں۔

Ali goes to a modern school in the centre of Karachi. He studies ten subjects and his favourite subject is Science. Yesterday he went to the science museum on a school trip which he really enjoyed. Next year he will work hard to pass his exams, because his teacher said that it's important to prepare well.

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(Total for Question 3 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

GCSE Urdu Higher tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies

Mark	Descriptor
7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition• Produces brief, simple sentences, limited linking of sentences• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Uses mostly straightforward grammatical structures, occasional repetition• Produces occasionally extended sentences linked with familiar, straightforward conjunctions• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none">• Different examples of straightforward grammatical structures are evident• Produces some extended sentences that are linked with familiar, straightforward conjunctions• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none">• Some variation of grammatical structures, occasional complex structure• Produces frequently extended sentences, well linked together• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance*).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas• Some effective adaptation of language to narrate, inform, interest/convince• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language• Appropriate use of register and style with the occasional inconsistency
5–8	<ul style="list-style-type: none">• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas• Frequently effective adaptation of language to narrate, inform, interest/convince• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language• Appropriate use of register and style with few inconsistencies
9–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas• Mostly effective adaptation of language, to narrate, inform, interest/convince• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language• Predominantly appropriate use of register and style

Mark	Descriptor
13–16	<ul style="list-style-type: none"> • Communicates detailed information relevant to the task, with consistently effective development of key points and ideas • Consistently effective adaptation of language to narrate, inform, interest/convince • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language • Consistent use of appropriate register and style throughout

Additional guidance

Creative use of language – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style definition: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	<ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	<ul style="list-style-type: none"> • Uses a variety of grammatical structures, including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/ mother-tongue interferenceSome straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	<ul style="list-style-type: none">The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicatedLanguage and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	<ul style="list-style-type: none">The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicatedMostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	<ul style="list-style-type: none">The meaning of the passage is fully communicatedConsistently accurate language and structures, any errors do not hinder clarity

Question number	Example response
3	<p>علی کراچی کے مرکز میں ایک جدید اسکول جاتا ہے۔ وہ دس مضامین پڑھتا ہے اور اُس کا پسندیدہ مضمون سائنس ہے۔ کل وہ ایک اسکول ٹرپ پر سائنس عجائب گھر گیا جو اُس سے بہت اچھا لگا۔ اگلے سال وہ اپنے امتحان میں کامیابی کے لئے بہت محنت کرے گا کیوں کہ اُس کے اُستاد نے کہا ہے کہ اچھی طرح تیاری کرنا بہت ضروری ہے۔</p>

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

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