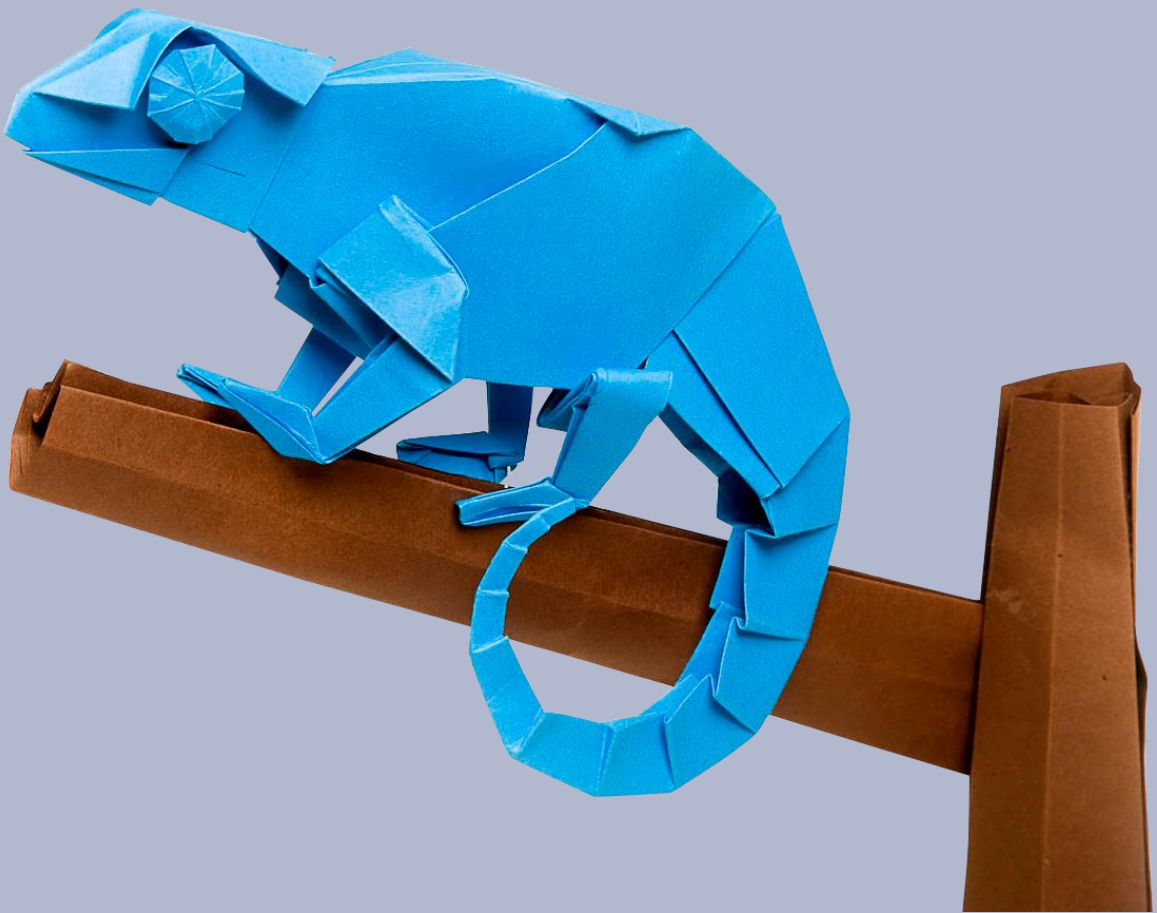


Getting Started Guide



GCSE (9-1) Urdu

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



Getting Started: GCSE Urdu 2017

Contents

1. Introduction	1
2. What's changed?	3
2.1 What are the changes to the GCSE qualification?	3
Changes to content and assessment requirements for GCSE Urdu	3
Changes to Assessment Objectives	3
2.2 Changes to the Edexcel GCSE Urdu	5
Specification overview	5
Changes to specification content	6
3. Planning	8
3.1 Planning and delivering the course	8
3.2 Suggested resources	8
3.3 Delivery models	9
4. Content guidance	10
5. Assessment guidance	15
5.1 Implications of linear assessment	15
5.2 Paper 1	15
5.3 Paper 2	16
5.4 Paper 3	17
5.5 Paper 4	17
5.6 Non-examination assessment	18

1. Introduction

The 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.

Key features of our GCSE Urdu

The specification and Sample Assessment Materials have been developed in consultation with the languages community – subject associations, academics and advisors, and hundreds of teachers and students. Drawing on feedback at every stage, the Edexcel specification has been developed to be 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.

The 2017 specification has been built on the following key principles:

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 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 learners 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 learners at each band.



Continuous progression

Our content builds on the understanding developed at Key Stages 2 and 3 while also ensuring that learners new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A level.

Support for the new specification

This Getting Started guide provides an overview of the new GCSE specification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

We are providing a package of support to help you plan and implement the new specification.

- **Planning:** In addition to the section in this guide, a Course Planner, and Schemes of Work that you can adapt to suit your department, are available.
- **Understanding the standard:** example student work with examiner commentaries.
- **Tracking learner progress:** specimen papers to support formative assessments and mock exams.
- **Personal, local support:** a network of leading practitioners across the country, providing online and face-to-face training events.
- **Teaching and learning materials:** a range of guides containing practical approaches to areas such as understanding rubrics, using literary texts, incorporating culture and answering questions in the target language.

These support documents are available on the GCSE 2017 Urdu pages on the Edexcel website: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/urdu-2017.html>

2. What's changed?

2.1 What are the changes to the GCSE qualification?

GCSE Urdu specifications are changing for first assessment in 2019:

- The new 9–1 grading system will replace A*–G.
- There will be no controlled assessment component: all assessment will be through external examinations.
- All papers will be set and marked by the awarding organisation. This includes both speaking and writing examinations.
- The speaking test will be conducted by a teacher in the centre with materials supplied in advance and retained in secure conditions.
- Assessment weightings will be 25% per skill.
- Papers will be tiered but there will be no mixed tier entry. Students will be entered for a single tier across all papers, either Foundation or Higher.

Changes to content and assessment requirements for GCSE Urdu

The content requirements¹ for GCSE Urdu have been revised. All awarding organisations' specifications for GCSE Urdu must meet these criteria. Full details of the subject criteria can be found at www.gov.uk/government/publications/gcse-modern-foreign-languages.

- The reading paper will contain authentic stimuli, including some extracts from relevant abridged or adapted literary texts.
- There will be short translations from and into Urdu.
- Some questions will be in Urdu in the reading and listening papers.
- The compulsory topics will be linked to: Identity and culture; Local, national, international and global areas of interest; Current and future study and employment (see Changes to specification content on page 6).

Changes to Assessment Objectives

The GCSE Urdu Assessment Objectives have been revised for the new specification. Each of the four assessment objectives now carries a weighting of 25%. The Assessment Objectives are given in the table below.

A01 25%	Listening – understand and respond to different types of spoken language
A02 25%	Speaking – communicate and interact effectively in speech
A03 25%	Reading – understand and respond to different types of written language
A04 25%	Writing – communicate in writing

¹ *Modern foreign languages GCSE subject content* (DfE, 2014) www.gov.uk/government/publications
Reference: DFE-00348-2014

Relationship of Assessment Objectives to components

The assessment of each of the Assessment Objectives is contained exclusively in the four examination papers.

The four components of the qualification are:

- Paper 1 Listening and understanding in Urdu
- Paper 2 Speaking in Urdu
- Paper 3 Reading and understanding in Urdu
- Paper 4 Writing in Urdu

These four papers are compulsory, must be sat in one terminal session, and make up the GCSE qualification.

Use of English and Urdu in the examinations²

In listening (AO1), there is no requirement for students to produce written responses in Urdu.

In speaking (AO2), students will be required to express themselves solely in the assessed language.

In reading (AO3), students will have to respond to questions set both in English and Urdu.

In writing (AO4), students will be required to express themselves solely in the assessed language in response to questions set in Urdu.

The table below provides a comparison with the relationship of Assessment Objectives to examined components in GCSE Urdu 2012*.

		2UR01 (2012)	1UR0 (2017)
		weighting	weighting
AO1	Listening	20%	25%
AO2	Speaking	30%	25%
AO3	Reading	20%	25%
AO4	Writing	30%	25%

*N.B The comparison is with GCSE full course; there will be no short course available in new GCSEs in Modern Languages.

² *Modern foreign languages GCSE subject content* (DfE, 2014) www.gov.uk/government/publications
Reference: DFE-00348-2014

2.2 Changes to Edexcel GCSE Urdu

Specification 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 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	Title	Length of assessment	Summary of assessment
Paper 1 25% 50 marks	Listening and understanding	F = 35 minutes including 5 minutes' reading time	Multiple-response and short-answer open-response questions.
		H = 45 minutes including 5 minutes' reading time	Some questions are set in English and others in Urdu.
Paper 2 25% 70 marks	Speaking	F = 7–9 minutes (plus 12 minutes' preparation time)	Students will be assessed through three tasks: <ul style="list-style-type: none"> • a role play • questions based on a picture stimuli • a conversation.
		H = 10–12 minutes (plus 12 minutes' preparation time)	
Paper 3 25% 50 marks	Reading and understanding	F = 50 minutes	Question types will comprise both multiple-response and short-answer open-response questions, and one translation into English question. Students must answer all questions from Sections A, B and C.
		H = 1 hour 5 minutes	
Paper 4 25% 60 marks	Writing	F = 1 hour 15 minutes	There are three open-response questions and one translation into Urdu.
		H = 1 hour 25 minutes	Two open-response questions and one translation into Urdu.

Full details of the assessment can be found in the Urdu GCSE 9-1 specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Urdu/2017/specification-and-sample-assessments/specification-GCSE-%20L1-L2-in-Urdu-2017.pdf>

This link will be updated once the accredited version is available on the website.

Changes to specification content

The assessment of GCSE Urdu will be set in the context of the following compulsory themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment.

Following consultation with teachers and language and assessment experts, these compulsory themes have been divided into five broad theme areas, giving the opportunity for teaching one theme per term. These five themes are further broken down into topics and sub-topics, all of which should be studied in the context of both the students' home country and that of countries or communities where Urdu is spoken. They are designed to offer a motivating, enriching and up-to-date context for the study of the Urdu language. Teachers should be aware of the need to develop their students' awareness and understanding of the cultural life of Urdu-speaking communities in their selection of teaching materials during the course of study, and in preparation for the final assessment.

For listening and reading assessments, the majority of contexts are based on the culture and countries where Urdu is spoken. Students may also refer to the culture of Urdu-speaking countries or communities in the speaking and writing papers.

Our content principles

- A mix of familiar and new topics to support a wide range of interests.
- Topics encourage the teaching and learning of Urdu-speaking culture.
- Topics show how language can be used in practice.
- Topics facilitate progression from Key Stage 3 and to A level.
- Topics meet the requirements of the subject criteria.

The themes and topics are listed below:

Theme 1: Identity and Culture

Topics:

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

Theme 2: Local area, holiday and travel

Topics:

- **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

Topics:

- **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

Topics:

- **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

Topics:

- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being 'green'; access to natural resources

The final assessments at the end of the course will draw on the full range of these themes and topics. Teachers are encouraged to refer to the Sample Assessment Materials to see this exemplified.

3. Planning

3.1 Planning and delivering the course

GCSEs in Urdu are linear and 100% external assessment.

This specification has been designed so that the content is clear and manageable for centres to deliver within the guided learning hours over a two- or three-year period. Structured across five themes, our flexible programme of study allows time for a focused revision period at the end of the course.

There is a range of possible ways of planning the delivery of the specification, and centres will need to decide on a delivery model that suits their teaching methods, school timetables and students.

The time allocated to each of the elements of the specification reflects the weighting of that element. All skills have an equal weighting and are worth 25% each in the final assessment, so equal amounts of time should be spent on each skill when covering the five themes in the Edexcel specification.

The five themes are: *Identity and culture; Local area, holiday and travel; School; Future aspirations, study and work; 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.** There will be equal weighting between the themes in the assessment.

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.

3.2 Suggested resources

Below is a list of free support for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu (1UR0):

- Getting Started Guide for GCSE Urdu
- Editable Course Planner
- Editable two-year GCSE Schemes of Work
- Mapping guides comparing the 2012 and 2017 GCSE Urdu specifications (both AQA and Edexcel)
- 'How to' guides, including:
 - Incorporating culture into the classroom
 - Rubrics in Urdu
- Student guide

All planning and support materials can be found via this webpage:

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

We will also be offering paid-for Professional Development courses on *Delivering the new GCSE MFL specification (9–1)* to support first teaching and beyond, from September 2016. Details about these will be published on our website in due course.

We are committed to helping teachers to deliver our Edexcel qualifications and students to achieve their full potential. To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers. However, it is not necessary to purchase endorsed resources to deliver our qualifications. Endorsed resources from other publishers will be available at www.edexcel.com/resources.

3.3 Delivery models

An editable Course Planner and example Schemes of Work covering a two-year Key Stage 4 are available on Pearson Edexcel's GCSE 2017 Urdu webpage. These documents are based on the following principles:

- Three 12-week terms per academic year.
- A focused revision period at the end of the course – the summer term of the final year of study would be used for revision and final examination preparation for linear assessment and 100% final examinations.
- The number of hours allocated to GCSE Urdu each week will depend on the individual centre's timetable, but here an average of two hours a week has been assumed as this fits with research carried out with schools, and fits 120 guided learning hours.

These delivery models are suggestions only and there are a number of valid ways of structuring courses. The schemes of work show one of a number of possible orders of topics and approaches to grammar coverage; these should be adapted by centres to work for their individual timetables.

4. Content guidance

Teachers should refer to the 'How to' guides available on our website for support with how to approach the content.

These guides feature pedagogical rationale, strategies and practical activity suggestions to help with:

- Incorporating culture into the classroom
- Understanding rubrics in Urdu

Ideas on how to approach the themes and for activities within these themes are provided below. Note that these are suggestions only and are not prescriptive.

Theme 1: Identity and Culture

Topics:

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

Suggestions for approaching this theme

The teacher could approach this theme through Urdu literature, music or festivals. Research can be conducted into traditional celebrations in the Urdu-speaking world.

Activity ideas

- Using literary texts to look at the life of culturally significant people to practise talking about the past.
- Using poetry to expand ideas about friendship and develop vocabulary.
- Venn diagrams of adjectives to develop positive and negative relationship adjectives.
- Agony Aunt-style letters from authentic sources dealing with family relationships – these can be used as reading practice and then students can write their own examples.
- Choosing famous Urdu-speaking people to use as role models and discuss.
- Using photographs to discuss aspects of daily life and encourage and develop spontaneous speaking strategies.
- Practising role-play situations with the scenario of arranging to go out.
- Comparing shopping habits of UK consumers with those in Urdu-speaking countries (online vs traditional, popular shops, spending patterns).
- Debating the advantages and disadvantages of social media, in order to encourage spontaneous speaking.
- Students are allocated a traditional custom or festival to research in groups, presenting their findings to the class.

- Discussion about preferred TV programmes or music through a diamond nine activity, in order to encourage spontaneous speaking.
- Photographs of traditional festivals can be used to practise the picture-based oral task.
- Using songs from websites such as YouTube.

Theme 2: Local area, holiday and travel

Topics:

- **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

Suggestions for approaching this theme

As well as students describing their own past holidays or planned future holidays, teachers could approach this theme as a group task where students have to research the type of holiday they would like to do. This could be confined to an Urdu-speaking country which would then allow them to report back on travel costs, accommodation available, activities on offer in the chosen resort and the type of weather to be expected.

Another approach to accommodation and eating out could be to use authentic resources from websites such as Trip Advisor to read about hotels and restaurants. These can be used as reading comprehensions to extract vocabulary and phrases and then students could write their own reviews of a restaurant or hotel. Complaint letters to a hotel also allow students to use a great deal of imagination as to what has gone wrong with their holiday accommodation.

Students could also collect literature about their own area and, from that, produce a website or brochure to encourage Urdu-speaking tourists to visit. This topic is a key area for role-play work.

Activity ideas

- Researching an Urdu-speaking holiday destination and planning travel, accommodation and activities for a visit (use Google maps to take a virtual tour).
- Reading reviews on Trip Advisor, etc. and students writing their own review.
- Writing a complaint letter to a hotel or restaurant.
- Using authentic hotel website information to work out the best accommodation for different groups of people, e.g. a family with three children, a couple looking for a romantic holiday, a single traveller, etc.
- Setting up role-play scenarios around the classroom for group / pair-work activities.
- Spontaneous discussion about preferred types of holiday / accommodation.
- Advantages / Disadvantages chart for holidaying abroad or in their own country.
- Survey about holiday requirements / preferences, leading to discussion.
- Watching tourism videos from Urdu-speaking areas or cities to extend vocabulary and listening skills. Students could then produce their own

voiceover commentary to accompany photos of a Urdu-speaking area or city, or their own area.

- Watching or reading weather forecasts online, or presenting their own.
- Photographs of holiday destinations can be used to practise the picture-based oral task.
- Using information on the websites of important tourist attractions for reading practice.

Theme 3: School

Topics:

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

Suggestions for approaching this theme

When approaching this topic, teachers could use partner schools to enable students to compare and contrast the school experience in each country. Many Urdu-speaking schools have websites and this could provide an excellent resource for authentic material. Particular features of schools in Urdu-speaking countries could also be opportunities for discussion.

Activity ideas

- Authentic resources in the form of blogs or letters discussing aspects of the school system in Urdu-speaking countries could be used as reading comprehension and stimuli for discussion purposes.
- Research on Urdu-speaking school websites can produce timetables to compare the school day.
- Setting up links with Urdu-speaking schools in order for students to pose questions to their peers and report back on their answers, e.g. their opinion of the longer school day, sport at school, etc.
- Students could draw up their own list of rules, either real or funny – this could be done as a discussion task to promote spontaneous speaking.
- A list of pros and cons of school uniform could be drawn up and used in discussion.
- Check Urdu school websites to compare the events and extracurricular activities that are offered.
- There are a number of blogs on school exchanges on the Internet which can be accessed to provide authentic resources for reading comprehension.

Theme 4: Future aspirations, study and work

Topics:

- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs; careers and professions

Suggestions for approaching this theme

Teachers may want to approach the topic through students' own aspirations but could also look at relevant websites to find resources describing others' experiences, which will provide models for students to use in their own work. There are a number of useful websites about training, which teachers may find useful to source work for reading purposes as well as suitable photographs, and to extend students' vocabulary and comprehension skills. There are also websites where students can read about the experiences of young Urdu speakers undertaking volunteering or taking a gap year.

Activity ideas

- Reading comprehension based on authentic material from websites such as those above.
- Brainstorming positive and negative aspects of travelling during a gap year, going to university or undertaking work experience.
- Using a video about students undertaking work experience as listening comprehension.
- Writing an imaginative blog or report about volunteering.
- Using this topic as an opportunity to introduce and practise ways of saying what students would like to do and why.
- Reading task to match descriptions of jobs to the job titles.
- Jigsaw task to reorder a text about a day in a particular job.
- Using an online platform to ask Urdu-speaking students about their career / future aspirations, and reporting back.
- Undertaking a role play based on an interview for a work placement or job.
- Spontaneous discussion on what students should do after finishing school. This could be done as a diamond nine activity.
- Using websites to look at authentic job adverts in order to discuss the skills that are required.

Theme 5: International and global dimension

Topics:

- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being 'green'; access to natural resources

Suggestions for approaching this theme

This is a new theme at GCSE which may not have been studied at Key Stage 3. Teachers may again wish to access material on the Internet to support their teaching of this theme. Posters and adverts for sports and music events could be useful resources, as could blogs and newspaper reports about such events. School websites also contain reports on school sports events.

Activity ideas

- Role-play buying tickets for sporting or music events.
- Group activity discussing the cost of attending music events.
- Writing a report on a sporting event.
- Watching a sporting event in the target language as a listening comprehension.
- Writing a voiceover to a sporting event video extract.
- Giving students a scenario in which they have a certain amount of money to donate to a worthy cause. They each research a suitable charity and engage in a group debate about which charity should benefit from the money.
- Using photographs of sporting events to engage in discussion (picture-based task).
- Reading comprehension using publications about the environment from Urdu-speaking countries.
- Writing about how environmentally friendly (or unfriendly) their home town is.
- Using links with an Urdu-speaking partner school to compare towns with regard to the protection of the environment.
- Using literary texts to expand vocabulary and writing their own poems (such as acrostic poems) using any of the environment-related vocabulary.
- Use a Pakistani music festival website for information about the event and to express opinions about it.

5. Assessment guidance

5.1 Implications of linear assessment

This GCSE Urdu course is designed to be followed in a linear fashion. The four components must be sat as terminal examinations at the end of the course. Examinations will take place only in a summer session at the end of the course of study (most often a two-year course) and there will be no opportunity for re-sitting individual components. A candidate would be eligible to re-sit the whole qualification (four components) at a future examination session.

5.2 Paper 1

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 (see pages 6–7).

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.



5.3 Paper 2

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 (see pages 6–7).

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 and the recordings then submitted to Pearson for external marking.

5.4 Paper 3

<p>Paper 3: Reading and understanding in Urdu (Paper code: 1UR0/3F and 3H)</p>
<p>Written examination</p> <p>Foundation tier: 50 minutes; 50 marks</p> <p>Higher tier: 1 hour 5 minutes; 50 marks</p> <p>25% of the total qualification</p>
<p>Content overview</p> <p>This paper draws on vocabulary and structures across all the themes and topics (see pages 6–7).</p>
<p>Assessment overview</p> <p>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.</p> <p>Students must answer all questions in each of the three sections:</p> <p>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.</p>

5.5 Paper 4

<p>Paper 4: Writing in Urdu (Paper code: 1UR0/4F and 4H)</p>
<p>Written examination</p> <p>Foundation tier: 1 hour 15 minutes; 60 marks</p> <p>Higher tier: 1 hour 25 minutes; 60 marks</p> <p>25% of the total qualification</p>
<p>Content overview</p> <p>This paper draws on vocabulary and structures across all the themes and topics (see pages 6–7).</p>
<p>Assessment overview</p> <p>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.</p> <p>Foundation tier – three open-response questions and one translation into Urdu. Higher tier – two open-response questions and one translation into Urdu.</p>



5.6 Non-examination assessment

There is no longer any centre-designed component in the assessment of GCSE Urdu. The speaking test is, however, internally conducted by teachers in their centres. The assessment materials will be provided by Edexcel in advance of the examination period and it is required that they remain secure throughout the examination period. Further information about access to the materials at the time of testing and conduct of this component will be provided in due course.

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