



Pearson
Edexcel

Examiner's Report
Principal Examiner Feedback

Summer 2018

Pearson Edexcel International GCSE
In Urdu (4UR0) Paper 01

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Introduction

The overall standard and level of difficulty of this paper was the same as the previous year. The performance was marginally better than previous years. The content of the paper was relevant and easily accessible by most candidates. Like previous years, most of the candidates attempted the paper really well.

Overall, the exam was very successful and proper for the cohort and the ability of the age group. The general trend from Urdu to English translation has shown some improvement, while English to Urdu translations have shown only slight improvement as compared to previous years. There was certainly a significant improvement in Question 4 Essay/composition and Note writing in Urdu.

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

Question 1

In question 1, the candidates were required to translate 5 sentences in Urdu. Most of them managed it well and did fairly accurate translation into Urdu. These sentences were interesting and often used in their life experiences but with a grammatical touch in the translation. Candidates with good knowledge of grammar and vocabulary performed very well and achieved full marks.

In question 1(a), many candidates translated the sentence 'He is my most daring friend' in a variety of ways while some missed the correct translation of 'daring.'

In case of question 1(b), the word 'workshop' and the phrase 'got permission' also needed careful translation.

In case of question 1(c), most candidates translated it very well. However, the word 'humbled' brought a variety of translations, some of those were not relevant or precisely correct at all.

Most candidates tackled question 1(d), well except a few who stumbled on the phrase 'fourth round' (چوتھا راؤنڈ/چکر) and brought a variety of translations, some of which were not proper.

Again, many candidates translated question 1(e) well, but found 'with the best athletes in my town' (شہر کے بہترین کھلاڑیوں کے ساتھ) challenging to convey the real meaning. The word 'town' translated as village, area by some candidates.

Question 2:

In question 2, one passage for translation from English to Urdu was available for 25 marks. The text passage 'A great mother' was informative and interesting. Most candidates translated it well and achieved good marks. The phrases like 'great scientist'; 'invention'; 'electric light bulb'; 'genius and extraordinarily intelligent'; 'terrible student' and 'great scientist of the century' caused some difficulty to less able candidates. Still most translations were of good standard. There were only a few low-performing candidates as compared to previous years.

Question 3:

In question 3, one passage for translation from Urdu to English was available for 25 marks. This text passage was about 'China Pakistan Economic Corridor (CPEC)'. Examiners noticed a variety of styles for the same piece of translation. Most candidates understood the basic idea comfortably and translated it well. Only a small number of candidates stumbled at certain well-known words/phrases e.g. 'five thousand kilometres' and 'over one lakh tankers and trucks' and translated them wrongly and even some cleverly skipped these in their translation. A few candidates translated the passage by including their own interpretations, which could not be ignored. A few of the phrases/sentences, which caused some difficulty were:

پانچ ہزار کلومیٹر لمبی نئی سڑکیں بن جائیں گی۔

... five thousand kilometres' roads/motorways will be built....

ان سڑکوں پر روزانہ تقریباً ایک لاکھ سے زیادہ ٹینکر اور ٹرکوں کی آمدورفت ہوگی۔

... On these roads/motorways, the traffic of approximately over one lakh tankers and trucks will start flowing every day....

مقامی لوگوں کو اپنے گھر کے پاس ہی اچھا
روزگار مل جائے گا اور وہاں کے غریب
عوام میں خوشحالی آجائے گی۔

... It will give better employment for local people and bring prosperity among them....

Question 4:

In Question 4, most candidates 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. However, many candidates continued writing informal letter rather than note as required in the rubric.

In this Question, there seemed to be an equal distribution of the candidates choosing one of the three topics offered for essay writing. Question 4(a) was about 'My favourite childhood TV programme.' Most candidates attempted it very well and maturely. It was important to write about the specific reasons why it was the favourite to score high marks. Most candidates managed it very well.

Question 4(b) was about 'What can I do to keep my street clean and tidy?' It was also well attempted by a number of candidates. In this essay, the focus was not on the government, but on yourself that how can you help in keeping your street clean and tidy.

Question 4(c) was about 'Why is it important to learn my own language?' Some candidates attempted it well and came up with 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 showing good use of Urdu language was evident from most of the essays.

Question 4(d) was about 'Writing a **note** in your diary explaining your personal feelings for not being able to attend the wedding of your uncle's daughter'.

Similar to previous years, a small number of candidates chose to write on one of the essay topics as compared to those who went for writing a note for the diary. Those who wrote a note brought in an emotional touch proper to the topic to show their feelings for not being able to attend the wedding event.

In case of note writing task, i.e. describing their feelings for being unable to attend the wedding event. Many candidates have demonstrated their creative writing skills and justified achieving good marks. In general, the quality of language and accuracy of these compositions varied a lot and candidates scored marks in accordance with their performance.

A handful number of candidates continued to write an informal letter although the rubric asked them to write a note rather than an informal letter.

Paper Summary

This qualification is for normal Urdu rather than Urdu as a Second Language. Expectations for the quality and standard are a little higher for this examination. Keeping that in mind, there are some areas for improvement for candidates to achieve better marks. However, the overall performance of the candidates was generally good.

In English to Urdu translations, there were issues with the quality of Urdu language. However, they were clearer in writing names of subjects, cities, dates and times, directions, colours, use of proper tenses and plurals. There was lack of variety in the use of vocabulary. There were many spelling errors in writing known words and phrases. Teachers should carefully look at these aspects when preparing students for this examination to help them score higher marks. Some candidates 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 translation was generally better. Some candidates continued to skip certain words and phrases or transliterated them during translation. Examiners have to read all responses carefully before awarding marks, they easily can discover such discrepancies. All candidates must restraint themselves from such practice at this level of examination.

Teachers from all centres should ensure that the candidates understand the importance of following the rubric. They must focus their response precisely on what is asked in the question rather than to waffle around the topic.

Grade Boundaries

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