This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Music (1MU0). Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in September 2016 and first award in 2018.

Specification
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Urdu (1UR0)
First teaching from September 2017
First certification from June 2019

Issue 5
Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Urdu Specification

Issue 5 changes

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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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1 Introduction

Why choose Edexcel GCSE Urdu?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content. We've listened to feedback from the languages community and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Engaging and popular topics
Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

Manageable content
Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

Content and assessments that provide an engaging real-world focus
The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar as well as providing plenty of opportunities for students to apply their knowledge independently, creatively and in authentic situations.

Straightforward assessments that are accessible to all students
Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

Carefully selected texts
We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

Clear and precise assessment criteria
Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

Continuous progression
Our content builds on the understanding developed at prior language learning experience at Key Stage 3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.
Supporting you in planning and implementing this qualification

Planning
- To support you in delivering this specification, our Getting Started Guide, available on our website, gives you an overview of the new GCSE qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable course planner and scheme of work that you can adapt to suit your department.
- Our mapping documents highlight key differences between the new and 2009 qualification.

Teaching and learning
There are lots of free teaching and learning support to help you deliver the new qualification, including:
- a guide to questions in the target language
- student guide
- online and face-to-face training events.

Preparing for exams
We also provide a range of resources to help you prepare your students for the assessments, including:
- marked exemplars of student work with examiner commentaries

ResultsPlus
ResultsPlus provides the most detailed analysis available of your students’ exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support
Our subject advisor service and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com
Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers.

The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

| Paper 1: Listening and understanding in Urdu (*Paper code: 1UR0/1F and 1H) |
|-------------------------------|---------------------------------|-----------------|-----------------|
| Written examination         | **Foundation tier: 35 minutes, including 5 minutes’ reading time; 50 marks** |
|                              | **Higher tier: 45 minutes, including 5 minutes’ reading time; 50 marks** |
|                              | **25% of the total qualification** |

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview

Students are assessed on their understanding of standard spoken Urdu by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Urdu speakers.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in Urdu.

**Foundation tier**

- Section A is set in English. The instructions to students are in English.
- Section B is set in Urdu. The instructions to students are in Urdu.

**Higher tier**

- Section A is set in Urdu. The instructions to students are in Urdu.
- Section B is set in English. The instructions to students are in English.

The listening audio files are available on our website.
**Paper 2: Speaking in Urdu (**Paper code: 1UR0/2F and 2H)**

*Internally conducted and externally assessed*

**Foundation tier:** 7–9 minutes plus 12 minutes’ preparation time; 70 marks  
**Higher tier:** 10–12 minutes plus 12 minutes’ preparation time; 70 marks  
25% of the total qualification

**Content overview**
This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**
Students are assessed on their ability to communicate and interact effectively through speaking in Urdu for different purposes and in different settings.

There are three tasks which must be conducted in the following order:
- Task 1 – a role play based on one topic that is allocated by Pearson
- Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson
- Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

**Paper 3: Reading and understanding in Urdu (**Paper code: 1UR0/3F and 3H)**

*Written examination*

**Foundation tier:** 50 minutes; 50 marks.  
**Higher tier:** 1 hour 5 minutes; 50 marks  
25% of the total qualification

**Content overview**
This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**
Students are assessed on their understanding of written Urdu across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:
- Section A is set in English. The instructions to students are in English.
- Section B is set in Urdu. The instructions to students are in Urdu.
- Section C includes a translation passage from Urdu into English with instructions in English.
### Paper 4: Writing in Urdu (*Paper code: 1UR0/4F and 4H*)

**Written examination**

*Foundation tier: 1 hour 20 minutes; 60 marks*
*Higher tier: 1 hour 25 minutes; 60 marks*

**25% of the total qualification**

**Content overview**
This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**
Students are assessed on their ability to communicate effectively through writing in Urdu for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Urdu. The instructions to students are in Urdu. Word counts are specified for each question. Students must answer all questions.

*Foundation tier* – three open-response questions and one translation into Urdu.

*Higher tier* – two open-response questions and one translation into Urdu.

*See Appendix 6: Codes for a description of this code and all codes related to this qualification*
2 Subject content

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu allows students to develop their ability to communicate with Urdu native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Urdu-speaking communities and countries. These contexts are listed under Themes and topics.

Students will need to develop and use their knowledge and understanding of Urdu grammar progressively through their course of study. Grammar requirements are given in the grammar list (see Appendix 2: Grammar list).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see Appendix 3: Vocabulary list). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar words (appropriate to the tier) that are not on the lists.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.
Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:
1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

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

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Urdu-speaking countries throughout the course.
Each topic has been highlighted in **bold**.

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

**Theme 1: Identity and culture**
- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television

**Theme 2: Local area, holiday and travel**
- **Holidays:** preferences; experiences; destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do

**Theme 3: School**
- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips; events and exchanges

**Theme 4: Future aspirations, study and work**
- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs; careers and professions

**Theme 5: International and global dimension**
- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being ‘green’; access to natural resources
Paper 1: Listening and understanding in Urdu

Content

Students are assessed on their understanding of standard spoken Urdu in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the Urdu language spoken in a range of styles and registers.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.
Assessment information

- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Urdu-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.

**Foundation tier**
- 35 minutes is given for the assessment, including 5 minutes’ reading time.
- Section A contains 12 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Section B contains two questions set in Urdu. The question type is multiple-response. The instructions to students are in Urdu.

**Higher tier**
- 45 minutes is given for the assessment, including 5 minutes’ reading time.
- Section A contains two questions set in Urdu. The question type is multiple-response. The instructions to students are in Urdu.
- Section B contains eight questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.

- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Urdu.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu Sample Assessment Materials (SAMs)* document.
Paper 2: Speaking in Urdu

Content

Students are assessed on their ability to communicate and interact effectively through speaking in Urdu for different purposes.

Students will need to:

● convey information and narrate events coherently and confidently, using and adapting language for different purposes
● speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
● use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
● make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
● use accurate pronunciation and intonation in order to be understood by a native speaker, however they will be able to access the highest marks available for each task without a ‘perfect’ command of Urdu.

These are assessed through a series of three consecutive tasks.

Task 1 – Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers (see definition of registers beneath the Role play mark grid within the marking guidance section of the specification). The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal language relevant to the scenario. The task is set in the register that the student is required to use, so students should use that register in their responses. All role plays are marked for communication only.

The role plays are set and provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Urdu, General instructions to the teacher section.

Scenarios require an exchange of information. Some scenarios are transactional in nature.

The scenarios are based on any of the topics from themes 1 to 4 (listed on page 9), i.e. not on the theme International and global dimension as this theme lends itself better to the picture-based task and the conversation.

Task 2 – Picture-based task

The assessment scenario is based on any of the topics (listed on page 9). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Urdu, General instructions to the teacher section.

This assessment allows students to:

● describe and narrate events
● give information
● express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different timeframes.
Task 3 – Conversation

The conversation allows students to cover all of the requirements outlined in the Content section on page 12, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (see Themes and topics) and is in two parts. For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Urdu, General instructions to the teacher section. This part of the conversation may focus on one or more topics from within the selected theme (see page 9).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.
Assessment information

General information

● First assessment: April/May 2019.
● The entire assessment must be conducted in Urdu.
● Students complete three tasks.
  o Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  o Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  o Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
● Task 1 is set in the register that the student is required to use.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Urdu, General instructions to the teacher, section.

This grid has been designed to help ensure that each student covers a broad range of themes from this specification.

● Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the UK Information Manual at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
● The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
● Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
● Students are presented with instructions in English but must communicate entirely in Urdu for the duration of the assessment.
● Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal.
● Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
● Students must be permitted 12 minutes’ preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
● Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
● All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.
● Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the Candidate speaking examination record form (CS2) (see Appendix 1). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
● The use of dictionaries is not permitted during the preparation time or during the assessment.
**Foundation tier assessment time and marks**
- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

**Higher tier assessment time and marks**
- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  - Task 3 – a conversation recommended to last between five to six minutes for 36 marks.
**Preparation time**

Students are allocated 12 minutes’ preparation time, under supervised conditions, immediately prior to the assessment for Tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing Task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

**Task 1 – Role play**

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

**Teacher cards**

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

**Candidate cards**

The candidate cards include prompts as a guide and highlight where the candidate needs to ask a question (indicated by the symbol ‘?’), and where an unpredictable question is posed to them by the teacher (indicated by the symbol ‘!’).

Students have access to this during their preparation time to help in preparing for the assessment.

Each candidate card contains instructions in English and the task is in Urdu. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding of each bullet point.

**At Foundation tier,** the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense for four of the prompts or they may use a familiar conditional tense where it is more natural to do so.

**At Higher tier,** the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. Students are required to speak in the present tense for four of the prompts or they may also use a conditional tense if it is more natural to do so and respond to one question set in a past tense.
**Task 2 – Picture-based task**

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

**Teacher cards**

The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question, which is based on the picture. The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

**Candidate cards**

At Foundation tier, students are provided with a picture and five bullets in Urdu to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

At Higher tier, students are provided with a picture and five bullets in Urdu to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol ‘!’ to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

**Task 3 – Conversation**

The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic *What school is like* may:

- choose to focus on ‘school types’ and ‘rules and pressures’, or
- choose to focus only on ‘rules and pressures’.

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that an equal amount of time is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students 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.
Administration and general information about the conduct of the speaking assessment

Preparation time and notes for Tasks 1 and 2 only

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time must be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

Sample assessment materials

Sample candidate and teacher cards for the role-play and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu Sample Assessment Materials (SAMs) document. Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 2: Speaking in Urdu

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band
- The examiner will 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 they will 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 they will 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 they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves 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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

Exemplification of how to apply the role-play mark grid can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu Sample Assessment Materials (SAMs) document.

Additional guidance

**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.
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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | • Limited response to set questions, likely to consist of single-word answers  
      • 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  | • 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 | • 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| • 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

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<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - 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  | - 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  | - 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  | - 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

<table>
<thead>
<tr>
<th>Mark</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | ● 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  | ● 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  | ● 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| ● 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 which 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

<table>
<thead>
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<tbody>
<tr>
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<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | ● 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  | ● 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  | ● 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| ● 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

<table>
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<tr>
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</table>
| 1–3  | 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  | 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  | 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| 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.
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.

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<tr>
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<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

Exemplification of how to apply the role-play mark grid can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Urdu Sample Assessment Materials (SAMs) document.

Additional guidance

**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.
**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**

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
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</tr>
</tbody>
</table>
| 1–4   | - 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   | - 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  | - 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 | - 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

<table>
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<tbody>
<tr>
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</tr>
</tbody>
</table>
| 1–2  | - 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  | - 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  | - 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  | - 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:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content – Higher tier

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - 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  | - 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  | - 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| - 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

<table>
<thead>
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</thead>
<tbody>
<tr>
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<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • 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  | • 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  | • 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| • 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

<table>
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<tbody>
<tr>
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</tr>
</tbody>
</table>
| 1–3  | - 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  | - 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  | - 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| - 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 included in the grammar list that 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 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 or the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Paper 3: Reading and understanding in Urdu

Content

Students are assessed on their understanding of written Urdu across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short- and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from Urdu into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written Urdu into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in an Urdu-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with Urdu language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.
**Assessment information**

- The assessment time is:
  - Foundation tier – 50 minutes in length
  - Higher tier – 1 hour 5 minutes in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains three questions set in Urdu. The instructions to students are in Urdu:
  - for the Foundation tier there are three multiple-response questions
  - for the Higher tier, there are two multiple-response questions and one short-answer open-response question.
- Section C contains one translation passage from Urdu into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

**Sample assessment materials**

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu Sample Assessment Materials (SAMs)* document.
Paper 4: Writing in Urdu

Content

Students are assessed on their ability to communicate effectively through writing in Urdu.

Students need to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Assessment information

- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Urdu.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Urdu.
- All assessments are marked against assessment criteria, please see Marking guidance for Paper 4: Writing in Urdu.
- The instructions to students are in Urdu. The question titles appear in English.
- The use of dictionaries is not permitted.
• **Foundation tier**
  o The assessment time is 1 hour and 20 minutes in length.
  o The paper consists of three open questions and one translation from English into Urdu.
  o Students must answer all questions.
  o Question 1 assesses students on their ability to write to describe and to express opinions.
  o Question 2 has two options from which students have to select one. This question assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Urdu*.
  o Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Urdu*. This question is common to the Higher tier.
  o Question 4 is the translation question. Students are required to translate five sentences from English to Urdu. The sentences are ordered by increasing level of difficulty.

• **Higher tier**
  o The assessment time is 1 hour and 25 minutes in length.
  o The paper consists of two questions and one translation from English into Urdu.
  o Students must answer all questions.
  o Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Urdu*. This question is common to the Foundation tier.
  o Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Urdu*.
  o Question 3 is the translation question. Students are required to translate a short paragraph from English into Urdu. The individual sentences are ordered by increasing level of difficulty.

**Sample assessment materials**

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 4: Writing in Urdu

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- The examiner will 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 they will 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 they will 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 they have decided on a band they will then need to decide on a mark within the band.

- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.

- They will modify the mark based on how securely the trait descriptors are met at that band.

- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - 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  | - 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  | - 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>- Produces simple, short sentences in isolation &lt;br&gt; - Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed</td>
</tr>
<tr>
<td>3–4</td>
<td>- Produces simple, short sentences with little linking &lt;br&gt; - 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</td>
</tr>
<tr>
<td>5–6</td>
<td>- Produces simple sentences with some linking &lt;br&gt; - 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</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>Limited information given likely to consist of single words and phrases</td>
</tr>
<tr>
<td></td>
<td>Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down</td>
</tr>
<tr>
<td></td>
<td>Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts</td>
</tr>
<tr>
<td></td>
<td>Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression</td>
</tr>
<tr>
<td>3–4</td>
<td>Some brief information given, basic points made without development</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts</td>
</tr>
<tr>
<td></td>
<td>Occasional appropriate use of register and style</td>
</tr>
<tr>
<td>5–6</td>
<td>Some relevant information given appropriate to the task, basic points made with little development</td>
</tr>
<tr>
<td></td>
<td>Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Mostly appropriate use of register and style, mostly sustained</td>
</tr>
<tr>
<td>7–8</td>
<td>Relevant information given appropriate to the task, basic points made with some development</td>
</tr>
<tr>
<td></td>
<td>Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas</td>
</tr>
<tr>
<td></td>
<td>Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of register and style sustained</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | ● 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  | ● 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  | ● Uses straightforward grammatical structures, some repetition  
      | ● Produces simple, short sentences; 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  | ● 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 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 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. 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td></td>
</tr>
</tbody>
</table>
|      | - 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  |  
|      | - 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 |
| 7–9  |  
|      | - 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 |  
|      | - 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 which 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | ● 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  | ● 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  | ● 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  | ● 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 is 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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>● Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>2</td>
<td>● Meaning fully communicated with occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>● Some words are communicated but the overall meaning of the sentence is not communicated</td>
</tr>
<tr>
<td>2</td>
<td>● The meaning of the sentence is partially communicated</td>
</tr>
<tr>
<td></td>
<td>● Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>3</td>
<td>● The meaning of the sentence is fully communicated</td>
</tr>
<tr>
<td></td>
<td>● Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

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.
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. 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • 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  | • 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 |
| 7–9  | • 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| • 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | ● 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  | ● 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  | ● 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  | ● 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 included in the grammar list that 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–4</td>
<td>Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>Some effective adaptation of language to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of register and style with the occasional inconsistency</td>
</tr>
<tr>
<td>5–8</td>
<td>Communicates some detailed information relevant to the task, frequently effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>Frequently effective adaptation of language to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of register and style with few inconsistencies</td>
</tr>
<tr>
<td>9–12</td>
<td>Communicates detailed information relevant to the task, with mostly effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>Mostly effective adaptation of language, to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Predominantly appropriate use of register and style</td>
</tr>
<tr>
<td>13–16</td>
<td>Communicates detailed information relevant to the task, with consistently effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>Consistently effective adaptation of language to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Consistent use of appropriate register and style throughout</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - 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  | - 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  | - 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| - 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 included in the grammar list that 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 3 – Higher tier (12 marks)

Translation mark grid and example response
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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference</td>
</tr>
<tr>
<td></td>
<td>Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</td>
</tr>
<tr>
<td>4–6</td>
<td>The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated</td>
</tr>
<tr>
<td></td>
<td>Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</td>
</tr>
<tr>
<td>7–9</td>
<td>The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated</td>
</tr>
<tr>
<td></td>
<td>Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</td>
</tr>
<tr>
<td>10–12</td>
<td>The meaning of the passage is fully communicated</td>
</tr>
<tr>
<td></td>
<td>Consistently accurate language and structures, any errors do not hinder clarity</td>
</tr>
</tbody>
</table>

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.
### Assessment Objectives

**Students must:**

<table>
<thead>
<tr>
<th>AO</th>
<th>Description</th>
<th>% in GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1</td>
<td>Listening – understand and respond to different types of spoken language</td>
<td>25</td>
</tr>
<tr>
<td>AO2</td>
<td>Speaking – communicate and interact effectively in speech</td>
<td>25</td>
</tr>
<tr>
<td>AO3</td>
<td>Reading – understand and respond to different types of written language</td>
<td>25</td>
</tr>
<tr>
<td>AO4</td>
<td>Writing – communicate in writing</td>
<td>25</td>
</tr>
</tbody>
</table>

**Total** 100%

### Breakdown of Assessment Objectives

<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment Objectives</th>
<th>Total for all Assessment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AO1 %</td>
<td>AO2 %</td>
</tr>
<tr>
<td>Paper 1: Listening and understanding in Urdu</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Paper 2: Speaking in Urdu</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding in Urdu</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Paper 4: Writing in Urdu</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total for GCSE</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>
3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our UK Information Manual. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Discount code and performance tables

Students taking the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see Appendix 6: Codes). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

Students should be advised that if they take two GCSEs with the same discount code, schools and colleges they wish to progress to are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English, with the exception of specific questions in the listening, reading and writing assessments.

For speaking and writing assessments, all student work must be in Urdu. For listening and reading, all student work must follow the instruction provided for the individual question.
Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student’s mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk
**Malpractice**

**Candidate malpractice**
Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

**Staff/centre malpractice**
Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.
Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual’s General Conditions of Recognition.

The raw marks for papers 1, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

Foundation and Higher tier

<table>
<thead>
<tr>
<th>Paper</th>
<th>Weighting</th>
<th>Raw marks</th>
<th>Scaling factor</th>
<th>Scaling mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>25%</td>
<td>70</td>
<td>1.000</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
<td>60</td>
<td>1.167</td>
<td>70</td>
</tr>
</tbody>
</table>

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2019.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:
- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu offers a suitable progression route from prior language learning experience at Key Stages 2 and 3, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

Students will be expected to be able to talk about themselves as well as matters that go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.
This qualification offers a suitable progression route to GCE A Level in Urdu. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual’s employability profile.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Urdu-speaking countries and their cultures.
### Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
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<tbody>
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<td>Appendix 1: Candidate speaking examination record form (CS2)</td>
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<td>Appendix 2: Grammar list</td>
<td>72</td>
</tr>
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<td>Appendix 3: Vocabulary list</td>
<td>79</td>
</tr>
<tr>
<td>Appendix 4: The context for the development of this qualification</td>
<td>200</td>
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<tr>
<td>Appendix 5: Transferable skills</td>
<td>202</td>
</tr>
<tr>
<td>Appendix 6: Codes</td>
<td>203</td>
</tr>
</tbody>
</table>
Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation tier and Higher tier candidates. Please indicate the tier below.

<table>
<thead>
<tr>
<th>Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu</th>
<th>1UR0: 2F/2H*</th>
<th>(*Please delete as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre name:</td>
<td>Centre number:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate name and number</th>
<th>Declaration and permissions signature and date*</th>
<th>Role play</th>
<th>Picture-based discussion</th>
<th>Conversation (1)</th>
<th>Conversation (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teacher name</td>
<td>Declaration and permissions signature and date*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.

Please photocopy and continue on a separate sheet as necessary. Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A 'Word' version of this form is available on our website to facilitate administration in centres.
Appendix 2: Grammar list

The grammar requirements for GCSE are set out in two tiers: Foundation tier and Higher tier.

GCSE students will be expected to have acquired knowledge and understanding of Urdu grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

Urdu (Foundation tier)

Nouns
- gender ﻣرد، ﻋورت، ﻟزﮐا، ﻟزﮐﯽ
- singular, plural including common regulars آدمﯽ، ﺳﯿﻤا، ﺗﺮس، ﺗﺒدار، ﺛﻮا، ﺑﯿﮢﯽ
  and declension آد، آد، آد، آد، آد
- Articles ﯾوئ، ﯾوئ، ﯾوئ، ﭼه، ﭼه، ﭼه

Adjectives
- agreement ﻟﻤﺑا، ﻟزﮐا، ﻟزﮐا، ﻟزﮐا
- position of adjectives ﺑﯿﮢ BBB
- comparative and superlative, including common irregulars, e.g. ﺑITTAA,
- demonstrative ﻟهو، ﺑBB، ﺑBB، ﺑBB
- indefinite: singular/plural usage, e.g. ﺑBB، ﺑBB، ﺑBB، ﺑBB
- possessive, e.g. ﻟوو، ﻟوو، ﻟوو
- interrogative, e.g. ﻒماا، ﻒماا، ﻒماا، ﻒماا
Adverbs (masculine, feminine, plural)

- regular and common irregular (manner, time, place)
- comparative and superlative
- adverbs of time, place and manner
- interrogative
- degrees modifier
- common adverbial phrases

Quantifiers/intensifiers

- common expressions of quantity
- non-count nouns

Pronouns

- personal all subject pronouns – all subject pronoun, e.g.
- direct object pronouns, e.g.
- indirect object pronouns e.g.
- combined forms of direct and indirect pronouns, e.g.
- reflexive, e.g.
- relative/correlative e.g.
- disjunctive/emphatic, e.g.
- demonstrative, e.g.
- indefinite, e.g.
- interrogative, e.g.
**Pronouns (cont)**

- combined forms, e.g. اس جیسا کوئی نہیں
- declension of pronouns اس، اس
- correlative جب، جبان، جیسی، جو

**Position and order of object pronouns (R)**

**Verbs**

- regular and irregular forms of verb including reflexive verbs, e.g.

  آنا، جانا، سنا، ہاگنا

- infinitives, e.g.

  سوچنا، جانا، کھانا، پڑھنا، دیکھنا، دوران، سیکھنا، کام کرنا، سونا

- all persons of the verb, singular and plural

  لُزَکا کھیلتا بے - لُزَکی پڑھتی بے - بچے کھیلتے بین

- modes of address آپ، تو

- negative forms, e.g.

  نہ، نہیں، وہ نہ گیا، ابھی تک نہیں آیا

- interrogative forms، e.g.

  کبہان، کیا، کیون

- impersonal constructions, e.g.

  بارش ہو رہی بے - اندھیرا چھا گیا بے -

- verbs followed by infinitive, with or without preposition.

- imperative including polite form, e.g.

  چل، کرو، آتھو، جانئین، کریں، جانئیں -

- کیجنیے

  تھی، تھی، تھی، تھی (past) بے، بین، بون،

- imperative with regular form, e.g.

  لیجیے، دیجیے، چلیے، بیچھیے-

- imperative (negation) مت جاں / مت سنو
• Tenses: e.g.
  - present, e.g. جاءنا، آتی، سوئے، کھاتے
  - present perfect, e.g. مین نے بابر ایک کار دیکھی بے
  - passive (present), e.g. مجھے بلیا گیا بے
  - present participle, e.g. کھاتے، جاءناً، سوئتا
  - present tenses: simple, habitual continuous, perfect, e.g. وه جاتاہے / جا ربا تها / وا جا تها
  - present perfect, e.g. وہ آیا بے
  - imperfect, e.g. وہ اسکول جاتاہے
  - present subjunctive/subjunctive mood, e.g. وہ چلے / مین کہون / بو سکتاہے مین جاون
  - other common verbs in the imperfect tense (R)
  - past tense: participle, continuous, perfect form, e.g. وه گیا / جا ربا تها / جا چجا تها
  - future tenses, participle, continuous, perfect, form, e.g. وه جانے گیا/جارباہے /جا چجا بوگے
  - immediate future مین کل پاکستان جا ربا بون
  - pluperfect (R) گرمیون مین بم امریکہ گئے تھے
  - other common verbs in the imperfect tense – commenced event (R)
  - (oblique infinitive) بارش بونے لگی / وہ جانے والا تها
  - imperative forms لاو، کہاں وہ جاوا
  - conditional e.g. اگر، تو ، نہ، ورنہ
  - transitive/intransitive verb in past

Negatives
  - e.g. نہ، نہیں، اس کے باوجود، نہ تو / نہ بی، کونی نہیں، کبھی نہیں، کچھ نہیں، کچھ نہیں
Postpositions
- contracted forms of preposition, e.g.
  
  مین، سے، تک نچے، پاس، سامنے، پر، گا، کی، کے
- fixed case and dual case with accusative and /or dative with genitive (R), e.g.
  اس سے چلا نہیں جاتا / مجبور سے پوہلی نہیں جاتا
- common compound postpositions, e.g.
  کے قریب / سے آگے / کے پاس / کے لنے / کے تحت / کے بر عکس

Clause Structures
- main clause word order/subordinate clauses, including relative clauses.

Conjunctions
- coordinating and subordinating, e.g.
  نہیں، اور، جس طرح، جلائی، بہار حال، چونکہ، جبکہ

Connectives, e.g.
- اس کے علاوہ، ظاہر ہے کہ، وہ اس لیے ہے کہ، سچ ہے ہیں کہ، ورنہ، اس میں
  کونی شک نہیں

Number, quantity and time
- ordinal and cardinal numbers, e.g.
  ایک دو تین / چھل، دوسرا، تیسرا
- common coordinating conjunctions, e.g.
  اس وچ سے، پہر، لیکن
- common subordinating conjunctions, e.g.
  کیونکہ، اگرچہ، خواہ
- common quantities, e.g.
  اکائی، دبائی، عدد، سینکڑہ، بزار، لاکھ، کروڑ، ارب، درجن
- time and date, e.g.
  منٹ، گھنٹے، دوپہر، شام، بجنگ مین، بچ کر، سارہ،
  دوسرا، آٹھویں مینی، سال، صدی
- distributive pronouns, e.g.
  بزاور لگا جمع بو گنگے

Vowel points and other marks
- e.g.

زیر، پتھر، پپش، تشذیب، جزم، تنوین کا استعمال
Urdu (Higher tier)

All grammar and structures listed for Foundation tier, as well as:

Nouns
- less common irregulars abstract nouns, e.g. جذبات، خیالات
- compound nouns, e.g. بر صغير پاک و بند، وزیر اعظم، آب و بوا
- complex and irregular plurals, e.g. منظر سے مناظر، استاد سے استادیہ

Adjectives
- comparatives and superlatives including Arabic and Persian adjectives, e.g. بہترین، کمترین
- irregular superlatives, e.g. اول درجه کا، بلند
- pronominal, e.g. کتنا، کسیا، کسے، اب، تب، کون

Adverbs
- comparative and superlative, e.g. زیادہ آبستہ، چلتا ہے
- repeated adverbs, e.g. وہ زور زور سے بولتا ہے
- Arabic adverbs, e.g. تقیباً، عموماً

Pronouns
- indefinite, e.g. (oblique) کونی ایسا شخص، کونی، کسی (چس کسی نے ہی، وه ایسا کون ہے
- interrogatives, e.g. جس کسی نے ہی، وه ایسا کون ہے
- combinations of direct and indirect pronouns, e.g. یہ کتابیں ان بچوں کو دول
- demonstratives oblique (R), e.g. جس میز پر ے، جس گھر میں ے
- possessive (R)
- direct and indirect object after an infinitive
- relative pronouns, e.g. جنبیں، جسی، جو کونی
- position and order of object pronouns, e.g. مجبیے، تمپیں، بمنی، اسی
Verbs
- infinitival agreement e.g. ﻣﺟﮭﮯ
- participle constructions e.g. ﺗے ﺛے ﺗے ﺛے ﮐﺋﯽ ﮐﺎم
- obligation e.g. ﮐﺎم ﮐرﻧﮯ ﮐﮨا، ﮐﮨا، ﮐﮨا، ﮐﮨا
- present subjective/subjective mood e.g. ﮐﮯ، ﮐﮯ، ﮐﮯ، ﮐﮯ ﮐﮯ، ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا 
- compound verbs e.g. ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا 
- imperative with irregular forms e.g. 

Passive Forms
- present perfect e.g. ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا 
- pluperfect e.g. ﮐﮨا ﮐﮨا ﮐﮨا 
- future perfect e.g. ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا 
- conditional verb forms e.g. ﮐﮨا ﮐ腆 ﮐﮩو 
- interrogative impressions e.g. ﮐﮩو، ﮐﮩو، ﮐﮩو، ﮐﮩو ﮐﮩو، ﮐﮩو، ﮐﮩو، ﮐﮩو ﮐﮩو، ﮐﮩو، ﮐﮩو، ﮐﮩو ﮐﮩو، ﮐﮩو، ﮐﮩو، ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا 
- present/past/future perfect continuous tenses e.g. ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا 

Conjunctions
- more complex forms e.g. ﮐﮯ ﮐﮯ ﮐﮯ ﮐﮯ ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو ﮐﮩو 

Connectives
- more complex forms e.g. 

Numbers
- cardinal numbers, 1 to 1000, plus those listed in general vocabulary 
- ordinal numbers and commonly used impressions e.g. ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا 

Time
- including non-limited time span ﮐﮩو ﮐﮩو ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا ﮐﮨا
Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu.

However, students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation tier assessments.

Word lists

Section 1: High-frequency language

Common verbs
Common adjectives
Common adverbs
Prepositions
Colours
Numbers
Ordinal numbers
Quantities and measures
Some useful connecting words
Time expressions
Times of day
Days of the week
Months and seasons of the year
Question words
Other useful expressions
Other high-frequency words
Countries
Continents
Nationalities
Areas/mountains/seas
Useful acronyms
Social conventions
Language used in dialogue and messages
Section 2: Topic-specific language

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed in only one theme. Many common verbs are given in the verb list, with a few others included under a specific topic.

Each topic has been highlighted in bold.

All topics must be studied in the context of both the student’s home country and that of countries and communities where Urdu is spoken.

Theme 1: Identity and culture

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

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

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

Theme 2: Local area, holiday and travel

Holidays: preferences, experiences and destinations

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

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

Theme 3: School

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

School activities: school trips; events and exchanges

Theme 4: Future aspirations, study and work

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

Ambitions: further study; volunteering; training

Work: jobs; careers and professions

Theme 5: International and global dimension

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

Environmental issues: being ‘green’; access to natural resources
Section 1: High-frequency language

Common verbs

to accept
قبول کرنا

Sañeh Dína

to accompany
ساتھ دینا

Esañana Korná

to add
اِضافہ دینا

Eșañá Korná

to advise
مَشوره دینا

Ejáazt Dína

to allow
اجاژت دینا

جواب دینا

to answer/reply
جواب دینا

Bhthiná Korná

to argue
پُنچنا

Púchhena

Mángká

Bjína

Níbána

Qál Balína

Pída Balína

Blína

Mẖíntat Ríba

Serdí / Gñromí Mẖous Korná

Jldí Mín Balína

Dẖíşpi Lína

Khow Qñmt Balína

to arrive
ﭘﮩُنﭼﻧا


to ask
پُوﭼھنا


to ask for
م(Container) گنج


to avoid
بَچنَا


to bath, to bathe


to be able to


to be born


to be called


to be careful


to be hot/cold


to be in a hurry


to be keen to


to be lucky
Common verbs (cont)

to be sorry

پیاسا بونا

to be thirsty

آلدار لینا

to borrow

ادھار لینا

to break

تورننا

to buy

خریدنا

to call (telephone call)

کال کرنا

to cancel

منسوخ کرنا

to change

بدلنا

to check

جائننا

to choose

منتخب کرنا

to clean

صاف کرنا

to click (ICT)

کِﻠﮏ ) کمپیوٹر کا بٹن دبانا(

-------------------

to climb; get on(to)

چڑھننا

to close

بند کرنا

to collect

جمع کرنا

to come

آنا

to contact

رابطہ کرنا

to continue/carry on

جائ کھنا

to convince

قائل کرنا

to cope/manage/get by

نمتنا

to copy

نقل کرنا

to cost

قیمت دینا
Common verbs (cont)

to count, intend; count on (someone)

کسی پر انحصار کرنا
پار کرنا
رونا
فیصلہ کرنا
رُخصت بونا
بیان کرنا
مُستحق بونا
مرنا/وفات پانا/فوت بونا
بات جیت کرنا
خاک پانا
پینا
گزائرہ چلانا
کمانا
کھانا
ختم کرنا
خُود لطف اٹھانا
داخل بونا
بنچنا
وضاحت کرنا
نامک بونا
گرنا
سوجانا
Common verbs (cont)

to feed, nourish

کھلانا

بہرنا

معلوم کرنا

ختم کرنا

 wur/garaان/ازان

پچھا کرنا

کولی جیز بھول جانا

مُعاف کرنا

غُصن بُونا

اکتا جانا/بوڑ بونا

کیڑے پیننا

dena

واس دینا

(تحف) دینا

جاانا

کیڑے پیننا

مین بیٹھنا/کھڑا بونا/سوار بونا

سے آترنا

أتھنا

نچی جانا

چہل قدمی کے لئے جانا

بابر جانا

to fill/fill in

bھرنا

to finish, end

ختم کرنا

ارّنا/ازان

پچھا کرنا

کوئی جیز بھول جانا

مُعاف کرنا

غُصن بُونا

اکتا جانا/بوڑ بونا

کیڑے پیننا

dena

واس دینا

(تحف) دینا

جاانا

کیڑے پیننا

مین بیٹھنا/کھڑا بونا/سوار بونا

سے آترنا

أتھنا

نچی جانا

چہل قدمی کے لئے جانا

بابر جانا

to find

mعلوم کرنا

ختم کرنا

 wur/garaان/ازان

پچھا کرنا

کوئی جیز بھول جانا

مُعاف کرنا

غُصن بُونا

اکتا جانا/بوڑ بونا

کیڑے پیننا

dena

واس دینا

(تحف) دینا

جاانا

کیڑے پیننا

مین بیٹھنا/کھڑا بونا/سوار بونا

سے آترنا

أتھنا

نچی جانا

چہل قدمی کے لئے جانا

بابر جانا

to fly

اُڑناء / اُڑاائنا

to follow

پیچھا کرنا

کوئی جیز بھول جانا

مُعاف کرنا

غُصن بُونا

اکتا جانا/بوڑ بونا

کیڑے پیننا

dena

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جاانا

کیڑے پیننا

مین بیٹھنا/کھڑا بونا/سوار بونا

سے آترنا

أتھنا

نچی جانا

چہل قدمی کے لئے جانا

بابر جانا

to forget; to leave something behind

فوگ جانا

تو چھول جانا

کوئی جیز بھول جانا

مُعاف کرنا

غُصن بُونا

اکتا جانا/بوڑ بونا

کیڑے پیننا

dena

واس دینا

(تحف) دینا

جاانا

کیڑے پیننا

مین بیٹھنا/کھڑا بونا/سوار بونا

سے آترنا

أتھنا

نچی جانا

چہل قدمی کے لئے جانا

بابر جانا

to forgive

mُعاف کرنا

غُصن بُونا

اکتا جانا/بوڑ بونا

کیڑے پیننا

dena

واس دینا

(تحف) دینا

جاانا

کیڑے پیننا

مین بیٹھنا/کھڑا بونا/سوار بونا

سے آترنا

أتھنا

نچی جانا

چہل قدمی کے لئے جانا

بابر جانا

to get angry

غُصن بُونا

اکتا جانا/بوڑ بونا

کیڑے پیننا

dena

واس دینا

(تحف) دینا

جاانا

کیڑے پیننا

مین بیٹھنا/کھڑا بونا/سوار بونا

سے آترنا

أتھنا

نچی جانا

چہل قدمی کے لئے جانا

بابر جانا

to get bored

اُکائ جانا / بور جانا

to get dressed

کپڑے پڑننا

to give

dبند

to give back

وئس دینا

to give (a gift)

رحف دینا

to go

گئنا

to get dressed

کپڑے پڑننا

to get into (bus, car, train)

میں بیٹھنا/کھڑا بونا/سوار بونا

سے آترنا

أتھنا

نچی جانا

چہل قدمی کے لئے جانا

بابر جانا

to get out of (bus, car, train)

سے آترنا

أتھنا

نچی جانا

چہل قدمی کے لئے جانا

بابر جانا

to get up

اُﮢﮭننا

to go down

نیچی جانا

to go for a walk

چڑھ کوڑ کیے جانا

بابر جانا

to go out

بابر جانا
Common verbs (cont)

to go to bed

سُوںے جانا

to go up

اُوﭘر جانا

نُقصان پہچانا

to harm/damage

نُنقص پھینچانا

نازماً کرنا بے

سُننا

to hate

ﮐرنا نُف رت

تو کرنا

to have to/must

ًﻻزمًا کرنا

سُننا

to hear

سُننا

to help

مدد کرنا

پکڑنا

 tolerant کرنا

to hold

سُننا

أمید کرنا

جلدی کرنا

چوٹ لگنا

بہتر کرنا

اطلاع دينا

ﺎغاز کرنا

muta'arif کرنا (کونی فرد)/تعارف کرنا

بیلانا

کؤد جانا/اچھلنا

وضاحت کرنا (دلیل سے)

مارنا پھینچنا

اَلّا گرنا

معلوم بونا

جانا
Common verbs (cont)

to land (a plane)
to last
to laugh
to learn
to leave; to depart
to leave (somewhere, somebody)
to leave behind (an object)
to lend
to light, turn/switch on
to like
to listen
to live (inhabit)
to live
to look after
to look after/mind (child, dog)
to look for
to look like, to resemble
to lose
to love
to manage, to cope
to manage (business)
to mean to (do)
### Common verbs (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Urdu</th>
</tr>
</thead>
<tbody>
<tr>
<td>to mean/to signify</td>
<td>نشاندے کرنا</td>
</tr>
<tr>
<td>to meet</td>
<td>ملاقات کرنا</td>
</tr>
<tr>
<td>to miss; to be lacking</td>
<td>یاد آنا</td>
</tr>
<tr>
<td>to miss (train, bus etc)</td>
<td>خطہ بونا/چھٹ جانا</td>
</tr>
<tr>
<td>to need</td>
<td>ضرورت بونا</td>
</tr>
<tr>
<td>to note</td>
<td>غور کرنا</td>
</tr>
<tr>
<td>to offer; to give a present</td>
<td>پیش کرنا</td>
</tr>
<tr>
<td>to open</td>
<td>کھولنا</td>
</tr>
<tr>
<td>to order</td>
<td>حکم دینا</td>
</tr>
<tr>
<td>to organise/to arrange</td>
<td>منظّم کرنا/انتظام کرنا</td>
</tr>
<tr>
<td>to park (vehicle)</td>
<td>پارک کرنا/گاری کھڑی کرنا</td>
</tr>
<tr>
<td>to pass</td>
<td>گذرنا</td>
</tr>
<tr>
<td>to pass</td>
<td>پاس/کامیاب بونا</td>
</tr>
<tr>
<td>to phon</td>
<td>فون کرنا</td>
</tr>
<tr>
<td>to place</td>
<td>رکھنا</td>
</tr>
<tr>
<td>to please</td>
<td>خوش کرنا</td>
</tr>
<tr>
<td>to prefer</td>
<td>ترجیح دینا</td>
</tr>
<tr>
<td>to present</td>
<td>پیش کرنا</td>
</tr>
<tr>
<td>to prevent/to stop</td>
<td>روکنا</td>
</tr>
<tr>
<td>to produce</td>
<td>بیدا کرنا/تخليق کرنا</td>
</tr>
<tr>
<td>to pull</td>
<td>کھینچنا</td>
</tr>
<tr>
<td>to push</td>
<td>دھاکا دینا</td>
</tr>
</tbody>
</table>
**Common verbs (cont)**

to put

روکھنا

وُاپس روکھنا

پڑھنا

dوڑنا/بہاگنا

وُسُول کرنا

صلاح/مشورہ دینا

پیسے واپس دینا

پچھتانا

یاد روکھنا

کرام پرلینا

مرمت کرنا

زبرانا

تبدیل کرنا

جواب دینا

تحقیق کرنا

زکرچھوزن/مخصوص کرنا

پُک کرنا/پُک کرنا

آرام کرنا

واپس جانا/اانا

گھنتی بجانا

بجنا/بچانا

کِبنا
<table>
<thead>
<tr>
<th>English Verb</th>
<th>Urdu Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>to see</td>
<td>دیکھنا</td>
</tr>
<tr>
<td>to seem</td>
<td>دکھائی دینا / لگنا</td>
</tr>
<tr>
<td>to sell</td>
<td>بیچنا</td>
</tr>
<tr>
<td>to send</td>
<td>بھیجنا</td>
</tr>
<tr>
<td>to serve</td>
<td>خدمت کرنا</td>
</tr>
<tr>
<td>to show</td>
<td>دیکھنا</td>
</tr>
<tr>
<td>to sign</td>
<td>دستخط کرنا</td>
</tr>
<tr>
<td>to sing</td>
<td>گانا</td>
</tr>
<tr>
<td>to sit down</td>
<td>بیٹھنا</td>
</tr>
<tr>
<td>to sleep</td>
<td>سونا</td>
</tr>
<tr>
<td>to smile</td>
<td>مسکرانا</td>
</tr>
<tr>
<td>to speak</td>
<td>بولنا</td>
</tr>
<tr>
<td>to spend (money)</td>
<td>خرچ کرنا</td>
</tr>
<tr>
<td>to spend (time)</td>
<td>گُذارنا</td>
</tr>
<tr>
<td>to squash</td>
<td>کچلنا</td>
</tr>
<tr>
<td>to stay</td>
<td>تھرہنا</td>
</tr>
<tr>
<td>to steal</td>
<td>چرانا</td>
</tr>
<tr>
<td>to stick</td>
<td>قائم رہنا / چسپاں کرنا</td>
</tr>
<tr>
<td>to stop</td>
<td>رکنا/روکنا</td>
</tr>
<tr>
<td>to study</td>
<td>پڑھنا</td>
</tr>
<tr>
<td>to succeed</td>
<td>کامیاب ہونا</td>
</tr>
<tr>
<td>to swim</td>
<td>تیرنا/تیراکی کرنا</td>
</tr>
</tbody>
</table>
### Common verbs (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Urdu</th>
</tr>
</thead>
<tbody>
<tr>
<td>to switch off</td>
<td>بند کرنا</td>
</tr>
<tr>
<td>to take</td>
<td>لینا</td>
</tr>
<tr>
<td>to take off (plane)</td>
<td>آغاز پرواز کرنا</td>
</tr>
<tr>
<td>to take off (change clothes etc)</td>
<td>کپڑے اتارنا باتیں کرنا</td>
</tr>
<tr>
<td>to talk</td>
<td>باتیں کرنا</td>
</tr>
<tr>
<td>to teach</td>
<td>پڑھاہنا/سکھانا تفصیل بیان کرنا بتانا</td>
</tr>
<tr>
<td>to tell/recount</td>
<td>شکریہ ادا کرنا سوجنا</td>
</tr>
<tr>
<td>to tell</td>
<td>باتانا</td>
</tr>
<tr>
<td>to thank</td>
<td>شکریہ ادا کرنا سوجنا</td>
</tr>
<tr>
<td>to think (about)</td>
<td>یقین کرنا/عیقیدہ رکھنا پہینکنا</td>
</tr>
<tr>
<td>to think, believe</td>
<td>یقین کرنا/عیقیدہ رکھنا پہینکنا</td>
</tr>
<tr>
<td>to throw</td>
<td>چھوننا</td>
</tr>
<tr>
<td>to touch</td>
<td>سفر کرنا</td>
</tr>
<tr>
<td>to travel</td>
<td>کوشش کرنا</td>
</tr>
<tr>
<td>to try</td>
<td>سمجھنا</td>
</tr>
<tr>
<td>to understand</td>
<td>استعمال کرنا ملاقات کرنا دورہ کرنا انتظار کرنا</td>
</tr>
<tr>
<td>to use</td>
<td>استعمال کرنا ملاقات کرنا دورہ کرنا انتظار کرنا</td>
</tr>
<tr>
<td>to visit (person)</td>
<td>ہیجان/عیقیدہ رکھنا پہینکنا</td>
</tr>
<tr>
<td>to visit (place)</td>
<td>ہیجان/عیقیدہ رکھنا پہینکنا</td>
</tr>
<tr>
<td>to wait for</td>
<td>چھوننا</td>
</tr>
<tr>
<td>to wake up</td>
<td>پیدل جلنا</td>
</tr>
<tr>
<td>to walk</td>
<td>پیدل جلنا</td>
</tr>
</tbody>
</table>
Common verbs (cont)

to want
 جاہنا
خواہش کرنا
ختیار کرنا

to want, desire
خواہش کرنا
خواتر کرنا
دوہنا
پیننا


to wash
دھونا

to warn
خبردار کرنا


to wear
پہننا
وزن کرنالونا
چیتانا


to weigh
وزن کرنا/تلونا
چیتانا


to wash
دھونا


to win
جیتنا


to wish
خواہش کرنا/خواہش رکھنا
کام کرنا
چالو بونا
لکھنا

Common adjectives

active
پہرتیلا/جست

alike; the same
ایک جیسا/ملتا جلتا

approximately/about/almost
تقریباً

boring
اکتا دینی والا/غیر
دلچسب/خوشک

easy
آسان

expensive
مہنگا

exciting
جوشیلا

fair
منصفانہ

famous
مشہور
Common adjectives (cont)

fantastic

fashionable

fast

fat

favourite

formal/informal

former

free (at no cost)

free

free (unoccupied, available)

friendly

frightening

full

fun; amusing

funny (comical)

generous

good

good (well behaved/mannered)
grateful

great (fantastic)
great (marvellous)
happy

لاجواب

فیشن ایپل

تیز

موثا

پسندیده

زسمی/ غیر زسمی

سابقہ

مفت

آزاد

خالی

ملنسار (روہم)

ثراونا/ خوшкаک

مکمل

تفریح/دلچسپ

مزاحیہ/بنسانی والا

سخی

اچھا

اجھا/ بادب/ مہذب/ با اخلاق

شکرگذار

لاجواب/ شاندار

حیرت انگیز

خوش
Common adjectives (cont)

- hard
- working
- healthy (food/way of life)
- heavy
- high; tall (building)
- honest
- ideal
- important
- in a good mood/jolly
- in a hurry
- independent
- inexpensive
- intelligent; clever
- interesting
- kind
- large
- last
- lazy
- light
- locked
- long
- lost
Common adjectives (cont)

magnificent
marvellous
mature
modern
naughty
necessary
negative
new (brand new)
new
next
nice; likeable
noisy
normal
numerous
old
old (former)
old fashioned
open
optimistic
other
own
(im)patient

شاندار
حیرت انگیز
بالغ
جدید/ نیا
شریک
ضروری
منفی
باالکل نیا/ نئی
نیا
اگلی/اگلا
عده/اعلی
شور مجانی والا
باقاعدہ
کثیر
بُزرگ/بُزرُه/بزرگ
پُرانی/ پُران
پُرانی وضع کا
کہلا
خوش‌اَمیدان/ رجاییت پسن
دبیگر
ایپنا/ذاتی
بے صبر
Common adjectives (cont)

peaceful
perfect
pessimistic
pleased
pleasant
(im)polite
popular
positive
practical
pretty
quiet
ready
real
reasonable
recent
recognised/well known
responsible
rich
ridiculous
ripe
rotten
sacred
<table>
<thead>
<tr>
<th>English</th>
<th>Urdu</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad</td>
<td>أداس</td>
</tr>
<tr>
<td>safe</td>
<td>محفوظ</td>
</tr>
<tr>
<td>same</td>
<td>ایک جیسا</td>
</tr>
<tr>
<td>satisfied</td>
<td>مطمئن</td>
</tr>
<tr>
<td>selfish</td>
<td>خودغرض</td>
</tr>
<tr>
<td>sensational</td>
<td>سننسی خیز</td>
</tr>
<tr>
<td>serious</td>
<td>سنِجیده</td>
</tr>
<tr>
<td>short</td>
<td>مختصر</td>
</tr>
<tr>
<td>shy</td>
<td>شرمستایی</td>
</tr>
<tr>
<td>silent</td>
<td>خاموش</td>
</tr>
<tr>
<td>silly</td>
<td>بیوقوف</td>
</tr>
<tr>
<td>situated</td>
<td>واقع</td>
</tr>
<tr>
<td>slim</td>
<td>پتلا/پتلا</td>
</tr>
<tr>
<td>small; short (person)</td>
<td>چہوٹا قد</td>
</tr>
<tr>
<td>strict</td>
<td>سخت</td>
</tr>
<tr>
<td>strong</td>
<td>مضبوط</td>
</tr>
<tr>
<td>superb</td>
<td>شاندار</td>
</tr>
<tr>
<td>surprised</td>
<td>حیران</td>
</tr>
<tr>
<td>talkative</td>
<td>با تونی</td>
</tr>
<tr>
<td>thin, narrow</td>
<td>تنگ</td>
</tr>
<tr>
<td>tidy</td>
<td>صاف</td>
</tr>
<tr>
<td>tired</td>
<td>تھئا پووا</td>
</tr>
</tbody>
</table>
Common adjectives (cont)
tiring
ttrue
typical
tugly
unbelievable
unfair
unhappy
unhealthy
unpleasant
useful
useless
valid
valuable
weak
wet
worried
wise
young

تهكآئت آمیز
سج
عام
بدصُورت
نافقابل یقین
بصرف
غیر منصفانه
ناخوشش
بimar
ناخوشگوار
مفيد
پی یار
درست
قیمتی
کمزور
بھیگا
پریشان
عقلمحدود
نوجوان/ کم عمر
### Common adverbs

- **straight away**
- **(for) a long time**
- **(un)fortunately**
- **again**
- **again and again/frequently**
- **already**
- **always**
- **cheap(ly)**
- **especially**
- **everywhere**
- **fairly**
- **frequently**
- **hardly**
- **here**
- **immediately**
- **loud(ly)**
- **never**
- **not yet**
- **nowhere**
- **often**
- **once**
- **over there**
Common adverbs (cont)

perhaps/maybe  شاہد
quickly  جلدی سے
rarely  کہیں کہیں
rather  بدلکر
really  واقعی
to recently  حال میں
sometimes  بعض اوقات/کہیں کہیں
somewhere  کہیں نہ کہیں
soon  جلد
standing  کہر
still  اب بھی
there  وہ/اُدھر
together  ایک ساتھ
too/also  بھی
top there  وہ اوپر
usually  اکثر
very  بہت
well  صحیح، مناسب، تھیچے
Prepositions/postpositions
above
after
against
among
around
at (someone’s house)
at the end of
at, on
before
behind
between
far from
from/since
in (inside)
in front of; in the front
in the background; at the back
in the foreground
in the middle (of)
near (to)
next to
nowhere
of
Prepositions/postpositions (cont)

on (on top of)
opposite
outside
through
to
towards
under
till/until

Colours

black
blue
brown
grey
dark
green
beige
light
pink
red
violet
white
yellow
<table>
<thead>
<tr>
<th>English</th>
<th>Urdu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ایک</td>
</tr>
<tr>
<td>2</td>
<td>دو</td>
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<td>3</td>
<td>تین</td>
</tr>
<tr>
<td>4</td>
<td>چار</td>
</tr>
<tr>
<td>5</td>
<td>پانچ</td>
</tr>
<tr>
<td>6</td>
<td>چھیے</td>
</tr>
<tr>
<td>7</td>
<td>سات</td>
</tr>
<tr>
<td>8</td>
<td>آخر</td>
</tr>
<tr>
<td>9</td>
<td>نو</td>
</tr>
<tr>
<td>10</td>
<td>دس</td>
</tr>
<tr>
<td>11</td>
<td>گیارہ</td>
</tr>
<tr>
<td>12</td>
<td>بارہ</td>
</tr>
<tr>
<td>13</td>
<td>تیز</td>
</tr>
<tr>
<td>14</td>
<td>چودھ</td>
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<td>15</td>
<td>پندرہ</td>
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<td>16</td>
<td>سولہ</td>
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<tr>
<td>17</td>
<td>سترہ</td>
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<tr>
<td>18</td>
<td>اٹھارہ</td>
</tr>
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<td>19</td>
<td>ائنس</td>
</tr>
<tr>
<td>20</td>
<td>بیس</td>
</tr>
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<td>21</td>
<td>اکیس</td>
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<td>22</td>
<td>بائیس</td>
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</table>
### Numbers 1-1000 (cont)

<table>
<thead>
<tr>
<th>Number</th>
<th>Urdu</th>
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<tbody>
<tr>
<td>23</td>
<td>تئیس</td>
</tr>
<tr>
<td>24</td>
<td>چوپس</td>
</tr>
<tr>
<td>25</td>
<td>پچِس</td>
</tr>
<tr>
<td>26</td>
<td>چہپس</td>
</tr>
<tr>
<td>27</td>
<td>ستائِس</td>
</tr>
<tr>
<td>28</td>
<td>ائِہائیس</td>
</tr>
<tr>
<td>29</td>
<td>ائِئیس</td>
</tr>
<tr>
<td>30</td>
<td>تئیس</td>
</tr>
<tr>
<td>31</td>
<td>اکئیس</td>
</tr>
<tr>
<td>39</td>
<td>ہائئیس</td>
</tr>
<tr>
<td>40</td>
<td>چئئیس</td>
</tr>
<tr>
<td>41</td>
<td>ائکئیس</td>
</tr>
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<td>49</td>
<td>ائئئیس</td>
</tr>
<tr>
<td>50</td>
<td>پچئئیس</td>
</tr>
<tr>
<td>51</td>
<td>ائئئئیس</td>
</tr>
<tr>
<td>59</td>
<td>ائئئئئیس</td>
</tr>
<tr>
<td>60</td>
<td>پچئئئئیس</td>
</tr>
<tr>
<td>61</td>
<td>ائئئئئئیس</td>
</tr>
<tr>
<td>69</td>
<td>ائئئئئئئیس</td>
</tr>
<tr>
<td>70</td>
<td>ائئئئئئئئیس</td>
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<td>71</td>
<td>ائئئئئئئئئیس</td>
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<td>79</td>
<td>ائئئئئئئئئئیس</td>
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<tr>
<td>Number</td>
<td>Urdu</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>80</td>
<td>اَسی</td>
</tr>
<tr>
<td>81</td>
<td>اِکیاَسی/اکاسی</td>
</tr>
<tr>
<td>89</td>
<td>نواسی</td>
</tr>
<tr>
<td>90</td>
<td>نوے</td>
</tr>
<tr>
<td>91</td>
<td>اکاَتَوے</td>
</tr>
<tr>
<td>99</td>
<td>نِناتوے</td>
</tr>
<tr>
<td>100</td>
<td>سو</td>
</tr>
<tr>
<td>101</td>
<td>ایک سو ایک</td>
</tr>
<tr>
<td>120</td>
<td>ایک سو بیس</td>
</tr>
<tr>
<td>200</td>
<td>دو سو</td>
</tr>
<tr>
<td>1000</td>
<td>ایک بزار</td>
</tr>
<tr>
<td>1100</td>
<td>گیاَرہ سو</td>
</tr>
<tr>
<td>2000</td>
<td>دو بزار</td>
</tr>
<tr>
<td>1,000,000</td>
<td>دَس لَاکھ</td>
</tr>
<tr>
<td>2,000,000</td>
<td>بیس لَاکھ</td>
</tr>
<tr>
<td>hundreds</td>
<td>سینکڑوں</td>
</tr>
<tr>
<td>thousands</td>
<td>بزاروں</td>
</tr>
<tr>
<td>hundreds of thousands</td>
<td>لاکھوں</td>
</tr>
</tbody>
</table>
Ordinal numbers 1-1000

first
second
eleventh
twenty first etc

Quantities and measures

a bottle (of)
about twenty
about a hundred
a dozen
a jar (of)
a little of/few
a litre (of)
a lot (of)
a little (of)
a kilo (of)
gramme
centilitre
centimetre
### Quantities and measures (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Urdu</th>
</tr>
</thead>
<tbody>
<tr>
<td>metre</td>
<td>میٹر</td>
</tr>
<tr>
<td>kilometre</td>
<td>کلو میٹر</td>
</tr>
<tr>
<td>less</td>
<td>کم</td>
</tr>
<tr>
<td>more</td>
<td>زیادہ</td>
</tr>
<tr>
<td>a packet (of)</td>
<td>کا ایک پیکٹ</td>
</tr>
<tr>
<td>a piece (of)</td>
<td>کا ایک تکڑا</td>
</tr>
<tr>
<td>a slice (of)</td>
<td>کا ایک تکڑا</td>
</tr>
<tr>
<td>a tin, box (of)</td>
<td>کا ایک بن، بکس</td>
</tr>
<tr>
<td>enough</td>
<td>کافی</td>
</tr>
<tr>
<td>half</td>
<td>آدھا</td>
</tr>
<tr>
<td>many</td>
<td>کئی</td>
</tr>
<tr>
<td>quantity</td>
<td>مقدار</td>
</tr>
<tr>
<td>quarter</td>
<td>چوٹھائی</td>
</tr>
<tr>
<td>quite a few</td>
<td>کافی سار/کافی سارے</td>
</tr>
<tr>
<td>several</td>
<td>کئی</td>
</tr>
<tr>
<td>some/a few</td>
<td>کچھ</td>
</tr>
<tr>
<td>third</td>
<td>ٹیسرا</td>
</tr>
<tr>
<td>too much; too many</td>
<td>بہت زیادہ</td>
</tr>
<tr>
<td>weight</td>
<td>وُزن</td>
</tr>
</tbody>
</table>
Some useful connecting words

according to
also
although
and
because/as
because of
but
even if
finally
first of all
however
if
in order to
or
perhaps
since
so
then
therefore
<table>
<thead>
<tr>
<th>English</th>
<th>Urdu</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>کے بعد / بعد میں</td>
</tr>
<tr>
<td>afternoon</td>
<td>سے پہر</td>
</tr>
<tr>
<td>already</td>
<td>پہلے بیا</td>
</tr>
<tr>
<td>always</td>
<td>بمیش</td>
</tr>
<tr>
<td>as soon as</td>
<td>جتنا جلدی بوسکے</td>
</tr>
<tr>
<td>at the start</td>
<td>شروع میں</td>
</tr>
<tr>
<td>at the same time</td>
<td>ایک بی وقت میں</td>
</tr>
<tr>
<td>before</td>
<td>پہلے بیا</td>
</tr>
<tr>
<td>century</td>
<td>صندی</td>
</tr>
<tr>
<td>daily</td>
<td>روزانہ</td>
</tr>
<tr>
<td>date</td>
<td>تاریخ</td>
</tr>
<tr>
<td>day</td>
<td>دن / روز</td>
</tr>
<tr>
<td>day (a whole day)</td>
<td>سارا دن</td>
</tr>
<tr>
<td>during</td>
<td>دوران / درمیان</td>
</tr>
<tr>
<td>early</td>
<td>سویرے</td>
</tr>
<tr>
<td>evening</td>
<td>شام</td>
</tr>
<tr>
<td>evening (a whole evening)</td>
<td>ساڑی شام</td>
</tr>
<tr>
<td>every day</td>
<td>روزانہ</td>
</tr>
<tr>
<td>fortnight</td>
<td>ہندر هواڑھے</td>
</tr>
<tr>
<td>from/since</td>
<td>وقتا فوقتا / کبھی کبھی</td>
</tr>
<tr>
<td>from time to time</td>
<td>مستقبل</td>
</tr>
</tbody>
</table>
Time expressions (cont)

just now, in a little while
immediately
later
last night (yesterday evening)
last night (during the night)
midday
midnight
minute
month
morning
morning (the whole morning)
next, coming
night
now
once
on time
past
present
since
soon
the day after tomorrow
time expressions (cont)
Time expressions (cont)

the day before yesterday

the next day; following day

the night before; eve

time
today
tomorrow
twice
week
weekend
year
yesterday

Times of day

(at) 1 a.m.

1 p.m.
nine o’clock in the evening

13.00

at exactly 2 o’clock

at about... o’clock

it is five past three

five to three

half past ten
ten past four
Times of day (cont)

ten to four
quarter to six
quarter past seven

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

(on) Monday
(on) Monday morning
(on) Monday evening

on Mondays
Months and seasons of the year

month
January
February
March
April
May
June
July
August
September
October
November
December
season
(in) autumn
(in) spring
(in) summer
(in) winter

مہینہ/مہ
جنوری
فروری
مارس
ابریل
مئی
جون
جولائی
اگست
سپتمبر
ایکتوبر
نومبر
دسامبر
موسم
خاکان
پہر
موسم گرمایا
موسم سرمایہ
Question words

how?

how much, how many?

what?

what colour?

what like?

(at) what time?

what/which?

when?

where?

which one (s)?

who?

why?

Other useful expressions

all the better

good luck

here is/are

how do you spell that?

I don’t know

I don’t mind

I don’t understand

I’m fine; it’s OK
Other useful expressions (cont)

I’ve had enough
I like it
in my opinion
it annoys me
it depends
it doesn’t matter
it’s all the same to me
it makes me laugh
it’s not worth it
you are not allowed to
you must (one must)
personally
of course
okay (in agreement)
once again
so, so
so much the better
that doesn’t interest/appeal to me
that’s enough
there is/are
to be in the process of
too bad, what a shame

मैंने काफी बुरी तरह से मजे ही न पसंद बीए
मैं नहीं चाहता हूं।
मेरे दृष्टिकोण में
मेरे पास यह मुसलमान बेए
कोई बात नहीं
मेरे लिए सब बराबर बेए
पूरी मजेने मुसलमान बेए
पूरी तरह से अनुमति नहीं
पूरी
प्रभाव
पूरी मजें से कोई दिल्लही
पूरी
काफी बड़गा
बाब परे/बीन
कारवाई के उद्देश्य में
बहत प्रया, शर्म की बात बेए
Other useful expressions (cont)
what does that mean?
with pleasure

Other high-frequency words
as, like
end
everybody
except
figure (number)
for example
idea
interest
Miss
Mr (also sir)
Mrs (also madam)
number
number (e.g. phone number)
opinion
someone
something
that
thing/item/article
this
Other high-frequency words (cont)

- time (occasion)
- type (kind of)
- way (manner)
- with
- without

**Countries**

Afghanistan
Algeria
Austria
Bangladesh
Barma
Belgium
Canada
China
Denmark
Dubai
Egypt
England
France
Germany
Great Britain
Greece

**Other high-frequency words:**

- موقع
- قسم
- طريقة
- کے ساتھ
- بغیر

- افغانستان
- الجزائر
- آسٹریا
- بنگلہ دیش
- برما
- بیلجینم
- کیندا
- چین
- دانمارک
- دبئی
- مصر
- انگلینڈ/انگلستان
- فرانس
- جرمنی
- برطانیہ
- یونان
Countries (cont)

Holland

India

Iran

Ireland

Italy

Jordan

Netherlands

Pakistan

Portugal

Qatar

Russia

Saudi Arabia

Scotland

Senegal

Spain

Switzerland

Syria

Tunisia

Turkey

United Kingdom

United States of America

Wales
### Continents

- Africa
- Asia
- Australia
- Europe
- North America
- South America
- Subcontinent India and Pakistan

### Nationalities

- Afghan
- Algerian
- American
- Austrian
- Belgian
- British
- Canadian
- Chinese
- Corsican
- Danish
- Dutch
- English
- European
- French
Nationalities (cont)

German
GREEK
Indian
BEHARTI/BENDOSTANI
Iranian
IRANI
Irish
ARSTANI
Italian
ATALO
Pakistani
PAKISTANI
Russian
ROSI
Scottish
SKATASH
Spanish
BSPANOWI
Swiss
SOENS
Welsh
TURK

Areas/mountains/seas

north
شمال
south
جنوب
east
مشارک
west
مغرم
Azad Kashmir
آزاد کشامیر
Baluchistan, Baluchi
بلوچستان / بلوچی
Punjab/punjabi
پنجاب / ہندوستانی
tkhber Pakhtunkhwah
کیبر پختونخواہ
Areas/mountains/seas (cont)

Sindh, Sindhi
Baluchistan
Satluj (river)
Raavi (river)
Chenab (river)
Jhelum (river)
Indus (river)
Khyber Pass
Indus valley
Kaghan valley
Swat valley
Himalayas
K2
Arabian Sea
Indian Ocean
Northern Areas
Islamabad
Karachi
Lahore
Faisalabad
Pashawar
Quetta
Areas/mountains/seas (cont)

- Multan
- Jhelum
- Sialkot
- Hyderabad
- Mirpur
- Muzaffarabad
- Chiniot

Social conventions

- best wishes
- don't mention it
- enjoy yourself/yourselves!
- goodbye
- good morning
- goodnight
- have a good journey
- have a good day/evening
- hello (on the telephone)
- help!
- I beg your pardon? Pardon?

- ملّتان
- جہلم
- سیالکوٹ
- حیدر آباد
- میر پور
- مظفر آباد
- چنیوٹ

- نیک خوابشات کے ساتھ
- اسکا ذکر میت کرو
- لطف اتھاواً، مزے کرو
- خدا حافظ ۔ اللہ حافظ
- صبح بخیر
- شب بخیر
- تمہارا سفر اچھا گذرے
- آپکا دن اچھا گذرے/ آپکی شام اچھی گذرے
- بیلوا
- کونی بی، بجاواً
- معافی چاہتا/چاہتی بون
Social conventions (cont)

It’s a pleasure
meeting; meeting place
meet you at 6 o’clock
no thank you
of course
please (request - formal)
please (informal) please (polite)
see you later
see you soon
see you tomorrow/on Friday
sorry
(I’m) sorry (informal/formal)
thank you (very much)

Language used in dialogues and messages

address
area code
call me (informal/formal)
dial the number
e-mail
for the attention of
further to/following
I will put you through
Language used in dialogues and messages (cont)

I’ll be right back

اہی آئی/اہی آیا

I’m listening

سُن رہا/رہی ہوں

message

پیغام

mobile phone

موبائل فون

moment

ایک لمحہ

online

آن لائن

on the line/speaking

لائن پر ہوں/بول رہا ہوں/بول رہی ہوں

please repeat that

پہلے مہربانی پہر سے بتائیں

postcode

پوست کوڈ

receiver (telephone)

ﮢیﻠی فون

sent by

۔۔۔ﮐﯽ جاں بھیجا گیا ہے

stay on the line

اِنتظار کیجئے

telephone

ﮢیﻠی فون

text message

ﮢیکسٹ میسیج

tone

ثون

voice mail

وانس میل

wait

اِنتظار کیجئے

wrong number

زونگ نمبر
Section 2 – Topic-specific vocabulary

Identity and culture: daily life, food and drink, including eating out

Foundation tier

- appetite
- apple
- apricot
- banana
- bean
- beef
- bill
- biryani
- biscuit
- bottle
- bread
- breakfast
- butter
- cabbage
- café
- cake
- carrot
- cauliflower
- cereals
- cheese
Foundation tier (cont)

cherry

chicken

chips

chocolate

choice

chop (e.g. pork/lamb)

closed (on Mondays)

cocoa

coffee

cooked, boiled

cream

cucumber

cup

customer

delicious

dessert

dining room

dinner

dish of the day

egg

enjoy your meal!

entertainment
Foundation tier (cont)
evening meal, dinner
fish
food
food
food shopping
fork
fruit
fruit pie
fruit juice
glass
grapefruit
grapes
green beans
hot chocolate
ice cream
ice-cream parlour
inn (traditional)
jar
jam
juice
kebab
knife
Foundation tier (cont)
lamb, sheep
lemon
lemonade
lettuce, salad
lunch
main course
margarine
meal
meat
meatball
melon
menu
milk
mince
mineral water
mixed
money
mustard
napkin
nutritious food
oil

دُنھے، بھیڑ
لِیمون
لِیمونیڈ
سلاد کے پتے
دُوپُر کا کھانا
مین کورس
مارجِرین
کھانا
گوشت
کوَفْتہ
تربوز
مینیو
دُوَدہ
قِیمہ
معدنی پانی
مرکب
پُنے
سرُسون
رُوَمَال
غذائیت بخش/صحتمند خوراک
تیل
Foundation tier (cont)

- onion
- omelette
- orange
- packet
- pasta
- pastries
- peas
- peach
- pear
- pizza
- pepper
- pepper (vegetable)
- piece/slice of bread (with butter/jam)
- pineapple
- pizzeria, pizza restaurant
- place setting
- plate
- plum
- portion
- pot of coffee
- potato
- prepared food/ready meal
Foundation tier (cont)

radish
raspberry
restaurant
rice
roast
rupee
roll (bread)
salt
salty/savoury
salad dressing
samosa
sandwich
self-service
service
slice
snack
snack bar
snails
soup
speciality
spoon
starter
Foundation tier (cont)

strawberry  
steak  
sweet  
sugar  
table  
table cloth  
tasty  
tea  
tea-time snack  
teaspoon  
to order  
tip  
to pay  
to serve  
to taste  
to wait at table, to serve  
tomato  
vanilla  
vegetable  
vegetarian  
vinegar
Foundation tier (cont)

waiter/waitress
water
wine
yoghurt

Higher tier

appetising
bitter
boiled egg; hard-boiled egg
cucumber
duck
fried egg
garlic
goat’s cheese
gravy
homemade
honey
lettuce
loaf (of bread)
noodles
organic food
balanced diet
Higher tier (cont)

- pistachio
- rare (steak)
- raw
- raw vegetables starter
- salmon
- saucer
- smoked
- spicy
- spinach
- steamed (boiled)
- supper
- sweet
- tasty
- tea
- veal
- vegetable
- water
- well cooked
Identity and culture – what my friends and family are like

Words relating to dress and style

Foundation tier

- article
- article/essay
- belt
- boots
- boxer shorts
- bra
- bracelet
- cap
- casual jacket
- changing room
- clothes
- clothes (familiar – i.e. gear)
- clothes shop
- coat/overcoat
- cotton (made of cotton)
- cotton wool
- dress
- dressed in
- earring
- fashion
Foundation tier (cont)

fashionable
fitting room
glove
handbag
hat
it fits/suits you
jacket
jeans
jeweller's (shop); jewellery (craft)
jewels
leather/made of leather
linen (made of linen)
lipstick
loose (i.e. too big)
make, brand
makeup
medium (size)
necklace
nightdress
old fashioned
old fashioned (vintage, retro style)
Foundation tier (cont)

pants, briefs
perfume
polo shirt
pyjamas
ring
scarf
shirt
shoe
shoe shop
shorts
size (general); shoe size
skirt
slipper
small
smart
sock
sports kit
sports shirt
spotted
striped
suit
style

جانگی
خُوشبوّ/عطر
پُلو شرّت
پچام
انگوُّتهمی
سکارف
قُمیص
خوّتا
جُوتوں کی دکان
نیکر
ناب
سکرٹ
چپل
چھوّتا
سمارٹ
موزہ
سپورٹس کیت
سپورٹس کی قمیض
سپُٹد/دھبی دار
دھاری دار
سوت
انداز
Foundation tier (cont)

sweater, jumper
swimming costume/trunks
tattoo
tee shirt
tie
tracksuit
trainers
trouser
umbrella
watch
wool (woollen)

Words relating to dress and style

Higher tier
cap/hat
cardigan
dressing gown
dyed
model

silk (made of silk)
slippers
tight
to have one’s hair cut
Higher tier (cont)

to have one’s hair done

من کا بنا بُتو (مکمل کا بنا بُتا)

velvet (made of velvet)

Words on relations, relationships, personal and physical characteristics

Foundation tier

adolescent

غانفوان شباب

adult, grown-up

بالغ

adventurous

جِیالا، جان باز

age

عَمَر

alone

تنبیا

armchair

آرام کرستی

at home; at my/our house

گھر پر

aunt

خال، یہوپھی، چچی، مماثی،

baby

بچہ/ بچی

bald

گنجالی/گنجی

bathroom

غسل خانه

beard

داڑھی/ واالا

bearded

دار ذیه

beautiful

خوبصورت

bedroom

سونے کا کمرہ / خواب گاہ

birth

پیدائش

(date of) birth

تاریخ پیدائش

birthday

سالگرہ
<table>
<thead>
<tr>
<th>English Word</th>
<th>Urdu Equivalent</th>
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<tbody>
<tr>
<td>birthplace</td>
<td>مقام پیدائش</td>
</tr>
<tr>
<td>block (of flats)</td>
<td>فلیٹس کا بلاک</td>
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<tr>
<td>born</td>
<td>پیدا</td>
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<tr>
<td>bossy</td>
<td>رُعبدالنے والا/رعب دار</td>
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<tr>
<td>body piercing</td>
<td>جسم میں (ناک کان)/میں سوراخ کرنا</td>
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<td>boy</td>
<td>پَیدا</td>
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<tr>
<td>brother</td>
<td>رُعبدار</td>
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<tr>
<td>brother-in-law/sister-in-law</td>
<td>دیور، بنوئی، سالا/دیورانی، بهابهی، نند، سالی</td>
</tr>
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<td>brothers and sisters, siblings</td>
<td>بن بہائی</td>
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<tr>
<td>cat</td>
<td>پلا، بیلا</td>
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<td>celebrity</td>
<td>مشہور شخصیت</td>
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<td>chair</td>
<td>کرُسی کردار</td>
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<td>character</td>
<td>کردار، شخصیت</td>
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<tr>
<td>character, personality</td>
<td>ہلکش باتوئی</td>
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<tr>
<td>charming</td>
<td>بمچ کبیرے</td>
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<tr>
<td>chatty</td>
<td>آرام دھ کزن، ماموں/خال/پہوپہ/تایا/چچا زاد</td>
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<tr>
<td>child</td>
<td></td>
</tr>
<tr>
<td>clothes</td>
<td></td>
</tr>
<tr>
<td>comfortable (house, furniture)</td>
<td></td>
</tr>
</tbody>
</table>
Foundation tier (cont)
curly
dad
daughter
dead
dining room
divorced
elderly
engaged
eyes
face
family
famous
father
feeling
first name
flat; apartment
friend/s(m/f)
friend/s (f)
friendly
friendship
furniture
garden
Foundation tier (cont)

garage

girl

glasses/spectacles

goldfish

grandchild

grandfather

grandmother

grandparents

hair

half (half-sister etc)

house

husband

identity

in love

intelligent

interests/hobbies

invitation

issue

kitchen

kiss

life

lively
**Foundation tier (cont)**

- living room, front room
- loft
- lounge
- man
- married
- mean, nasty
- member of the family
- mood
- mother
- moustache
- mouth
- mum
- naughty
- neighbour
- nephew
- nice, kind
- nice, likeable
- nickname
- niece
- normal
- old
- old fashioned

- بیٹھنی کا کمرہ
- بالا خانہ
- لاقونج
- مرد
- شادی شدہ
- کمینہ
- خاندان کا فرد
- مزاج
- والدہ / مان
- مؤنچہ
- مُن
- مم / امی
- شریر
- بمسامی
- بھائی، بھنی
- خوش اخلاق، مہربان
- اچھا، پسندیدہ
- پیار سے دیا گیا دوسرا اور
- چھوٹا نام
- بھائی، بھنی
- عام
- پُرانا
- پُرانی وضع کا
Foundation tier (cont)

older
oldest (brother/sister)
only child
parents
party
party
penfriend
people
person
pet
place of residence
present; gift
public
rabbit
reasonable
relationship/s
religion
self (myself, yourself etc)
selfish
sense of humour
separated
serious
Foundation tier (cont)

single/unmarried
sister
socialising
sofa; settee
son
son-in-law/daughter-in-law
step (members of family)
straight (hair)
study (room)
surname
teamwork
tidy; neat
twin
to annoy
to argue, to quarrel
to babysit
to be called
to be in a good/bad mood
to care for, to look after
to celebrate
to chat, chatter
to get/give divorced

غير شادى شده
بن
ميل جول / ميل مايل
صفوف
بیتا
دماد/ بپس
سوتیلا/سوتیلی
سیدهے بال
پرہنے کا کمرہ
خاندانی نام
مل جل کر کام کرنا
صارف سُتھرا
جروان/توا
ناراض/تنگ کرنا
بحث کرنا، جھگڑا کرنا
پے بی سِتھگ
بلاوه
خوش/ ناخوش بونا
دیکھ کہاہ کرنا
مُنانا
باتکن کرنا
طلاق بوجانا/ لینا/ دینا
**Foundation tier (cont)**

to get on (well) with

*گھل مل جانا*

*نظر آنا*

*احترام کرنا*

*علیحدہ بونا*

*جُڑوان*

*جُڑوان بہائی بندصوْرتَ*

*چِجا، مامون، تایا، پھوپھا، خالو با روزگار ناقابل برداشت*

*میلا کچیلا ، گنده ، یہ ترتیب ملاقات بالخلاچ/با تمیز/ مودب بیوی ، عورت نوجوانان ، کم عمر ، چھوٹا/چھوٹی جوانان ، نوجوان*

*ugly*

*بَدصارت*

*twin*

*جُڑواں*

*twin brothers*

*جُڑواں بھائی*

*uncle*

*چچا، مامون، تایا، پھوپھا، خالو*

*be Rozgar ناقابل برداشت*

*unemployed*

*بِکروزگار*

*untidy*

*میلا کچیلا ، گنده ، یہ ترتیب ملاقات بالخلاچ/با تمیز/ مودب بیوی ، عورت نوجوانان ، کم عمر ، چھوٹا/چھوٹی جوانان ، نوجوان*

*visit*

*ملاقات*

*well behaved*

*بِارات برکتی /بِ بِ مودب/ مودب*

*wife, woman*

*بِکوی ، عورت*

*young, younger*

*نوجوان ، کم عمر ، چھوٹا/چھوٹی جوانان ، نوجوان*

*youth (i.e the time of life)*

*جوائی ، نوجوان*

**Higher tier**

*a good deed*

*نیک کام*

*acquaintance*

*شناسا*

*adopted*

*لے بالک*

*adventurous*

*چیالا/ممب خو*
**Higher tier (cont)**

- annoying
- argument
- career
- character trait
- cheeky
- comfortable (at ease)
- conceited
- depressed
- discrimination
- faith (religious)
- fiancé(e)
- furnished
- gang
- gender, sex
- generous
- hall (in house); lobby
- identical twins
- independent
- jealous
- loyal, faithful
- mad, crazy

- غصہ دلانے والا / تنج کرّنے والا
- حبّ معاش
- کردار کا خاص
- شوخ
- مطمئن
- خود پسند
- آداس / ماپوس
- امتیاز
- عقیدہ
- منگنیتر
- فرنیچر سے آراستہ
- گروه
- جنس/صنف
- سخی
- بال، برّا کمره
- بم شکل جرّوان
- خودمختّار
- حاسد
- وفادار
- دیوانہ
Higher tier (cont)

meeting
multicultural
old age/third age
pensioner, senior citizen
pretentious
priest
racial
racism
relationship
relative, relation
reliable
self-confident
sensitive
sexist
similar
single parent
single person; single
spoilt
spot, pimple
stubborn
study; research
to experience

ملاقات
 كثير الثقافتي
 بُرهان
 چِنشن، سینئر سَتيزن
 تصنُع آمیز
 پادرى
 نسلی
 نسلی امتیاز
 تعلق
 رشتم دار
 قابل اعتبار/قابل اعتماد
 چُود اعتماد
 جسس
 صنفی امتیاز
 مشابه
 اکیلی والده/ اکیلا والد
 اکیلا فرد
 بگزار بوا
 پهنسي
 ضدى
 تحقيق
 تجربه کرنا
Higher tier (cont)

to pick on, to harass, to bully

to resemble/look like

to support

underage

understanding

well balanced

Identity and culture: cultural life

Foundation tier

activity

advantage/s

adventure film

athletics

badminton

ball

band/group

basketball

book

boring

boxing

bridegroom

camera

canoeing

چھیرتی نا، براسان کرنا، ترانتا

دھمکان

مشابہ

حمایت کرنا

کم عُمر

تفہیم/سمجھ بُوجھ

خوب متوازن

سرگرمی

فائده/فوائد، مُفادات

مُہم جوئی کی/مہماتی فلم

اتھلیٹکس/کھیل

بیدمنٹن

گیند

بینڈ گروپ

بیسکٹ بال

کتاب

اکتا دینے والی

بیکس/بازی

دولبا

کیمرہ

کشتی رانی
Foundation tier (cont)
cartoon


cat

CD (compact disc)

celebration, party

changing rooms

chess

Christmas

civilization

clarinet

classical, classic

climbing/rock climbing

club

collection

comic (magazine)

competition

computer game

concert

cultural life

cultural

culture

cultured

customs/traditions
Foundation tier (cont)

traditional

cycling

daily life

dance/dancing

detective/police (story)

disadvantage/s

disco (place)

documentary

drums

Easter

engagement

entertainment

episode

equipment

extreme sports

everyday life

fan/fans

fantasy film

festival

fete/fair/carnival

film

flute

روايتى

سائيكل چلانا

روزمره كي زندگي /روزمره كي معمولات

ناج / ناچنا

جاسوس / پولیس (کہانی)

نقصان/نقصانات

تُسکو

دےتاویزی

دْهُول

ابستَر

منگنی

تفریح

واقع، قصه، قیسط

ساز و سامان

انتهائی کہیل

بر روز کی زندگی /روز مره

حمايتی/شانیقین/متوالا

تصویراتی فلم

جشن

میل

فِلم

بانسری
Foundation tier (cont)

folk music
food and drink
football
free time
game
games console
Good Friday
guitar
gymnastics
handball
Happy birthday!
Happy New Year!
hobby; leisure activity
hockey
horror film
ice skating
judo
karate
keyboard
leisure
Lent (period leading up to Easter)
life
Foundation tier (cont)

magazine; mariage; wedding
martial arts
mobile phone
mothers' day
mountain bike
mountaineering
MP3 player
music
New Year
news
nightclub
orchestra
piano
play (theatre)
player
pleasure/amusement
pocket money
pop music
puppet show
race/racing
reading

رسالہ
شادی
مارشل آرٹس
موبائل فون
مدرز دُہ
ماوئنٹن بانیک
کوه پہمائی/ پہاروں پر جِڑُھنا
اِیم پی تھری پلِئر
موسیقی
eپپی سال
خبرین
نائے کلب
سازِندہ
پیانو
تُرام
کہلاڑی
tفریح
جبِب خِرج
پوپ موزیک
پُتّی کا تماشا
ریس/دور
پڑِھنا
Foundation tier (cont)

recorder (instrument)

referee

riding

rock music

role model

roller blading

romantic

romantic film/love film

rugby

sailing

saxophone

science fiction film

Series /serial

shopping

show (theatre etc); TV show

singer

skate boarding

skiing

soap (opera)

social media

song

sport/s
Foundation tier (cont)

- sports ground
- sportsman
- spy story
- squash
- stage
- stereo system/music centre
- straight (hair)
- swimming
- table tennis
- team
- technology
- television
- tennis
- thriller
- to take out for a walk (dog)
- toy
- TV channel
- use
- violin
- volleyball
- water skiing
Foundation tier (cont)

Western (film etc)
youth club

Higher tier

archery
board game, electronic game
cable TV
camcorder/video camera
championship
detective/mystery/police (film)
drama (TV etc)
earphones
engagement
fishing
goal
half-time
knowledge
league; division (sports)
mariage ceremony; wedding
melody/tune
musical comedy (a musical)
remote control
rowing
Higher tier (cont)

satellite TV
scuba diving
sitcom
sports equipment
subtitles
tournament
viewer/audience

Verbs associated with cultural life

to attend (match etc)
to be a member of
to congratulate
to get married
to go bowling (tenpin)
to dance
to do sport
to do gymnastics
to exercise
to fish/go fishing
to go for a walk/stroll
to go for a walk/stroll
to go horse riding
Verbs associated with cultural life (cont)

- to hike, ramble
- to roller-skate
- to sail
- to score a goal
- to shoot
- to skateboard
- to swim
- to take part (in)
- to train

Identity and culture: using social media

- blog
- chatroom
- (to) chat online
- computer
- connection
- cyber bullying
- digital
- disk
- email
- facebook
- home page
- internet
Identity and culture: using social media (cont)

internet page
new technology
password
risk
risky
screen
security
social network
software
to download
to erase, delete
to load
to save, to store
to surf (the net)
to upload
virus
web
web page
Local area, holiday and travel

Foundation tier

abroad
accommodation
adult
agricultural
air conditioning/air-con
airport
area (in town)
arrival
art gallery
asking for help
bakery; baker’s shop
balcony
bank
basement
bath
bathroom
beach/seaside
bed
bed linen
bicycle/bike
boat
**Foundation tier (cont)**

book of tickets
border
bowling alley
brand/make
bridge
brochure/leaflet
building
bus (by bus)
bus/coach station
bus stop
business/trade
butcher's shop
café
calm/peaceful
campsite
to camp
car
caravan
car park
castle
cathedral
Cattle/live stock
Foundation tier (cont)

church
church

season
سنیما

closed
بند

closing
بند بونیوالا

coach
کوچ

coast
ساحل

comfortable
آرام ده

commercial
تجارتی

compartment
کمپارٹمنٹ

connection
ناطخ

corner
کونہ

country
ملک

countryside
دیہاتی علاقہ

crop
فصل

crossing (ferry)
گزرگاہ

crossroads
چوراۓ/چوک

cycle path
سائیکل چلائی کا راستہ

dealing with problem
مسئلہ حل کرنا

degree
ڈگری
delay
تاخیر

department (in a shop)
شعبہ/ذُکان کا ایک حصلہ

department store
ڈپارٹمنٹ ستور
Foundation tier (cont)

departure
destination/s
diesel (fuel)
direct
direction/s
disco
double room
driver
driving licence
eating out
electrical goods (retailer)
emergency
enjoy your stay!
entertainment, things to do
entrance
exhibition
exit
experience/s
factory
fare/rent
farm (agricultural)
ferry
Foundation tier (cont)

free (available, vacant)
flight
floor (1st, 2nd)
(it is) forbidden
foreigner
form
full (hotel etc)
full board (all meals included)
games room
garage, service station, petrol station
grain
grocery; grocer's shop
ground floor
guest (in a hotel)/customer
guided tour
half board (B and B)
heating
hill
to hire
historic
holiday, fair, festival
hospital
Foundation tier (cont)

hotel
household goods shop
ice rink
identification; ID
in advance
included
indoor swimming pool
industry
industrial
information
information office
inside
journey
journey (short)
key
lake
left luggage office/locker
leisure centre
library
lift
line/route
litter/rubbish bin
Foundation tier (cont)

local area
local inhabitant
lorry
lost property office
luggage
luxurious
map (of a country, road map)
map (of the town)
market
means of transport
monument
moped
mosque
motorbike
motorway
mountain
museum
newspaper stall/kiosk
night club
occupied/taken
office
open

مقامی علاقہ
مقامی رہائشی
لڑی
دفتر برائے گمشدہ اشیاء
سامان
پرکافل
نقص
نقص
نقص
مارکیت
ذریعہ امدورفت
بادگار
آفسرده
مسجد
موئر بانک
موئر وے
پہلی
عجائب گھر
نیوز پپیر سٹال/ اخبارون کا
کھوکھا
نائٹ کلیب
زیر رہائش
دفتر
کہلا
Foundation tier (cont)

on foot
on the left
on the right
one way street/road
outing; trip
outside
outside/in the open air
to pack/unpack (cases)
palace
park
passenger
passport
passport control
pedestrian
pedestrian area
pedestrian crossing
petrol
picturesque
pillow
pitch (for tent)
place
places to see
Foundation tier (cont)

playground
plane
platform
policeman
police station
port
postcard
poster/notice
post office
prefer
preference/s
price list
priority
problem/issue
public holiday
public transport
public/municipal
railway
reception
receptionist
reduction
region

كهیل کا میدان
جباز/بوائی جہاز
پلیٹ فارم
پولیس مین/سپابیی
teheen
بندرگاه
پوستر کارڈ
پوستر
داکخانے
فوقيت ، ترجيح / ترجيح دينا
ترجيح / ترجيحات
فرست قيمت
فوقيت / اوالیت

پبلک بالیت / عام تعطیل
عوامی ترانسپورٹ / عوامی
سواری
عوام/بلداتی
ریلوے
استقبالیہ
ريسپشنست / استقبالیہ عمل
کم کرنا
علاقہ
Foundation tier (cont)

rent; rental
rented holiday cottage
reservation
return ticket
river
road
road map
(bed)room (in a hotel)
sea
(at the) seaside/beach
season
sheet
ship
shop
shopping centre
show
shower
shower block (e.g.on campsite)
sign
single ticket
single room
situated
Foundation tier (cont)
sleeping bag
soap
souvenir
sports centre
spacious
square (in town)
stadium
staff
star
stairs; staircase/ladder
station (railway)
stop (bus, tram etc)
suburb; outskirts of town
suitable for drinking
suitcase
summer camp
summer holidays
supplement
supermarket
swimming pool
taxi
television set
Foundation tier (cont)

tent

tennis court

theatre

things to do

ticket; tram, bus or metro ticket

ticket inspector

ticket office

till; cash desk

timetable

tobacconist’s shop

toilets

toilet paper

toothbrush

toothpaste

tour

tourist

tourist attraction

tourist information office

tourism

tower

town

town centre
Foundation tier (cont)

town hall
traffic
traffic jam
traffic lights
train
tram
transaction/s
travel
travel agency
traveller
(to) turn/switch on
(to) turn/switch off
twin-bedded room
underground railway
underground station
view (over)
village
waiting period/time limit
waiting room
wash basin
way out/exit
weather
<table>
<thead>
<tr>
<th>Foundation tier (cont)</th>
<th>Higher tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>welcome</td>
<td>ATM/cash point</td>
</tr>
<tr>
<td>window</td>
<td>air transport</td>
</tr>
<tr>
<td>(shop) window</td>
<td>bedlinen</td>
</tr>
<tr>
<td>winter holidays</td>
<td>(bike) hire</td>
</tr>
<tr>
<td>youth hostel</td>
<td>(to) board (plane, ship)</td>
</tr>
<tr>
<td>zoo</td>
<td>(to) brake</td>
</tr>
<tr>
<td></td>
<td>brakes</td>
</tr>
<tr>
<td></td>
<td>canal</td>
</tr>
<tr>
<td></td>
<td>coming/arriving from (planes, trains)</td>
</tr>
<tr>
<td></td>
<td>Customs</td>
</tr>
<tr>
<td></td>
<td>door (of train etc)</td>
</tr>
<tr>
<td></td>
<td>dry cleaner's; dry cleaning</td>
</tr>
<tr>
<td></td>
<td>emergency exit</td>
</tr>
<tr>
<td></td>
<td>event</td>
</tr>
<tr>
<td></td>
<td>fast train</td>
</tr>
</tbody>
</table>

- خوش آمدید (کهربائي كرکی (دکان کی) موسم سرما کی چھتیان یوٹھبوسٹل چڑيا گھر)
- ائ ثعیب کیش پوائنٹ بوائي ترانسپورت پلنگون کی چادریں کڑا چیر سائکلین بحریہ یا بوائي جہازمین بیتہنا بريک لگانا بريکس نبر آمد (جہاز، ریل گازی) کسټمز دروازہ ثرائی کلینر امبرجنسی اخراج تقیب تیز ریل
Higher tier (cont)

fireworks
fountain
heavy goods vehicle (HGV)
helicopter
hospitality
level crossing
motorway junction
motorway services
no entry (when driving)
no parking
no smoking
noise
(to) overtake
package holiday
park; green space
policeman
police station
Procession
registration/booking in
roundabout (in road)
run over (traffic accident)
rush hour
Higher tier (cont)

savings bank

seat belt

speed

speed limit

surrounding area, vicinity

to put someone up; accommodate

to take place

to stay (for a holiday)

toll

(to) validate a ticket (e.g. train, tram)

winter/skiing holiday

vehicle

Phrases associated with weather

Foundation tier

bad

bright

climate

cloud

cloudy

cold

degree (temperature)

dry
Foundation tier (cont)

- fog
- heat
- highest temperature
- hot
- in the east
- in the north
- in the south
- in the west
- it is freezing
- it is lightning
- it is raining
- it is snowing
- it is thundering
- lowest temperature
- mist/fog
- nice (weather)
- overcast
- rain
- Season/weather
- sky
- snow/snowfall
- storm

- دُھند
- گرمائش
- زیادہ سے زیادہ درجہ حرارت
- گرم
- مشرق میں
- شمال میں
- جنوب میں
- مغرب میں
- منجمد گرندے وائی سردی ہے
- بجلی چمک رہی ہے
- بارش بوربی ہے
- برفباری ہو/برف پڑی ہے
- بادل گرچے رہے بہین
- کم سے کم درجہ حرارت
- دُھند
- اچھا
- کالے گھنے بادل
- بارش
- موسم
- آسمان
- برف/برفبار
- طوفان
Foundation tier (cont)

(it is) stormy
sun
sunny
the sun is shining/it is sunny
to freeze
to rain
to shine
to snow
weather/season
weather report
wind

Phrases associated with weather

Higher tier
average temperature
bright spell/sunshine
changeable
hail
high temperature
low temperature
misty
rainy
showers
Higher tier (cont)

stormy
to brighten up
to hail
weather forecast

Asking for directions

are you going on foot/in a car?
as far as
continue
cross (over)
go straight on
high street/main street
how do I get to?

how do I get to?

how is it?
it is 100 metres away
it is very close
take the first road on the left
turn left
turn right

Dealing with problems

Foundation tier

accident
address
bill (invoice)
<table>
<thead>
<tr>
<th>English Word</th>
<th>Urdu Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>breakdown</td>
<td>خرابی</td>
</tr>
<tr>
<td>broken</td>
<td>تُوُنَا بُوَا</td>
</tr>
<tr>
<td>colour</td>
<td>رَنزُگ</td>
</tr>
<tr>
<td>complaint</td>
<td>شکايت</td>
</tr>
<tr>
<td>correct number</td>
<td>صحیح نمبر</td>
</tr>
<tr>
<td>customer</td>
<td>گاہک</td>
</tr>
<tr>
<td>customer service</td>
<td>کسَﮢﻣر سروس</td>
</tr>
<tr>
<td>damage</td>
<td>نُقصان</td>
</tr>
<tr>
<td>delivery</td>
<td>حوالگی</td>
</tr>
<tr>
<td>email address</td>
<td>ای میل ایڈرس</td>
</tr>
<tr>
<td>form</td>
<td>فارم</td>
</tr>
<tr>
<td>guarantee</td>
<td>ضمانت</td>
</tr>
<tr>
<td>mistake</td>
<td>غلط سمجھنَا</td>
</tr>
<tr>
<td>mistake/fault</td>
<td>غلطی</td>
</tr>
<tr>
<td>payment method</td>
<td>پیسے آدا کرنے کا طریقہ</td>
</tr>
<tr>
<td>purse</td>
<td>پَرس</td>
</tr>
<tr>
<td>quantity</td>
<td>مقدار</td>
</tr>
<tr>
<td>receipt</td>
<td>رسید</td>
</tr>
<tr>
<td>reduction</td>
<td>کمی/رعايت</td>
</tr>
<tr>
<td>repair</td>
<td>مرُمَت</td>
</tr>
<tr>
<td>replacement (part)</td>
<td>تبديل کرنا</td>
</tr>
<tr>
<td>service</td>
<td>خدمت</td>
</tr>
</tbody>
</table>
**Foundation tier (cont)**

<table>
<thead>
<tr>
<th>English</th>
<th>Urdu</th>
</tr>
</thead>
<tbody>
<tr>
<td>size</td>
<td>ناب پا</td>
</tr>
<tr>
<td>theft; robbery</td>
<td>شکاہر کننا</td>
</tr>
<tr>
<td>to complain</td>
<td>خواہاہ کننا</td>
</tr>
<tr>
<td>to deliver</td>
<td>تبدیل کننا</td>
</tr>
<tr>
<td>to exchange</td>
<td>ضمانت دینا</td>
</tr>
<tr>
<td>to guarantee</td>
<td>آدا کننا</td>
</tr>
<tr>
<td>to pay</td>
<td>مرمت کننا</td>
</tr>
<tr>
<td>to repair</td>
<td>تبدیل کننا</td>
</tr>
<tr>
<td>to replace</td>
<td>تبدیل کننا</td>
</tr>
<tr>
<td>telephone number</td>
<td>ثیلی فون نمبر</td>
</tr>
<tr>
<td>to work, function</td>
<td>کام کننا</td>
</tr>
<tr>
<td>waiting time</td>
<td>انتظار کا وقت</td>
</tr>
<tr>
<td>wallet</td>
<td>بٹوۓ</td>
</tr>
<tr>
<td>wrong number</td>
<td>زونگ نمبر/غلط نمبر</td>
</tr>
</tbody>
</table>

**Dealing with problems**

**Higher tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Urdu</th>
</tr>
</thead>
<tbody>
<tr>
<td>damage</td>
<td>نقصان</td>
</tr>
<tr>
<td>instructions for use</td>
<td>بدايات برای استعمال</td>
</tr>
<tr>
<td>insurance</td>
<td>بیمہ</td>
</tr>
<tr>
<td>guarantee/warranty</td>
<td>گارانتی</td>
</tr>
<tr>
<td>progress, improvement</td>
<td>بہتری</td>
</tr>
</tbody>
</table>
Higher tier (cont)

to bring back; take back
to complain
to return/give back
to repair
to insure

School

Foundation tier

absent
A Levels (equivalent)
achievement, performance
answer/reply
Art
Biology
board (blackboard, whiteboard etc)
book
break
business (personal)
calculator
canteen
careers adviser
celebrating success

واپس لانا
شکایت کرنا
واپس کرنا/لوٹانا
مرمت کرنا
پیمہ کرنا/کروانا

غير حاضر
اے لیولز (کے برابر/مساوی)
کارگرددی
جواب
آرٹ
حیاتیات
بلیک بورڈ یا سفید بورڈ
کتاب
وٹھم
کاروبار (ذاتی)
کیلکولیٹر
کیہتین
کرینز آئٹوینر
کامیابی کا جشن منانا
Foundation tier (cont)
caretaker
dangerous
Chemistry
class test, assessment
classroom
clever
college
corridor
desk
detention
dictionary
Drama
drama group, acting group
DT (design technology)
education
English
examination
exam paper (copy; script)
exchange
exercise book
exercise, practice
Foundation tier (cont)

- experiment
- fair
- first day back at school
- Food technology
- foreign languages
- fountain pen
- French
- future plans
- GCSE equivalent
- Geography
- German
- gym
- gymnastics
- half-term
- hardworking
- headteacher
- History
- (school) holidays
- homework
- ICT
- Italian
- kindergarten, nursery school
Foundation tier (cont)
laboratory
(modern) languages
language lab
Latin
lesson (on timetable)
lesson, hour
library
literature
lunch break
mark, grade
Maths
Media Studies
mixed
Music
oral
pad of paper
page
PE
pen, ballpoint pen
pencil
pencil case
physics
Foundation tier (cont)

plan, project

playground

present (in school)

debt

primary school

private school

progress

projector

Personal and Social Education (PSE)

pupil

qualification

question

religion, Religious Studies

report

result

rubber

rule/s

ruler

school

school (secondary)

school (primary)

school activity/activities
<table>
<thead>
<tr>
<th>English Word</th>
<th>Urdu Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>school bag</td>
<td>بستہ</td>
</tr>
<tr>
<td>school book</td>
<td>اسکول کی کتاب</td>
</tr>
<tr>
<td>school bus</td>
<td>اسکول بس امن</td>
</tr>
<tr>
<td>school day</td>
<td>اسکول دن/اسکول کی سمند امانت</td>
</tr>
<tr>
<td>school event/s</td>
<td>اسکول کی طلبا/طلبات کے تبادلہ</td>
</tr>
<tr>
<td>school exchange</td>
<td>اسکول گروپ/پارٹی</td>
</tr>
<tr>
<td>school group/party</td>
<td>اسکول گروپ/پارٹی</td>
</tr>
<tr>
<td>school hall</td>
<td>اسکول بال اسکول کا چوکیدار</td>
</tr>
<tr>
<td>school keeper; caretaker</td>
<td>اسکول کے چؤرڈن/کی رکن اسکول میں</td>
</tr>
<tr>
<td>school leaving certificate</td>
<td>اسکول رپورٹ/سر تیفیکیت اسکول چہوزنی कے سر تیفیکیت</td>
</tr>
<tr>
<td>school report, certificate</td>
<td>اسکول رپورٹ/سر تیفیکیت اسکول چہوزنی کے سر تیفیکیت</td>
</tr>
<tr>
<td>school trip</td>
<td>اسکول ترپی اسکول کی اقسام</td>
</tr>
<tr>
<td>school (types of)</td>
<td>اسکول انیس اسکول انسنیس</td>
</tr>
<tr>
<td>school year</td>
<td>اسکول انسنیس/سیئنیس</td>
</tr>
<tr>
<td>Sciences</td>
<td>قینچی سنجیدہ(محتی) سیسٹمی</td>
</tr>
<tr>
<td>scissors</td>
<td>سیسٹمی پنسل تراش سکستہ فارم</td>
</tr>
<tr>
<td>serious (hardworking)</td>
<td>سیسٹمی پنسل تراش سکستہ فارم</td>
</tr>
<tr>
<td>semester</td>
<td>سیسٹمی پنسل تراش سکستہ فارم</td>
</tr>
<tr>
<td>sharpener</td>
<td>سیسٹمی پنسل تراش سکستہ فارم</td>
</tr>
<tr>
<td>sixth form</td>
<td>سیسٹمی پنسل تراش سکستہ فارم</td>
</tr>
<tr>
<td>skill</td>
<td>سیسٹمی پنسل تراش سکستہ فارم</td>
</tr>
<tr>
<td>Sociology</td>
<td>سیسٹمی پنسل تراش سکستہ فارم</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

Spanish

Sports field/playground

Sports hall, gym

Staff room

State

State school

Strict

Strong, good at (subject)

Student

Subject/s

Success

Successful

Summer holidays

Team

Technology

Term

Test

Tie

Timetable

to calculate

to correct

to pass (exam)
Foundation tier (cont)

to pay attention; to be careful

مَﺷْق کرنا

to practise

نَظر ثانی کرنا / دُبرانا

to revise

اِمتحان مین بیھننا

to sit an exam

مہنت کرنا

to work hard

غیر منصفانے

unfair

وردی / یونیفارم

uniform

یونیورسٹی

university

vocational school; technical college

ووکیشنل اسکول؛ تیکنیکل کالج

what school is like?

اِسکول کیسا ہے؟/ اسکول کے بارے میں کمزور (مضمون) مین ہونا

weak, bad at (subject)

ورک شیئٹ

worksheet

year 7

اِئنر 7، ساتویں کلاس/جماعت

year 8

اِئنر 8، آٹھویں کلاس/جماعت

year 9

اِئنر 9، نویں کلاس/جماعت

year 10

اِئنر 10، دسویں کلاس/جماعت

year 11

اِئنر 11، گیارہویں کلاس/جماعت

year 12

اِئنر 12، بارہویں کلاس/جماعت

year 13

اِئنر 13، تیسرویں کلاس/جماعت
School

Higher tier

ballpoint pen

Biology

boarding school

Business Studies

choir

class register

core/compulsory subject

degree (university)
do badly; fail

Economics

essay/article

final exam/annual exam

meeting, discussion, debate

optional (subject)
parents’ evening

permission

Physics and Chemistry

pressure

pronunciation

Sociology

studies

بال بين

علم حياتيات

بورڈنگ اسکول

بزنس استڈیز

گرجه مین گاؤں والو کا طائفہ

کلاس رجسٹر

لازمی مضمُن

ڈگری

فیل / ناکام

اقتصادات

مضمُن

آخری امتحان / سالانہ امتحان

ملاقات، بحث مباحثہ

اختباری (مضمُن)

والدین کی شام

اجزت

طبیعتاً اور کیمیا

دباً

تلفظ

سوشیالوجی

برہائی
**Higher tier (cont)**

supervisor

to agree

to be cancelled (lessons)

to drop a subject

to have a detention

to improve (one’s knowledge/skills in)

to move up (to the next form/year)

to pronounce

to spell

to translate

training centre

translation

waste of time

(to do a) written punishment, lines

**Future aspirations, study and work**

**Foundation tier**

actor, actress

advertisement

air hostess/air steward/stewardess

ambition/s

answerphone

apprenticeship
Foundation tier (cont)

architect
artist
aspirations
badly paid
baker
beyond the classroom
builder
building relationships
business/shop
busy
butcher
career/s
cashier
charity
civil servant
coffee (tea/lunch) break
colleague
computer science
computer scientist
conference
cook
degree (university)
Foundation tier (cont)

(a) day’s leave

dentist

designer

doctor

drama

dream

driver

educational

electrician

(bank) employee

employer

employment/job/work

engineer

experienced

farmer

fashion

file

fireman

folder

form

further study/education

gadget/s

اِیک دن کی چھتی /زِخصت

دُندان ساز

ذَیزانیر

دَکْکر

ذِرَام

خواب

ذَرَانیور

تَعلیمی

الیکتریشن/بجلی کا کاریگر

مُلازم

مِلَک

مُلازمت/نَوکری/کام

یِنجینئر

تجربۂ کار

کسَان

فِیشن

فائل

فائزِ مین

فولْتَر

فورم

اعلیٰ تعلیم

آَلم/آلات
Foundation tier (cont)

inspiration
inspire
interview (job)
interview (TV or magazine)
job/s, employment
journalist
language
manager
marketing
mechanic
meeting
musician
nurse
part time
per hour
pharmacist
plan, project
planned
plumber
poet
police officer
profession/s
Foundation tier (cont)

programmer
rep, sales representative
salary/wages
sewing, tailoring
situation wanted
society/company
student
study
Teacher m/f
teacher (primary)
technician
telephone call
to apply for a job
to do a course
to fill in a form
to file a case
to organise
to print
to type
training
travel agency
unemployment
Foundation tier (cont)

university

voluntarily, without pay

volunteer

volunteering

waiter/waitress

well paid

work

work experience

Future aspirations, study and work

Higher tier

(data) file

aim; goal

apply at/go to (e.g. ask) at reception

apply; enroll

appointment

apprentice

charity sale (e.g. bake sale)

data base

enclosed

hard disk

higher education

impression
Higher tier (cont)

in aid of

internship

job advertisement

keyboard

law (study of the subject)

letter of application

link

medicine (study of the subject)

memory card

mouse

position (job)

printer

profession, job, occupation

programmer

promotion prospects

qualification

qualified

school education

translator

voluntary work

signature

success
Higher tier (cont)

successful

教学; 教育（作为学科）

to enclose, to attach

引入

touch screen

大学（非正式）

webmail

word processing

工作（非正式）

International and global dimension: bringing the world together, environmental issues, world events, campaigns and good causes

Foundation tier

access

优点/缺点

动物

成为‘绿色’（环保友好）

活动/善举

牲畜/家畜

慈善

煤炭

国家

作物

灾难
Foundation tier (cont)

drinking water

drought

earth

earthquake

electricity

energy; power

environment

environmental

environmental issues

fair trade

(music) festival

flood; flooding

for/against

(rain) forest

gas

global; worldwide; universal

hunger; famine

hurricane

international/global dimension

lack (of)

music event

natural resources
Foundation tier (cont)

- oil (تیل)
- Olympic games (اولمپیک کھیل)
- organization (ادارہ)
- people (لوج)
- planet (سیارہ / کُرّہ)
- pollution (آلودگی)
- poverty (غربت)
- protection (حفاظت کرنا)
- rubbish (کوڑا / کُوڑا کرکٹ)
- sports event (کھیلوں کی تقیبی آلودۂ کرنا)
- to pollute (آلوُدۂ کرنا)
- to protect (ﺣِفاظت ﮐرﻧﺎ)
- to recycle (ریسائیکل ﮐرﻧﺎ)
- to save (water) (ﺑَﭼﺎﻧﺎ)
- racial discrimination (ﻧسﻠﯽ امﺗیاز)
- war (جَنﮓ)

Higher tier

- world (دُنیا/زمانہ)
- World Cup (football) (وَرلڈ َ/ﻋﺎﻟمی کپ َ) (فٹ بال)
- common wealth (دوﻟتِ ﻣشترکہ)
- climate (آب ووا تازہ پاتی)
- fresh water (تازہ پاتی)
Higher tier (cont)

global warming
instant
malnourished
rights of man; peoples’ rights
salt water
security
solar power
species
United Nations
sports event
spying
starvation
starving
to (make) compost
to benefit
to lack
to contaminate
to save; to keep safe
to sort/separate (e.g. rubbish)
to stay in contact
to survive
to threaten
Higher tier (cont)

United Nations organization
unfortunate; needy
volcano

انجمن اقوام متحدہ
بدیعemet؛ ضرورتمند
آتش فشاان
Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles\(^1\) and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Guidance* and *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages*, published in April 2016.

\(^1\) Pearson’s World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5*.
From Pearson’s Expert Panel for World Class Qualifications
May 2014

“The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an ‘Expert Panel’ that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an ‘Efficacy Framework’, meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.”

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Professor Lee Sing Kong
Director, National Institute of Education, Singapore

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz
Harvard Graduate School of Education

Dr Peter Hill
Former Chief Executive ACARA

All titles correct as at May 2014
Appendix 5: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council’s framework of skills involves:

- **Cognitive skills**
  - Non-routine problem solving – expert thinking, metacognition, creativity.
  - Systems thinking – decision making and reasoning.
  - Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
  - ICT literacy – access, manage, integrate, evaluate, construct and communicate.

- **Interpersonal skills**
  - Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.
  - Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
  - Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

- **Intrapersonal skills**
  - Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
  - Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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## Appendix 6: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discount codes</td>
<td>Every qualification eligible for performance tables is assigned a discount code that indicates the subject area to which it belongs. Discount codes are published by the DfE.</td>
<td>Please see the GOV.UK website*</td>
</tr>
<tr>
<td>Regulated Qualifications Framework (RQF) codes</td>
<td>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students’ final certification documentation.</td>
<td>The QN for this qualification is: 603/1114/9</td>
</tr>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students’ qualifications.</td>
<td>GCSE – 1UR0</td>
</tr>
</tbody>
</table>
| Paper codes                           | These codes are provided for reference purposes. Students do not need to be entered for individual papers. | Paper 1: 1UR0/01  
Paper 2: 1UR0/02  
Paper 3: 1UR0/03  
Paper 4: 1UR0/04 |
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 schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 5. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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