



Pearson

Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel International GCSE
In Urdu (4UR0) Paper 1

edexcel 

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2017

Publications Code 4UR0_01_1706_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

Introduction

The overall level of difficulty and standard of this paper was like previous years. The content of the paper was relevant, interesting, informative, and accessible by most of the students.

The overall performance was marginally better than previous years mainly for Question 4 Urdu composition writing. The general trend of Urdu to English translation has shown some improvement, while English to Urdu translations have shown only slight improvement as compared to previous years.

In Questions 1, 2 and 3 a few students did not translate some keywords and phrases correctly or skipped them in the translation. Students with good Urdu writing skills continued to show a lack of confidence in their English composition skills and vice versa.

Question 1

In question 1, where the students were required to translate 5 sentences into Urdu, most of the students managed it well and did fairly accurate translation into Urdu. These sentences were interesting and often used in everyday life but with a grammatical touch in the translation. Students with good knowledge of grammar and vocabulary performed very well and achieved full marks.

In question 1(a), many students translated the sentence 'I'm happy to invite you to my birthday party' in a variety of ways while some missed the correct form of tense needed in the translation.

In question 1(b), the word 'homework' and the phrase 'not yet completed' also needed careful translation.

Most students translated question 1(c) very well. However, the word 'most talented' brought a variety of translations, some of which were not relevant.

Most students tackled question 1(d) well, except a few who stumbled on the phrase 'I am seventeen'. It brought a variety of translations, some of which were not proper.

Again, many students translated question 1(e) well, but found conveying the real meaning of 'counting the days before we can go on holiday' (چھٹیوں پر جانے سے پہلے کے دن گن رہے ہیں) challenging.

Question 2

In question 2, one passage for translation from English to Urdu was available for 25 marks. The text passage 'A girl with confidence' was informative and interesting. Most students translated it well and achieved good marks. The phrases like 'legal obstacles', 'local authorities', 'tap water', 'product of war', 'In the shuras' and 'pressing issues' caused some difficulty for less able students. Still many translations were of high standard. The low-performing students were not as many as seen in previous series.

Question 3

In question 3, one passage for translation from Urdu to English was available for 25 marks. This text passage was about 'A village with no roads'. Examiners noticed a variety of styles for the same piece of translation and enjoyed reading the translations. Most students understood and grasped the basic idea comfortably and translated it well. A sizable number of students stumbled at the well-known word 'canals' and translated it as streams, rivers, lakes and even oceans while some cleverly skipped it in their translation. A few students translated the passage by including their own interpretations, which was not right. A few of the phrases/sentences, which caused some difficulty were:

وہاں کی خوبصورت نہروں میں چھوٹی کشتیاں استعمال کرتے ہیں۔

... use small boats in the beautiful canals present there...

یا پھر پیدل گھومتے ہیں کیونکہ ان نہروں کے اوپر لکڑی کے پل بنائے گئے ہیں۔

... or walk around using wooden bridges over the canals.

سائیکل سواری اور کشتی رانی کے علاوہ سیاحوں کے لیے یہاں نہروں کے راستے گائیڈڈ ٹورکا بھی انتظام ہے۔

... Apart from cycling and boating, 'guided tours' are also available for tourists through these canals. A few students ended up translating کشتی رانی as 'boating queen' which was strange to note.

Question 4

In Question 4, most students showed very good Urdu essay writing and note writing skills. They proved their subject knowledge well and tackled the topics maturely with proper use of grammar and vocabulary. They gave good reasons to justify their arguments in a realistic and convincing manner.

In this Question, there seemed to be an equal distribution of the students choosing one of the three topics offered for essay writing. Question 4(a)

was about 'My ideal job.' Many students tried it maturely. However, some students did not distinguish between trade/business or employment. Some students wrote about their plans to do voluntary charity work. It was important to write about the specific aspect asked in the topic to score high marks. Most students managed it very well.

Question 4(b) was about 'I like to help my mother when she is very busy'. It was also attempted by a good number of students. Even in this essay, the focus was not on the status and value of mother but on the ways, you help her when she is too busy.

Question 4(c) was about 'Should the government provide school uniform and books to children from poor families?' Some students attempted it well and gave good and valid reasons for it.

The ability to plan and write a balanced essay, on one of the three topics, with an introduction, reasoning and a conclusion whilst demonstrating good use of Urdu language was evident from most of the essays.

Like earlier years, only a small number of students chose to write on one of the essay topics when compared to those who went for writing a note for a diary. Those who wrote a note brought in an emotional touch to the topic to demonstrate their feelings in celebrating Eid festival in the absence of their father with the family.

In case of note writing, due to the nature of the situation described in the task, i.e. describing their feelings while celebrating Eid without their father present with the family'. Many students demonstrated their creative writing skills to justify achieving high marks. In general, the quality of language and accuracy of these compositions varied a lot and students scored marks accordingly.

Paper Summary

Expectations for the quality and standard are a little more challenging at this level of examination. Keeping that in mind, there are some areas for improvement for students to achieve better marks. However, the overall performance of the students was good.

In English to Urdu translations, some issues with the quality of Urdu language were evident. There were serious issues in writing names of subjects, cities, dates and times, directions, colours, use of proper tenses and plurals, and lack of variety in the use of appropriate vocabulary. There were many spelling errors in writing commonly known words and phrases. Teachers should carefully look at these aspects when preparing students for this examination to help them score higher marks.

Some students continued to show difficulty in writing numbers in Urdu. The numbers written in English digits are perfectly acceptable for this examination. The quality of performance in Urdu to English translations was better. However, some students continued to skip certain words and phrases or transliterated them during translation. Students must show restraint from such practice at this level of examination.

Teachers from all centres must ensure that the students understand the importance of following the instructions given in the rubric. They must focus their response precisely on what is being asked in the question rather than to talk around the topic.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>