GCSE (9-1) Urdu

PEARSON
Edexcel

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

Summary of changes made between previous issue and this current issue	Page number
Removal of Subject Advisor name: *'Our subject advisor service and online community…'*	3
Update to Foundation tier paper timing: *'Foundation tier: 1 hour 20 minutes…'*	6 and 39
Clarification of question titles appearing in English added: *'The instructions to students are in Urdu. The question titles appear in English.'*	38
Update to Foundation tier Assessment Information for Paper 4, bullet point 5: *'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.'*	39
Reference to 'GCE AS' removed in the following sentence: *This qualification offers a suitable progression route to GCE A level in Urdu.*	68

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.

Contents

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

- First assessment: May/June 2019.
- 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*
  - o 35 minutes is given for the assessment, including 5 minutes' reading time.
  - o 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.
  - o Section B contains two questions set in Urdu. The question type is multiple-response. The instructions to students are in Urdu.
- *Higher tier*
  - o 45 minutes is given for the assessment, including 5 minutes' reading time.
  - o Section A contains two questions set in Urdu. The question type is multiple-response. The instructions to students are in Urdu.
  - o 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:
  - o Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - o Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - o 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:
  - o Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  - o Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  - o 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.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

- First assessment: May/June 2019.
- The assessment time is:
  - o Foundation tier – 50 minutes in length
  - o 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:
  - o for the Foundation tier there are three multiple-response questions
  - o 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

- First assessment: May/June 2019.
- 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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
1–2	• Produces simple, short sentences in isolation • Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	• Produces simple, short sentences with little linking • Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	• Produces simple sentences with some linking • Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

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

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

Errors that do not **hinder clarity**:

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

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Question 2 – Foundation tier (16 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

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

Question 2: communication and content mark grid – Foundation tier

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

Additional guidance

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

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

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

Mark	Descriptor
0	No rewardable material
1–2	• 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

Mark	Descriptor
0	No rewardable material
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 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

Mark	Descriptor
0	No rewardable material
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.

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

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

Mark	Descriptor
0	No rewardable material
1	• Some words are communicated but the overall meaning of the sentence is not communicated
2	• The meaning of the sentence is partially communicated • Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	• The meaning of the sentence is fully communicated • Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
1–4	- Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas - Some effective adaptation of language to narrate, inform, interest/convince - Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language - Appropriate use of register and style with the occasional inconsistency
5–8	- Communicates some detailed information relevant to the task, frequently effective development of key points and ideas - Frequently effective adaptation of language to narrate, inform, interest/convince - Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language - Appropriate use of register and style with few inconsistencies
9–12	- Communicates detailed information relevant to the task, with mostly effective development of key points and ideas - Mostly effective adaptation of language, to narrate, inform, interest/convince - Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language - Predominantly appropriate use of register and style
13–16	- Communicates detailed information relevant to the task, with consistently effective development of key points and ideas - Consistently effective adaptation of language to narrate, inform, interest/convince - Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language - Consistent use of appropriate register and style throughout

Additional guidance

*Creative use of language***:** examples of creative language use are:

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

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

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

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

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

Mark	Descriptor
0	No rewardable material
1–3	• 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.

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

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:		% in GCSE
AO1	Listening – understand and respond to different types of spoken language	25
AO2	Speaking – communicate and interact effectively in speech	25
AO3	Reading – understand and respond to different types of written language	25
AO4	Writing – communicate in writing	25
	Total	**100%**

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	**AO2 %**	**AO3 %**	**AO4 %**	
Paper 1: Listening and understanding in Urdu	25	0	0	0	25%
Paper 2: Speaking in Urdu	0	25	0	0	25%
Paper 3: Reading and understanding in Urdu	0	0	25	0	25%
Paper 4: Writing in Urdu	0	0	0	25	25%
Total for GCSE	**25%**	**25%**	**25%**	**25%**	**100%**

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

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	25%	50	1.400	70
2	25%	70	1.000	70
3	25%	50	1.400	70
4	25%	60	1.167	70

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

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.

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Urdu	**1UR0: 2F/2H*** **(*Please delete as appropriate)**
Centre name:	Centre number:

Candidate name and number		**Declaration and permissions signature and date***		**Role play**		**Picture-based discussion**		**Conversation**			
								(1)		(2)	
Teacher name		**Declaration and permissions signature and date***									

*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، لڑکا، لڑکی
- singular, plural including common regulars آدمی، سینما، کرسی، کرسیاں، بیٹا، بیٹے
- and declension آدمیوں، عورتوں، لوگوں

Articles

- definite and indefinite کوئی /کسی
- partitive کچھ انڈےخریدے / تھوڑا پھل کھا لو

Adjectives

- agreement لمبا لڑکا / بڑی بیٹی
- position of adjectives
- comparative and superlative, including common irregulars, e.g. اچھا، بہت اچھا، سب سے اچھا
- demonstrative وہ، یہ، یہاں، وہاں، اس، اُن
- indefinite: singular/plural usage, e.g. بہت، کچھ، چند، کئی، ہرکوئی، بعض لوگ، کوئی شخص
- possessive, e.g. میرا، اُن کا، اس کا، ہمارا
- interrogative, e.g. کیوں، کون سا، کس لیے، کیسا، کس وقت

Adverbs (masculine, feminine, plural)

- regular and common irregular (manner, time, place)   تیزی سے،کبھی نہیں، یہیں

- comparative and superlative   سے آگے،   سب سے آگے، سے پہلے،   سب سے پہلے

- interrogative   کب، کہاں ، کیسے

- adverbs of time, place and manner
اب، اب تک، اب سے، وہیں، آہستہ سے، آج کل، پرسوں

- degree modifier   بہت،   ذرا، ذرا سا

- common adverbial phrases   لڑکا تیزی سے بھاگا

Quantifiers/intensifiers

- common expressions of quantity   کس قدر، کتنا، کافی،

- non-count nouns   بہت کم، زیادہ، بے شمار، ان گنت

Pronouns

- personal all subject pronouns – all subject pronoun, e.g.   میں، وہ، ہم ، تم، آپ

- direct object pronouns, e.g.   مجھ، اس ، اُن، جن، تجھ، تُو

- indirect object pronouns e.g.   مجھے، اسے، ہمیں، اُنھیں، تجھے

- combined forms of direct and indirect pronouns, e.g.
انھوں نے، مجھ سے/مجھے، اس نے، تُم سے/کو، جنھوں نے، ہم سے/ہمیں

- reflexive, e.g.   خود، اپنے، اپنا ، اپنی

- relative/correlative e.g.   کا، وہاں، جہاں، کیسے ، ایسے، جیسے

- disjunctive/emphatic, e.g.یہی، وہی، ہی، سا، بھی

- demonstrative , e.g.   یہ، وہ

- indefinite, e.g.   ہر کوئی، کچھ/بعض، کوئی چیز ، کوئی شخص،کوئی

- interrogative, e.g.کون، کیا

Pronouns (cont)

- combined forms, e.g. اس جیسا کوئی نہیں

- declension of pronouns   اُس، اِس

- correlative   جب، جہاں، جیسی، جو

Position and order of object pronouns (R)   مجھے، تجھے، ہمیں،تمہیں، انہیں

Verbs

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

  آنا، جانا، سونا، جاگنا

- infinitives, e.g.
  سوچنا، جانا، کھانا، پڑھنا، دیکھنا، دوڑنا، سیکھنا، کام کرنا، سونا

- all persons of the verb, singular and plural

  لڑکا کھیلتا ہے ۔   لڑکی پڑھتی ہے ۔ بچے کھیلتے ہیں۔

- modes of address   آپ، تم، تو

- negative forms, e.g. نہ، نہیں، وہ نہ گیا، ابھی تک نہیں آیا

- interrogative forms , e.g. کہاں، کیا، کیوں

- impersonal constructions, e.g. بارش ہو رہی ہے۔   اندھیرا چھا گیاہے۔

- verbs followed by infinitive, with or without preposition.

- imperative including polite form, e.g چل، کرو، اُٹھو، جائیں، کریں، جائیے،
کیجئیے

- auxiliary verbs, e.g. (present) ہے، ہیں، ہوں (past) تھا، تھے، تھی ، تھیں

- imperative with regular form, e.g. لیجیے، دیجیے، چلیے، بیٹھیے

- imperative (negation)   مت جاؤ / مت سُنو

- **Tenses**: e.g.

    - present , e.g. جاتا ، آتی، سوتے، کھاتے
    - present perfect, e.g. میں نے باہر ایک کار دیکھی ہے
    - passive (present), e.g. مجھے بلایا گیا ہے
    - present participle, e.g. کھاتا، جاتا، سوتا
    - present tenses: simple./habitual continuous , perfect, e.g.
        وہ جاتا ہے / جا رہا تھا / جا چکا تھا
    - present perfect, e.g. وہ آیا ہے
    - imperfect, e.g. وہ اسکول جاتا ہے
    - present subjunctive/subjunctive mood, e.g.
        وہ چلے / میں کہوں / ہو سکتا ہے میں جاؤں
    - other common verbs in the imperfect tense (R)

    - past tense: participle, continuous, perfect form, e.g.
        وہ گیا / جا رہا تھا / جا چُکا تھا
    - future tenses, participle, continuous, perfect, form, e.g.
        وہ جائے گا/جارہا ہے/جا چکا ہوگا
    - immediate future میں کل پاکستان جا رہا ہوں
    - pluperfect (R) گرمیوں میں ہم امریکہ گئے تھے
    - other common verbs in the imperfect tense – commenced event (R)
    - (oblique infinitive) بارش ہونے لگی / وہ جانے والا تھا
    - imperative forms لاؤ ،کھا ؤ ، جاؤ
    - conditional e.g. اگر، تو ، تب، ورنہ
    - transitive/intransitive verb in past
        ہم نے سُنا ہے کہ وہ جنگل میں گیا اور اُس نے ایک شیر مارا

Negatives

e.g. نہ، نہیں، اس کے باوجود، نہ تو / نہ ہی، کوئی نہیں، کبھی نہیں، کچھ بھی نہیں ،ابھی نہیں، نہ صرف

Postpositions

- contracted forms of preposition, e.g.

میں، سے، تک نیچے، پاس، سامنے، پر، کا، کی، کے

- fixed case and dual case with accusative and /or dative with genitive (R), e.g.

اس سے چلا نہیں جاتا / مجھ سے بولا نہیں جاتا

- common compound postpositions, e.g.

کے قریب / سے آگے / کے پاس / کے لئیے / کے تحت/ کے بر عکس

Clause Structures

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

Conjunctions

- coordinating and subordinating, e.g.

بھی، اور، جس طرح، جہاں تک، بہر حال، چونکہ، جبکہ

Connectives, e.g.

اس کے علاوہ، ظاہر ہے کہ، وہ اس لیے کہ، سچ یہ ہے کہ، ورنہ، اس میں کوئی شک نہیں

Number, quantity and time

- ordinal and cardinal numbers , e.g. ایک دو تین/پہلا، دوسرا، تیسرا .
- common coordinating conjunctions, e.g. اس وجہ سے، پھر، لیکن
- common subordinating conjunctions, e.g. کیونکہ، اگرچہ، خواہ
- common quantities, e.g. اکائی، دہائی، عدد، سینکڑہ، ہزار، لاکھ، کروڑ، ارب، درجن
- time and date, e.g. منٹ ،گھنٹہ ،دوپہر، شام، بجنے میں ، بج کر، ساڑھے، دوسری، آٹھویں مہینہ، سال، صدی
- distributive pronouns, e.g. ہزاروں لوگ جمع ہو گئے

Vowel points and other marks

e.g. زیر، زبر، پیش، تشدید، 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 صغیر پاک و ہند، وزیر اعظم، آب و ہوا
- complex and irregular plurals, e.g. منظر سے مناظر ، استاد سے اساتذه

Adjectives

- comparatives and superlatives including Arabic and Persian adjectives, e.g.
  بہترین، کمترین
- irregular superlatives, e.g. اول درجے کا، بلند
- pronominal, e.g. کتنا، کیسا، کیسے، اب، تب، کون

Adverbs

- comparative and superlative, e.g. زیاده آہستہ چلتا ہے
- repeated adverbs, e.g. وہ زور زور سے بولتا ہے
- Arabic adverbs, e.g. تقریباً ، عموماً

Pronouns

- indefinite, e.g. (oblique) کوئی ایسا شخص، کوئی، کسی
- interrogatives, e.g. جِس کسی نے بھی، وہ ایسا کون ہے
- combinations of direct and indirect pronouns, e.g.

  یہ کتابیں اُن بچوں کو دو

- demonstratives oblique (R), e.g. جِس میز پر ہے، جِس گھر میں ہے
- possessive (R)

- direct and indirect object after an infinitive

- relative pronouns, e.g. جنہیں، جسے، جو کوئی
- position and order of object pronouns, e.g. مجھے، تمہیں، ہمیں، اسے

Verbs

- infinitival agreement e.g. ۔مجھے کئی کام کرنے ہیں
- participle constructions e.g. آتے ہی، چلتے چلتے
- obligation e.g. جانا پڑے گا، کرنا ہو گا/چاہیے
- present subjective/subjective mood e.g. وہ چلے، میں کہوں، ہو سکتا ہے میں جاؤں
- compound verbs e.g. وہ چلا گیا،   میں نے کتاب پڑھ لی ہے
- imperative with irregular forms e.g. لیجیے، دیجیے، بیٹھیے

Passive Forms

- present perfect e.g. بُلایا گیا ہوں،/ بھجوایا گیا ہوں
- pluperfect e.g. بُلوایا جاتا تھا /بھجوایا جاتا تھا
- future perfect e.g. بُلایا جا چکا ہو گا /بھجوایا جا چکا ہو گا
- conditional verb forms e.g. کاش میں وہاں ہوتا / اگر ہم جانتے
- interrogative impressions e.g. اور میں کیا کرتا /کیا ہو جاتا
- present/past/future perfect continuous tenses e.g. جاتا رہا/جاتا رہا تھا/جاتا رہا ہو گا

Conjunctions

- more complex forms e.g. البتہ، اگرچہ، حالانکہ

Connectives

- more complex forms e.g.

اس کو مد نظر رکھتے ہوئے،   ظاہر ہے، وہ یہ کہ، مثلاً، اِس میں کوئی شک نہیں

Numbers

- cardinal numbers, 1 to 1000, plus those listed in general vocabulary

- ordinal numbers and commonly used impressions e.g. بارہواں سبق، چودھویں کا چاند

Time

- including non-limited time span ایک عرصے سے / صدیوں پہلے

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	قبُول کرنا
to accompany	ساتھ دینا
to add	اِضافہ کرنا
to advise	مشورہ دینا
to allow	اِجازت دینا
to answer/reply	جواب دینا
to argue	بحث کرنا
to arrive	پہُنچنا
to ask	پُوچھنا
to ask for	مانگنا
to avoid	بچنا
to bath, to bathe	نہانا/نہلانا
to be able to	قابل ہونا
to be born	پیدا ہونا
to be called	بُلانا
to be careful	مُحتاط رہنا
to be hot/cold	سردی / گرمی محسوس کرنا
to be in a hurry	جلدی میں ہونا
to be keen to	دِلچسپی لینا
to be lucky	خُوش قسمت ہونا

Common verbs (cont)

to be sorry	شرمندہ ہونا
to be thirsty	پیاسا ہونا
to borrow	اُدھار لینا
to break	توڑنا
to buy	خریدنا
to call (telephone call)	کال کرنا
to cancel	منسُوخ کرنا
to change	بدلنا
to check	جانچنا
to choose	منتخب کرنا
to clean	صاف کرنا
to click (ICT)	کِلک (کمپیوٹر کا بٹن دبانا)
to climb; get on(to)	چڑھنا
to close	بند کرنا
to collect	جمع کرنا
to come	آنا
to contact	رابطہ کرنا
to continue/carry on	جاری رکھنا
to convince	قائل کرنا
to cope/manage/get by	نِمٹنا
to copy	نقل کرنا
to cost	قیمت دینا

Common verbs (cont)

English	Urdu
to count, intend; count on (someone)	کِسی پر انحصار کرنا
to cross, go across	پار کرنا
to cry	رونا
to decide	فیصلہ کرنا
to depart/leave	رُخصت ہونا
to describe	بیان کرنا
to deserve	مُستحق ہونا
to die	مرنا/وفات پانا/فوت ہونا
to discuss	بات چیت کرنا
to draw	خاکہ بنانا
to drink	پِینا
to drive	گاڑی چلانا
to earn	کمانا
to eat	کھانا
to end	ختم کرنا
to enjoy oneself	خُود لطف اٹھانا
to enter/go in	داخل ہونا
to escape	بچنا
to explain	وضاحت کرنا
to fail	ناکام ہونا
to fall	گِرنا
to fall asleep	سو جانا

Common verbs (cont)

English	Urdu
to feed, nourish	کھلانا
to fill/fill in	بَھرنا
to find	معلُوم کرنا
to finish, end	ختم کرنا
to fly	اُڑنا/اُڑانا
to follow	پِیچھا کرنا
to forget; to leave something behind	کوئی چیز بھُول جانا
to forgive	مُعاف کرنا
to get angry	غُصہ ہونا
to get bored	اُکتا جانا/بور ہونا
to get dressed	کپڑے پہننا
to give	دینا
to give back	واپس دینا
to give (a gift)	(تحفہ) دینا
to go	جانا
to get dressed	کپڑے پہننا
to get into (bus, car, train)	میں بیٹھنا/کھڑا ہونا/سوار ہونا
to get out of (bus, car, train)	سے اُترنا
to get up	اُٹھنا
to go down	نیچے جانا
to go for a walk	چِہل قدمی کے لیے جانا
to go out	باہر جانا

Common verbs (cont)

English	Urdu
to go to bed	سونے جانا
to go up	اُوپر جانا
to harm/damage	نُقصان پہنچانا
to hate	نفرت کرنا
to have to/must	لازماً کرنا ہے
to hear	سُننا
to help	مدد کرنا
to hold	پکڑنا
to hope	اُمید کرنا
to hurry	جَلدی کرنا
to hurt (oneself)	چوٹ لگنا
to improve	بِہتر کرنا
to inform	اِطلاع دینا
to introduce (an item, an idea)	آغاز کرنا
to introduce (a person)لنا	مُتعارف کرنا (کوئی فرد) /تعارف کرانا
to invite	بُلانا
to jump	کُود جانا/اُچھلنا
to justify	وضاحت کرنا (دلیل سے)
to knock, hit	مارنا پیٹنا
to knock over	اُلٹا گِرانا
to know (a fact)	معلُوم ہونا
to know (person, place)	جاننا

Common verbs (cont)

to land (a plane)	اُترنا
to last	قائم رہنا/باقی رہنا
to laugh	ہنسنا
to learn	سیکھنا
to leave; to depart	رُخصت ہونا
to leave (somewhere, somebody)	چھوڑ کر جانا
to leave behind (an object)	پیچھے چھوڑ جانا
to lend	اُدھار دینا
to light, turn/switch on	بتی جلانا
to like	پسند کرنا
to listen	سُننا
to live (inhabit)	رِہنا
to live	جینا/رہنا/زندہ رہنا
to look after	دیکھ بھال کرنا
to look after/mind (child, dog)	نِگرانی کرنا
to look for	ڈُھونڈنا
to look like, to resemble	مشُابہ ہونا
to lose	کھو دینا/گُم کرنا
to love	محُبت کرنا
to manage, to cope	نِمٹنا
to manage (business)	چَلانا
to mean to (do)	نِیتّ کرنا

Common verbs (cont)

to mean/to signify	نِشاندہی کرنا
to meet	مُلاقات کرنا
to miss; to be lacking	یاد آنا
to miss (train, bus etc)	خطا ہونا/چھُٹ جانا
to need	ضرُورت ہونا
to note	غور کرنا
to offer; to give a present	پیش کرنا
to open	کھولنا
to order	حکم دینا
to organise/to arrange	مُنظّم کرنا/انتظام کرنا
to park (vehicle)	پارک کرنا/ گاڑی کھڑی کرنا
to pass	گُذرنا
to pass	پاس/کامیاب ہونا
to phon	فون کرنا
to place	رکھنا
to please	خُوش کرنا
to prefer	ترجیح دینا
to present	پیش کرنا
to prevent/to stop	روکنا
to produce	پَیدا کرنا /تخلیق کرنا
to pull	کھینچنا
to push	دھکا دینا

Common verbs (cont)

to put	رکھنا
to put back	واپس رکھنا
to read	پڑھنا
to run	دوڑنا/بھاگنا
to receive	وُصوُل کرنا
to recommend	صلاح /مشورہ دینا
to refund	پیسے واپس دینا
to regret, be sorry	پچھتانا
to remember	یاد رکھنا
to rent/to hire	کرائے پرلینا
to repair	مرمت کرنا
to repeat	دُہرانا
to replace	تبدیل کرنا
to reply	جواب دینا
to research	تحِقیق کرنا
to reserve/to book	رَکھ چھوڑنا/مخصوص کرنا/بُک کرنا/بُک کرانا
to rest	آرام کرنا
to return; to come/go back	واپس جانا/آنا
to ring (a bell)	گھنٹی بجانا
to save	بچنا /بچانا
to say	کہِنا

to see	دیکھنا
to seem	دکھائی دینا / لگنا
to sell	بیچنا
to send	بھیجنا
to serve	خِدمت کرنا
to show	دِکھانا
to sign	دستخط کرنا
to sing	گانا
to sit down	بیٹھنا
to sleep	سونا
to smile	مُسکرانا
to speak	بولنا
to spend (money)	خرچ کرنا
to spend (time)	گُذارنا
to squash	کُچلنا
to stay	ٹِھہرنا
to steal	چُرانا
to stick	قائم رہنا /چسپاں کرنا
to stop	رُکنا/روکنا
to study	پڑھنا
to succeed	کامیاب ہونا
to swim	تیرنا/تیراکی کرنا

Common verbs (cont)

to switch off	بند کرنا
to take	لینا
to take off (plane)	آغازِ پرواز
to take off (change clothes etc)	کپڑے اتارنا
to talk	باتیں کرنا
to teach	پڑھانا/سکھانا
to tell/recount	تفصیل بیان کرنا
to tell	بتانا
to thank	شُکریہ ادا کرنا
to think (about)	سوچنا
to think, believe	یقین کرنا/عقیدہ رکھنا
to throw	پھینکنا
to touch	چُھونا
to travel	سفر کرنا
to try	کوشش کرنا
to understand	سمجھنا
to use	اِستعمال کرنا
to visit (person)	مُلاقات کرنا
to visit (place)	دورہ کرنا
to wait for	اِنتظار کرنا
to wake up	جاگنا
to walk	پیدل چلنا

Common verbs (cont)

to want	چاہنا
to want, desire	خواہش کرنا
to warn	خبَردار کرنا
to wash	دھونا
to wear	پہِننا
to weigh	وزن کرنا/تولنا
to win	جِیتنا
to wish	خواہش کرنا /خواہش رکھنا
to work	کام کرنا
to work (function)	چالُو ہونا
to write	لِکھنا

Common adjectives

active	پُھرتیلا /چُست
alike; the same	ایک جیسا /ملتا جلتا
approximately/about/almost	تقریباً
boring	اُکتا دینے والا /غیر دلچسپ/خُشک
easy	آسان
expensive	مہِنگا
exciting	جوشیلا
fair	منُصفانہ
famous	مشہُور

Common adjectives (cont)

English	Urdu
fantastic	لاجواب
fashionable	فیشن ایبل
fast	تیز
fat	موٹا
favourite	پسندِیده
formal/informal	رَسمی/ غیر رَسمی
former	سابِقہ
free (at no cost)	مفُت
free	آزاد
free (unoccupied, available)	خالی
friendly	مِلنسار (رویہ)
frightening	ڈراؤنا/خوفناک
full	مکمل
fun; amusing	تفریح/دلچسپ
funny (comical)	مزاحیہ/ہنسانے والا
generous	سخی
good	اچھا
good (well behaved/mannered)	اچھا /باادب/مہذب/با اخلاق
grateful	شکرگذار
great (fantastic)	لاجواب/شاندار
great (marvellous)	حیرت انگیز
happy	خُوش

Common adjectives (cont)

hard	سَخْت
hardworking	مِحنتی
healthy (food/way of life)	صحت بخش/صحت مند
heavy	بھاری
high; tall (building)	اُونچا/اُونچی/لمبا /لمبی
honest	دِیانت دار/ایمان دار
ideal	مِثالی/تصوراتی/خیالی
important	اہم
in a good mood/jolly	خُوش باش
in a hurry	جلدی میں ہونا
independent	آزاد
inexpensive	سَستا ۔ سَستی
intelligent; clever	لائق/قابل/ذہین
interesting	دل چسپ
kind	مِہربان
large	بڑا
last	آخری
lazy	سُست
light	ہلکا ۔ ہلکی
locked	مقُفل
long	لمبا/طویل
lost	گُم شده

Common adjectives (cont)

magnificent	شاندار
marvellous	حیرت انگیز
mature	بالِغ
modern	جدید/ نیا
naughty	شرِیر
necessary	ضرورُری
negative	منَفی
new (brand new)	بالکل نیا/ نئی
new	نیا
next	اگلی/اگلا
nice; likeable	عُمدہ /اعلیٰ
noisy	شور مچانے والا
normal	باقاعدہ
numerous	کثِیر
old	بُوڑھا/بُوڑھی/بزرگ
old (former)	پُرانا/ پُرانی
old fashioned	پُرانی وَضع کا
open	کھلا
optimistic	خُوش اُمیدانہ/ رِجائیت پسند
other	دِیگر
own	اپنا/ذاتی
(im)patient	بے صبر

Common adjectives (cont)

peaceful	پُرامن
perfect	کامل/مکمل
pessimistic	مایُوسانہ /قنُوطی /مایُوس کنُ
pleased	خُوش
pleasant	خُوشگوار
(im)polite	بَد تمیز
popular	مشہُور
positive	مثُبت
practical	عملی
pretty	خُوبصورت
quiet	خاموش
ready	تیار
real	اصلی
reasonable	معقُول
recent	حالِیہ
recognised/well known	جانا پہچانا/ جانی پہچانی
responsible	ذِمہ دار
rich	امیر
ridiculous	مضحکہ خیز
ripe	پکا ہوا
rotten	سڑا ہوا
sacred	مقدس

Common adjectives (cont)

English	Urdu
sad	اُداس
safe	محفُوظ
same	ایک جیسا
satisfied	مطمِئن
selfish	خُودغَرض
sensational	سَنسنی خیز
serious	سَنِجیدہ
short	مُختصر
shy	شرمیلا/شرمیلی
silent	خاموش
silly	بیوقُوف
situated	واقع
slim	پتلا/پتلی
small; short (person)	چھوٹا قد
strict	سخت
strong	مضبُوط
superb	شاندار
surprised	حیران
talkative	با تو نی
thin, narrow	تنگ
tidy	صاف
tired	تھکا ہُوا

Common adjectives (cont)

tiring	تھکاوَٹ آمیز
true	سچ
typical	عام
ugly	بدصُورت
unbelievable	ناقابِل یقین
unfair	غیر مُنصفانہ
unhappy	ناخوُش
unhealthy	بیمار
unpleasant	ناخوُشگوار
useful	مُفید
useless	بے کار
valid	درُست
valuable	قیمتی
weak	کمزور
wet	بھیگا
worried	پریشان
wise	عقلمند
young	نوجوان/ کم عُمر

Common adverbs

straight away	اسی وقت
(for) a long time	لمبے عرصے کے لیے
(un)fortunately	بدقسمتی سے
again	پِھر سے
again and again/frequently	بار بار
already	پہلے ہی
always	ہمیشہ
cheap(ly)	ناقص
especially	خاص طور پر
everywhere	ہر جگہ
fairly	منُصفانہ
frequently	اکثر
hardly	مشُکل سے
here	یہاں/ اِدھر
immediately	فوراً /ابھی
loud(ly)	زور زور سے
never	کبھی نہِیں
not yet	ابھی تک نہِیں
nowhere	کہِیں نہِیں
often	اَکثر
once	ایک بار
over there	وہاں پر

Common adverbs (cont)

perhaps/maybe	شاید
quickly	جلدی سے
rarely	کبھی کبھار
rather	بلکہ
really	واقعی
recently	حال ہی میں
sometimes	بعض اوقات/کبھی کبھی
somewhere	کہیں نہ کہیں
soon	جَلد
standing	کھڑا
still	اب بھی
there	وہاں/اُدھر
together	ایک ساتھ
too/also	بھی
up there	وہاں اُوپر
usually	اکثر
very	بُہت
well	صحیح ، مُناسب، ٹِھیک

Prepositions/postpositions

above	اُوپر
after	بعد
against	برَخلاف
among	میں سے
around	اِرد گِرد
at (someone's house)	پرَ
at the end of	آخَر میں
at, on	پرَ،اوُپر
before	پہلے
behind	پِیچھے
between	کے درمیان
far from	دُور سے
from/since	سے
in (inside)	میں
in front of; in the front	کے سامنے
in the background; at the back	پسِ منظر
in the foreground	پیشِ منظر
in the middle (of)	کے بیچ میں /درمیاں
near (to)	کے/سے نزدیک
next to	کے پاس
nowhere	کہِیں نہِیں
of	کا ۔ کی

Prepositions/postpositions (cont)

on (on top of)	کے اوپر
opposite	کے سامنے
outside	کے /سے باہر
through	کے ذریعے
to	کو
towards	کی طرف
under	کے نیچے
till/until	جب تک

Colours

black	کالا
blue	نِیلا
brown	بُھورا
grey	سُرمئی
dark	تیز /گہرا
green	سبز
beige	خاکستری
light	ہلکا
pink	گُلابی
red	سُرخ
violet	جامنی
white	سفید
yellow	پِیلا

Numbers 1-1000

ایک	1
دو	2
تین	3
چار	4
پانچ	5
چھے	6
سات	7
آٹھ	8
نو	9
دس	10
گیاره	11
باره	12
تیره	13
چوده	14
پندره	15
سولہ	16
ستره	17
اٹھاره	18
اُنیس	19
بِیس	20
اِکیس	21
بائِیس	22

Numbers 1-1000 (cont)

23	تئِیس
24	چوِبیس
25	پچِیس
26	چھِبیس
27	ستائِیس
28	اٹھائِیس
29	اُنتِیس
30	تِیس
31	اِکتِیس
39	اُنتالیس
40	چالیس
41	اِکتالیس
49	اُنچِاس
50	پچاس
51	اِکاون
59	اُنسٹھ
60	ساٹھ
61	اِکسٹھ
69	اُنہتر
70	ستر
71	اِکہتر
79	اُناسی

Numbers 1-1000 (cont)

80	اَسی
81	اِکیاسی/اِکاسی
89	نواسی
90	نَوَے
91	اِکانوے
99	ننانوے وغیرہ
100	سو
101	ایک سو ایک
120	ایک سو بیس
200	دو سو
1000	ایک ہزار
1100	گیارہ سو
2000	دو ہزار
1.000.000	دَس لاکھ
2.000.000	بیس لاکھ
hundreds	سینکڑوں
thousands	ہزاروں
hundreds of thousands	لاکھوں

Ordinal numbers 1-1000

first	پہلا
second	دُوسرا
eleventh	گیارھواں
twenty first etc	اِکیسواں وغیرہ

Quantities and measures

a bottle (of)	کی ایک بوتل
about twenty	تقریباً بیس
about a hundred	تقریباً ایک سو
a dozen	ایک درجن
a jar (of)	کا ایک جار
a little of/few	تھوڑا سا/ چند
a litre (of)	کا ایک لیٹر
a lot (of)	بہت سارا
a little (of)	کا تھوڑا سا
a kilo (of)	کا ایک کلو
gramme	گرام
centilitre	سینٹی لیٹر
centimetre	سینٹی میٹر

Quantities and measures (cont)

metre	میٹر
kilometre	کلو میٹر
less	کم
more	زِیادہ
a packet (of)	کا ایک پیکٹ
a piece (of)	کا ایک ٹُکڑا
a slice (of)	کا ایک ٹُکڑا
a tin, box (of)	کا ایک ٹِن، بکس
enough	کافی
half	آدھا
many	کئی
quantity	مقدار
quarter	چوتھائی
quite a few	کافی سارا/کافی سارے
several	کئی
some/a few	کُچُھ
third	تِیسرا
too much; too many	بُہت زِیادہ
weight	وَزن

Some useful connecting words

according to	کے مطُابق
also	بھی
although	اَگر چہ
and	اَور
because/as	کیُونکہ
because of	کی وجہ سے / اِس لیے کہ
but	لیِکن
even if	پِھر بھی اَگر / اَگرچہ
finally	آخر میں/بالآخر
first of all	سب سے پہلے
however	تاہم /بہر حال
if	اَگر
in order to	ایسا کرنے کے لیے
or	یا
perhaps	شاید
since	تَب سے
so	تو / چُنانچہ
then	پِھر
therefore	اِس لیے

Time expressions

after	کے بعد / بعد میں
afternoon	سہ پہر
already	پہلے ہی
always	ہمیشہ
as soon as	جتنا جلدی ہوسکے
at the start	شروع میں
at the same time	ایک ہی وقت میں
before	پہلے ہی
century	صَدی
daily	روزانہ
date	تاریخ
day	دِن / روز
day (a whole day)	سارا دِن
during	دوران / درمیان
early	سویرے
evening	شام
evening (a whole evening)	ساری شام
every day	روزانہ
fortnight	پندرھواڑہ
from/since	سے
from time to time	وقتاً فوقتاً /کبھی کبھار
future	مسُتقبل

Time expressions (cont)

just now, in a little while	ابھی اسی وقت، تھوڑی دیر میں
immediately	فوراً / ابھی
later	بعد میں
last night (yesterday evening)	کل شام (گذری ہوئی)
last night (during the night)	کل رات (رات کے دوران)
midday	دوپہر
midnight	آدھی رات
minute	منٹ
month	ماہ / مہینہ
morning	صُبح
morning (the whole morning)	ساری صُبح
next, coming	اگلا/ اگلے/اگلی، آ نے والا/آئندہ
night	رات
now	ابھی / فوراً
once	ایک بار
on time	وقت پر
past	ماضی
present	حال
since	تب سے
soon	جلدی
the day after tomorrow	پرسوں (آنیوالا)
time expressions (cont)	

Time expressions (cont)

the day before yesterday	پرسوں (گذرا ہوا)
the next day; following day	کل (آنیوالا)
the night before; eve	کل شام (گذری ہوئی)
time	وقت
today	آج
tomorrow	کل (آنیوالا)
twice	دو بار
week	ہفتہ
weekend	ویک اینڈ
year	سال / بَرس
yesterday	کل (گذُرا ہوُا)

Times of day

(at) 1 a.m.	رات کے 1بجے
1 p.m.	دوپہر 1بجے
nine o'clock in the evening	رات کے 9 بجے
13.00	دن کا 1بجا
at exactly 2 o'clock	ٹھیک 2بجے
at about… o'clock	تقریباً ۔۔۔۔۔بجے
it is five past three	اس وقت تین بج کر پانچ منٹ ہیں
five to three	تین بجنے میں پانچ منٹ
half past ten	ساڑھے دس
ten past four	چار بجکر دس منٹ

Times of day (cont)

ten to four	چار بجنے میں دس منٹ
quarter to six	پونے چھے
quarter past seven	سوا سات

Days of the week

Monday	پیر
Tuesday	منگل
Wednesday	بُدھ
Thursday	جُمعرات
Friday	جُمعہ
Saturday	ہَفتہ
Sunday	اِتوار
(on) Monday	پیر کے دن(کو)
(on) Monday morning	پیر کی صُبح (کو)
(on) Monday evening	پیر کی شام(کو)
on Mondays	ہر پیر کو / کے دِن۔ پیر کے پیر

Months and seasons of the year

month	مہینہ / ماہ
January	جنوَری
February	فروَری
March	مارچ
April	اپریل
May	مئی
June	جُون
July	جُولائی
August	اَگست
September	ستمبر
October	اِکتوبر
November	نومبر
December	دسمبر
season	موسم
(in) autumn	خِزاں
(in) spring	بہار
(in) summer	موسمِ گرما
(in) winter	موسمِ سرما

Question words

how?	کیسے؟
how much, how many?	کس قدر، کتنے (مقدار/تعداد)؟ کتنے کا (قیمت)؟
what?	کیا؟
what colour?	کونسا رنگ؟
what like?	کس طرح؟/کیسے
(at) what time?	کس وقت؟/کب
what/which?	کیا/کونسا؟
when?	کب؟
where?	کہاں؟
which one (s)?	کونسا/کونسے /کونسی؟
who?	کون ؟
why?	کیوں؟

Other useful expressions

all the better	بُہت اچھے
good luck	خُوش قسمتی
here is/are	یہاں ہے /ہیں
how do you spell that?	آپ اِسکے ہجے کیسے بناتے ہیں؟
I don't know	مجُھے نہیں معلوم/میں نہیں جانتا
I don't mind	مَیں پرواہ نہیں کرتا/کرتی
I don't understand	مجُھے سمجھ نہیں آتی
I'm fine; it's OK	میں ٹھیک ہوں،خیر ہے

Other useful expressions (cont)

English	Urdu
I've had enough	میں نے کافی برداشت کیا
I like it	مجُھے یہ پسند ہے
in my opinion	میرے خیال میں
it annoys me	یہ مجھے غُصہ دلاتا ہے
it depends	یہ اِس بات پر مُنحصر ہے کہ
it doesn't matter	کوئی بات نہیں
it's all the same to me	میرے لیے سب برابر ہے
it makes me laugh	یہ بات مجھے ہنساتی ہے
it's not worth it	یہ اِس قابل نہیں
you are not allowed to	تمہیں اِجازت نہیں ہے کہ
you must (one must)	تم پر لازم ہے
personally	ذاتی طور پر
of course	بِالکل
okay (in agreement)	اچھا
once again	ایک بار پھر
so, so	بس گُذارہ ہے
so much the better	بِہتر
that doesn't interest/appeal to me	مجُھے اِس سے کوئی دِلچسپی نہیں
that's enough	کافی ہوگیا
there is/are	وہاں پرہے/ ہیں
to be in the process of	کاروائی کے عمل میں
too bad, what a shame	بہت بُرا،شرم کی بات ہے

Other useful expressions (cont)

what does that mean?	اسکا کیا مطلب ہے
with pleasure	خُوشی کیساتھ /بخُوشی

Other high-frequency words

as, like	کی طرح/ کی مانند
end	آخر/ اِختتام /خاتمہ
everybody	ہرَ کوئی
except	علاوہ
figure (number)	گنتی
for example	مثلاً / مثال کے طور پر
idea	خیال
interest	دِلچسپی
Miss	آنسہ
Mr (also sir)	جناب
Mrs (also madam)	بیگم، مادام
number	نمبر
number (e.g. phone number)	فون نمبر
opinion	رائے
someone	کوئی
something	کوئی چیز
that	وہ
thing/item/article	چیز
this	یہ

Other high-frequency words(cont)

time (occasion)	موقع
type (kind of)	قِسم
way (manner)	طریقہ
with	کے ساتھ
without	بغیر

Countries

Afghanistan	افغانستان
Algeria	الجزائر
Austria	آسٹریا
Bangladesh	بنگلہ دیش
Barma	برما
Belgium	بیلجیئم
Canada	کینڈا
China	چین
Denmark	ڈنمارک
Dubai	دُبئی
Egypt	مصر
England	انگلینڈ/انگلستان
France	فرانس
Germany	جرمنی
Great Britain	برطانیہ
Greece	یونان

Countries (cont)

Holland	ہالینڈ
India	بھارت ، ہندوستان
Iran	ایران
Ireland	آئرلینڈ
Italy	اٹلی
Jordan	اُردن
Netherlands	نیدرلینڈ
Pakistan	پاکستان
Portugal	پُرتگال
Qatar	قطر
Russia	رُوس
Saudi Arabia	سعودی عرب
Scotland	سکاٹ لینڈ
Senegal	سینیگال
Spain	ہسپانیہ
Switzerland	سوئٹزرلینڈ
Syria	شام
Tunisia	تیونس
Turkey	ترکی
United Kingdom	یونائیٹڈ کنگڈم
United States of America	ریاستہائے متحدہ امریکہ
Wales	ویلز

Continents

English	Urdu
Africa	براعظم افریقہ
Asia	براعظم ایشیاء
Australia	بر ِاعظم آسٹریلیا
Europe	براعظم یورپ
North America	بر ِاعظم شمالی امریکہ
South America	بر ِ اعظم جنوبی امریکہ
Subcontinent India and Pakistan	برِصغیر پاک و ہند

Nationalities

English	Urdu
Afghan	افغانی
Algerian	الجیرین
American	امریکی
Austrian	آسٹرین
Belgian	بیلجئیمی
British	برطانوی
Canadian	کنیڈین
Chinese	چینی
Corsican	کورسیکن
Danish	ڈینش
Dutch	ولندیزی
English	انگریز /انگلستانی /انگریزی
European	یورپی
French	فرانسیسی

Nationalities (cont)

German	جرمن
Greek	یونانی
Indian	بھارتی/ہندوستانی
Iranian	اِیرانی
Irish	آئرستانی
Italian	اطالوی
Pakistani	پاکستانی
Russian	روسی
Scottish	سکاٹش
Spanish	ہسپانوی
Swiss	سوئس
Turkish	ترک
Welsh	ویلش

Areas/mountains/seas

north	شمال
south	جنُوب
east	مشرِق
west	مغرَب
Azad Kashmir	آزاد کشمیر
Baluchistan, Baluchi	بلوچستان / بلوچی
Punjab/punjabi	پنجاب / پنجابی
Khyber Pakhtunkhwah	خیبر پختونخواہ

Areas/mountains/seas (cont)

Sindh, Sindhi	سندھ ، سندھی
Baluchistan	بلوچستان
Satluj (river)	دریا ئے ستلج
Raavi (river)	دریا ئے راوی
Chenab (river)	دریائے چناب
Jhelum (river)	دریائے جہلم
Indus (river)	دریائے سندھ
Khyber Pass	درّہِ خیبر
Indus valley	وادئ سندھ
Kaghan valley	وادئ کاغان
Swat valley	وادئ سوات
Himalayas	کوہ ہمالیہ
K2	کے ٹو
Arabian Sea	بحیرہ ِ عرب
Indian Ocean	بحر ِ ہند
Northern Areas	شمالی علاقہ جات
Islamabad	اسلام آباد
Karachi	کراچی
Lahore	لاہور
Faisalabad	فیصل آباد
Pashawar	پشاور
Quetta	کوئٹہ

Areas/mountains/seas (cont)

Multan	مُلتان
Jhelum	جہلم
Sialkot	سیالکوٹ
Hyderabad	حیدر آباد
Mirpur	میر پور
Muzaffarabad	مظفر آباد
Chiniot	چنیوٹ

Social conventions

best wishes	نیک خواہشات کے ساتھ
don't mention it	اسکا ذکر مت کرو
enjoy yourself/yourselves!	لطف اٹھاؤ، مزے کرو
goodbye	خدا حافظ ۔ اللہ حافظ
good morning	صبح بخیر
goodnight	شب بخیر
have a good journey	تمہارا سفر اچھا گذرے
have a good day/evening	آپکا دن اچھا گُذرے/ آپکی شام اچھی گُذرے
hello (on the telephone)	ہیلو
help!	کوئی ہے ، بچاؤ
I beg your pardon? Pardon?	معافی چاہتا /چاہتی ہوں

Social conventions (cont)

It's a pleasure	یہ میرے لیے باعث مسرت ہے
meeting; meeting place	مُلاقات
meet you at 6 o'clock	چھ بجے ملیں گے
no thank you	نہیں شُکریہ
of course	بالکل
please (request - formal)	برائے مہربانی
please (informal) please (polite)	برائے مہربانی
see you later	بعد میں / پھرملیں گے
see you soon	جلدہی ملیں گے
see you tomorrow/on Friday	کل ملیں گے/ جُمعہ کو
sorry	سوری/ افسوس
(I'm) sorry (informal/formal)	میں شرمندہ ہوں
thank you (very much)	بُہت بُہت شکریہ

Language used in dialogues and messages

address	پتہ
area code	ایریا کوڈ
call me (informal/formal)	مجھے فون کریں
dial the number	یہ نمبر ملاؤ
email	ای۔ میل
for the attention of	کی توجہ کے لیے
further to/following	مزید / مندرجہ زیل
I will put you through	میں آپ کا رابطہ کرواتا/کرواتی ہوں

Language used in dialogues and messages (cont)

English	Urdu
I'll be right back	ابھی آئی/ابھی 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	برائے مہربانی پھر سے بتائیے
postcode	پوسٹ کوڈ
receiver (telephone)	ٹیلیفون
sent by	۔۔کی جانب سے بھیجا گیا ہے
stay on the line	انتظار کیجئے
telephone	ٹیلی فون
text message	ٹیکسٹ میسج
tone	ٹُون
voice mail	وائس میل
wait	اِنتظار کیجئے
wrong number	رَونگ نمبر

Section 2 – Topic-specific vocabulary

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

Foundation tier

appetite	اِشتہا/ بھُوک
apple	سیب
apricot	خُوبانی
banana	کیلا
bean	پھلی
beef	گائے کا گوشت
bill	بِل
biryani	بِریانی
biscuit	بِسکٹ
bottle	بوتل
bread	روٹی
breakfast	ناشتہ
butter	مکھن
cabbage	بَند گوبھی
café	کیفے
cake	کیک
carrot	گاجر
cauliflower	پھول گوبھی
cereals	سیریلز
cheese	پنیر

cherry	چیری
chicken	مرُغی/ مرُغا
chips	چِپس
chocolate	چاکلیٹ
choice	پسند
chop (e.g. pork/lamb)	چانپ
closed (on Mondays)	بَند
cocoa	کوکو
coffee	کافی
cooked, boiled	پکا ہُوا/ابلا ہُوا
cream	ملائی/کریم
cucumber	کھِیرا
cup	پیالہ
customer	گاہک
delicious	لذیذ
dessert	مِیٹھا
dining room	کھانے کا کمرہ
dinner	کھانا
dish of the day	آج کا سپیشل
egg	اَنڈا
enjoy your meal!	کھانے سے لطف اُٹھائیے
entertainment	تفریح/ کھیل

evening meal, dinner	رات کا کھانا
fish	مچھلی
food	خَوراک
food	کھانا
food shopping	سودا سلف
fork	کانٹا
fruit	پَھل
fruit pie	فروٹ پائ
fruit juice	پھلوں کا رس
glass	گَلاس
grapefruit	چکوترا
grapes	انگور
green beans	سبز پھلیاں
hot chocolate	ہاٹ چوکلیٹ
ice cream	آئس کریم
ice-cream parlour	آئس کریم پارلر
inn (traditional)	سرائے
jar	جار
jam	مُربہ
juice	رَس
kebab	کَباب
knife	چُھری

lamb, sheep	دُنبہ، بھیڑ
lemon	لِیموں
lemonade	لَیمونیڈ
lettuce, salad	سَلاد کے پتے
lunch	دوپہر کا کھانا
main course	مین کورس
margarine	مارجرین
meal	کھانا
meat	گوشت
meatball	کوفتے
melon	تربوُز
menu	مینیو
milk	دُودھ
mince	قِیمہ
mineral water	معدنی پانی
mixed	مرکب
money	پیَسے
mustard	سرَسوں
napkin	رُومال
nutrious food	غذائیت بخش /صحتمند خوراک
oil	تیل

onion	پِیاز
omelette	آملیٹ
orange	مالٹا
packet	پیکٹ
pasta	پاستا
pastries	پیسٹریاں
peas	مٹر
peach	آڑُو
pear	ناشپاتی
pizza	پِیزا
pepper	کالی مرچ
pepper (vegetable)	شِملہ مرچ/ پہاڑی مرچ
piece/slice of bread (with butter/jam	ڈبل روٹی کا ٹکڑا (مکھن /جام کےساتھ)
pineapple	اَنناس
pizzeria, pizza restaurant	پزیریا / پِیزا ریسٹورانٹ
place setting	میز پر برتن لگانا
plate	رُکابی
plum	آلوُ بخُارا
portion	حِصہ
pot of coffee	کافی کی چینک
potato	آلوُ
prepared food/ready meal	تیار کھانا

radish	مُولی
raspberry	رَس بھری
restaurant	ریسٹورا نٹ
rice	چاول
roast	بُھنا
rupee	رُوپیہ
roll (bread)	ڈبل روٹی کا رول
salt	نمک
salty/savoury	نمِکین /چِٹ پٹی
salad dressing	سلاد ڈریسنگ
samosa	سموسہ
sandwich	سینڈوچ
self-service	سیلف سروس / اَپنی مدد آپ
service	خِدمت
slice	تُکڑا
snack	ہلکا ناشتہ / سنیک
snack bar	سنیک بار
snails	گھونگھا
soup	یخنی
speciality	خاص چیز
spoon	چمَچہ
starter	سٹارٹر

strawberry	سٹرابری
steak	سٹیک
sweet	مِیٹھا
sugar	چِینی /شکّر
table	میز
table cloth	میزپوش
tasty	ذائقہ دار
tea	چائے
tea-time snack	چائے کے لوازمات
teaspoon	چائے کا چمچہ
to order	آرڈر دینا
tip	ٹِپ ۔ بخشش
to pay	پیسے دینا
to serve	خِدمت کرنا
to taste	ذائقہ چکھنا
to wait at table, to serve	سروس کے لیے میز پر اِنتظار کرنا
tomato	ٹماٹر
vanilla	ونیِلا
vegetable	سبزی
vegetarian	سبزی خور
vinegar	سِرکہ

waiter/waitress	ویٹر / ویٹرس/ بیرا
water	پانی
wine	انگُور کی شراب
yoghurt	دَہی

Higher tier

appetising	بھُوک چمکانے /بڑھانےوالا
bitter	کڑوا
boiled egg; hard-boiled egg	سخت اُبلا ہوا انڈا
cucumber	کھِیرا
duck	مرُغابی
fried egg	تلا ہوا انڈا
garlic	لِہسن
goat's cheese	بکری کا پنیر
gravy	شوربہ
homemade	گَھر کا بنا ہُوا
honey	شِہد
lettuce	سلاد کے پتے
loaf (of bread)	دَبل روٹی
noodles	نُوڈلز
organic food	(کیمیائی کھاد کے بغیر اُگنے والی) صحت بخش خوراک
balanced diet	متوازن غذا

pistachio	پِستہ
rare (steak)	سٹیک کی ایک قسم
raw	کچا
raw vegetables starter	کچی سبزیوں کا سٹارٹر
salmon	سیلمن مچھلی
saucer	پِرچ
smoked	دُھوئیں سے پکا یا گیا
spicy	مصالحہ دار
spinach	پالک
steamed (boiled)	بھاپ سے پکی ہُوئی
supper	رات کا کھانا
sweet	مِیٹھا
tasty	لذِیذ
tea	چائے
veal	بچھڑے کا گوشت
vegetable	سبزی
water	پانی
well cooked	پُورا پکا ہُوا

Identity and culture – what my friends and family are like

Words relating to dress and style

Foundation tier

article	چیز
article/essay	مضمُون
belt	پیٹی
boots	بُوٹ
boxer shorts	بوکسر شاٹس
bra	انگیا
bracelet	کنگن
cap	ٹوپی
casual jacket	ہر موقع پر پہننے والی جیکٹ
changing room	کپڑے تبدیل کرنے کا کمرہ
clothes	کپڑے
clothes (familiar – i.e. gear)	کپڑے
clothes shop	کپڑوں کی دکان
coat/overcoat	کوٹ / اوور کوٹ
cotton (made of cotton)	سُوتی
cotton wool	رُوئی
dress	لِباس
dressed in	ملبوس
earring	بالی/بالیاں
fashion	فیشن

fashionable	فیشن ایبل
fitting room	فٹنگ روم
glove	دستانہ
handbag	ہینڈ بیگ
hat	ٹوپی
it fits/suits you	آپ پر اچھا لگتا ہے/آپ پر اچھی لگتی ہے / جچتا ہے
jacket	جیکٹ
jeans	جینز
jeweller's (shop); jewellery (craft)	زیورات کی دکان
jewels	جواہرات / زیورات
leather/made of leather	چمڑہ/ چمڑے کا بنا ہُوا
linen (made of linen)	کتان کی چادریں
lipstick	سُرخی
loose (i.e. too big)	ڈھیلا
make, brand	مارکہ/برانڈ
makeup	سُرخی پاؤڈر
medium (size)	درمیانہ
necklace	ہار
nightdress	رات کو سونے کے کپڑے
old fashioned	پُرانی وضع کا
old fashioned (vintage, retro style)	پُرانی وضع کا

pants, briefs	جانگیہ
perfume	خُوشبُو/عِطر
polo shirt	پولو شرٹ
pyjamas	پاجامہ
ring	انگُوٹھی
scarf	سکارف
shirt	قمِیص
shoe	جُوتا
shoe shop	جُوتوں کی دکان
shorts	نِیکر
size (general); shoe size	ناپ
skirt	سکرٹ
slipper	چپِل
small	چھوٹا
smart	سمارٹ
sock	موزہ
sports kit	سپورٹس کٹ
sports shirt	سپورٹس کی قمیض
spotted	سپوٹڈ/ دھبے دار
striped	دھاری دار
suit	سوٹ
style	انداز

sweater, jumper	سوئیٹر
swimming costume/trunks	تیراکی کا لباس
tattoo	ٹیٹُو
tee shirt	ٹی شرٹ
tie	ٹائی
tracksuit	ٹریک سوٹ
trainers	ٹرینرز
trousers	پتلون
umbrella	چھَتری
watch	گھڑی
wool (woollen)	اُون (اُونی)

Words relating to dress and style

Higher tier

cap/hat	ٹوپی
cardigan	سویٹر
dressing gown	ڈریسنگ گاؤن
dyed	رنگا ہُوا
model	ماڈل
silk (made of silk)	ریشم (ریشم کا بنا ہُوا) ریشمی
slippers	چِپل
tight	تنگ
to have one's hair cut	بال کٹوانا

to have one's hair done	بال بنوانا
velvet (made of velvet)	مخمل(مخمل کا بنا ہُوا)

Words on relations, relationships, personal and physical characteristics

Foundation tier

adolescent	عُنفوان شباب
adult, grown-up	بالغِ
adventurous	جِیالا، جان باز
age	عُمر
alone	تنِہا
armchair	آرام کرسی
at home; at my/our house	گھر پر
aunt	خالہ، پھوپھی ، چچی، ممانی، تائی
baby	بچہ/ بچی
bald	گَنجا/گَنجی
bathroom	غسل خانہ
beard	داڑھی
bearded	داڑھی والا
beautiful	خوبصورت
bedroom	سونے کا کمرہ /خواب گاہ
birth	پیدائش
(date of) birth	تاریخ پیدائش
birthday	سالگرہ

birthplace	مقام پیدائش
block (of flats)	فلیٹس کا بلاک
born	پَیدا
bossy	رُعب ڈالنے والا / رعب دار
body piercing	جسم میں (ناک کان) میں سوراخ کرنا
boy	لڑکا
brother	بھائی
brother-in-law/sister-in-law	دیور، بہنوئی، سالا/ دیورانی، بھابھی، نند، سالی
brothers and sisters, siblings	بِہن بھائی
cat	بِلا ،بِلی
celebrity	مشہُور شَخصیت
chair	کرُسی
character	کِردار
character, personality	کِردار، شخصیت
charming	دِلکش
chatty	باتُونی
child	بچہ
clothes	کپڑے
comfortable (house, furniture)	آرام دہ
cousin	کزن،ماموں/خالہ/پھوپھی/تایا/ چچا زاد

curly	گھونگھریالے
dad	ابا/ابو/پاپا/ ڈیڈ/ابی/بابا جان
daughter	بیٹی
dead	مردہ
dining room	کھانے کا کمرہ
divorced	طلاق شُدہ
elderly	بزرگ
engaged	منگنی ہونا
eyes	آنکھیں
face	چِہرہ
family	خاندان
famous	مشہور
father	وا لِد
feeling	اِحساس
first name	پہلا نام
flat; apartment	فلیٹ
friend/s(m/f)	دوست
friend/s (f)	سہیلی
friendly	دوستانہ
friendship	دوستی
furniture	فرنیچر
garden	باغ

garage	گیراج
girl	لڑکی
glasses/spectacles	عینک / چشمہ
goldfish	سنُہری مچھلی
grandchild	نواسا،نواسی،پوتا،پوتی
grandfather	دادا،نانا
grandmother	دادای،نانی
grandparents	نانا،نانی، دادا، دادی
hair	بال
half (half-sister etc)	سوتیلا
house	مکان
husband	شوَہر/خاوند
identity	پہچان / شنَاخت
in love	محبت کرنا
intelligent	ذہین
interests/hobbies	شوق / مشغلے، مشاغل
invitation	بُلاوہ / دَعوت
issue	مسئلہ
kitchen	باوَرچی خانہ
kiss	بوسہ
life	زِندگی
lively	زِندہ دل/خوش باش

Foundation tier (cont)

living room, front room	بیٹھنے کا کمرہ
loft	بالا خانہ
lounge	لاؤنج
man	مَرَد
married	شادی شُدہ
mean, nasty	کمِینہ
member of the family	خاندان کا فرد
mood	مزاج
mother	والدہ / ماں
moustache	مُونچھ
mouth	مُنہ
mum	مم / امی
naughty	شریر
neighbour	ہمسایہ
nephew	بھانجا،بھتِجا
nice, kind	خوُش اِخلاق، مِہربان
nice, likeable	اچھا، پسندیدہ
nickname	پیار سے دیا گیا دوسرا اور چھوٹا نام
niece	بھانجی،بھتیجی
normal	عام
old	پُرانا
old fashioned	پُرانی وضع کا

older	سے بڑا
oldest (brother/sister)	سب سے بڑا/ سب سے بڑی
only child	واحد بچہ/بچی/اکلوتا/اکلوتی
parents	والدین
party	دعوت
party	پارٹی (مل جل کر کام کرنیوالی)
penfriend	قلمی دوست
people	لوگ
person	فرد
pet	پالتوُ
place of residence	مقامِ رہائش
present; gift	تُحفہ
public	عوام
rabbit	خَرگوش
reasonable	مُناسب
relationship/s	تعلق / تعلقات
religion	مذہب
self (myself, yourself etc)	خوُد، (میں،آپ)
selfish	خُود غرض
sense of humour	ذوقِ ظرافت /حسِ مزاح
separated	علیٰحدہ
serious	سنجِیدہ

single/unmarried	غیر شادی شُده
sister	بہِن
socialising	میل جول / میل مِلاپ
sofa; settee	صوفہ
son	بیٹا
son-in-law/daughter-in-law	داماد/ بہُو
step (members of family)	سوتیلا /سوتیلی
straight (hair)	سیدھے بال
study (room)	پڑھنے کا کمرہ
surname	خاندانی نام
teamwork	مِل جُل کر کام کرنا
tidy; neat	صاف سُتھرا
twin	جُڑواں/توام
to annoy	ناراض /تنگ کرنا
to argue, to quarrel	بحث کرنا ، جھگڑا کرنا
to babysit	بے بی سٹنگ
to be called	بُلاوہ
to be in a good/bad mood	خُوش / ناخُوش ہونا
to care for, to look after	دیکھ بھال کرنا
to celebrate	مَنانا
to chat, chatter	باتیں کرنا
to get/give divorced	طَلاق ہوجانا/ لینا/ دینا

to get on (well) with	گُھل مل جانا
to look (e.g. angry/happy etc)	نظر آنا
to respect	اِحترام کرنا
to separate, to split up	علیٰحدہ ہونا
twin	جُڑواں
twin brothers	جُڑواں بھائی
ugly	بَدصورت
uncle	چچا، ماموں، تایا، پھوپھا، خالُو
unemployed	بےروزگار
unbearable	ناقابل برداشت
untidy	میلا کچیلا ، گَندھ ، بے ترتیب
visit	ملاقات
well behaved	بااخلاق/با تمیز / مودب
wife, woman	بیوی ، عورت
young, younger	نوجوان، کم عُمر، چھوٹا/چھوٹی
youth (i.e the time of life)	جوانی ، نوجوان

Higher tier

a good deed	نیک کام
acquaintance	شناسا
adopted	لے پالک
adventurous	جِیالا /مہِم جُو

Higher tier (cont)

annoying	غُصہ دِلانے والا / تنگ کرنے والا
argument	بحث
career	معَاش
character trait	کِردار کا خاصہ
cheeky	شوخ
comfortable (at ease)	مطمئن
conceited	خُود پسند
depressed	اُداس / مایوس
discrimination	اِمتیاز
faith (religious)	عقِیدہ
fiancé(e)	منگیتر
furnished	فرنیچر سے آراستہ
gang	گروہ
gender, sex	جِنس/ صنف
generous	سخی
hall (in house); lobby	ہال، بڑا کمرہ
identical twins	ہم شکل جُڑواں
independent	خُودمختُار
jealous	حاسِد
loyal, faithful	وفادار
mad, crazy	دِیوانہ

meeting	ملُاقات
multicultural	کثِیرالثقافتی
old age/third age	بُڑھاپا
pensioner, senior citizen	پِنشن یافتہ، سینئر سٹِیزن
pretentious	تصنعُ آمیز
priest	پادری
racial	نسلی
racism	نَسلی اِمتیاز
relationship	تعلق
relative, relation	رِشتہ دار
reliable	قابلِ اِعتبار /قابِل اِعتماد
self-confident	خُود اِعتماد
sensitive	حِساس
sexist	صِنفی امتیاز
similar	مشُابہ
single parent	اکیلی والدہ/ اکیلا والد
single person; single	اکیلا فرد
spoilt	بِگڑا ہوا
spot, pimple	پھنسی
stubborn	ضدی
study; research	تِحقِیق
to experience	تَجربہ کرنا

Higher tier (cont)

to pick on, to harass, to bully	چھیڑنا، ہراساں کرنا،ڈرانا دھمکانا
to resemble/look like	مشابہ
to support	حمایت کرنا
underage	کم عُمر
understanding	تفہِیم/سمجھ بُوجھ
well balanced	خُوب مِتوازن

Identity and culture: cultural life

Foundation tier

activity	سرَگرمی
advantage/s	فائدہ /فوائد، مُفاد/مُفادات
adventure film	مُہِم جوئُی کی /مہماتی فلم
athletics	اتھلیٹکس /کھیل
badminton	بیڈ منٹن
ball	گیند
band/group	بینڈ گروپ
basketball	باسکٹ بال
book	کتاب
boring	اکتا دینے والی
boxing	باکسنگ /مُکہ بازی
bridegroom	دُولہا
camera	کیمرہ
canoeing	کشتی رانی

cartoon	کارٹُون
cat	بِلّی/ بِلّا
CD (compact disc)	سی ڈی
celebration, party	تقریب ، دعوت
changing rooms	کپڑے بدلنے کے کمرے
chess	شطرنج
Christmas	کرِسمس
civilization	تہذیب/تمدن
clarinet	الغوزہ
classical, classic	کلاسیکی
climbing/rock climbing	چڑھنا
club	کلب
collection	مجموُعہ
comic (magazine)	کومک / مذاحیہ
competition	مُقابلہ
computer game	کمپیُوٹر گیم
concert	نغمہ وساز کی محفل / محفلِ موسیقی /کنسرٹ
cultural life	ثِقافتی زندگی
cultural	ثِقافتی
culture	ثِقافت
cultured	خوش ذوق، شائستہ
customs/traditions	رِواج / رِوایت

traditional	روایتی
cycling	سائیکل چلانا
daily life	روزمرہ کی زندگی /روزمرہ کے معمولات
dance/dancing	ناچ / ناچنا
detective/police (story)	جاسوس / پولیس (کہانی)
disadvantage/s	نقصان،نقصانات
disco (place)	ڈسکو
documentary	دَستاویزی
drums	ڈھول
Easter	اِیسٹر
engagement	منگنی
entertainment	تفریح
episode	واقعہ، قصہ، قِسط
equipment	ساز و سامان
extreme sports	انتہائی کھیل
everyday life	ہر روز کی زندگی /روز مرہ
fan/fans	حمایتی/شائیقین/متوالا
fantasy film	تصوراتی فلم
festival	جشن
fete/fair/carnival	میلہ
film	فِلم
flute	بانسری

folk music	لوک موسیقی
food and drink	کھانا پینا / خور و نوش
football	فُٹ بال
free time	فارغ وقت
game	کھیل
games console	گیمز کنسول
Good Friday	گڈ فرائڈے
guitar	گٹار
gymnastics	جمناسٹک
handball	ہینڈبال
Happy birthday!	سالگرہ مُبارک!
Happy New Year!	نیا سال مُبارک!
hobby; leisure activity	تفریحی مشغلہ
hockey	ہاکی
horror film	ڈراؤنی فلم
ice skating	آئیس سکیٹنگ
judo	جُوڈو
karate	کِراٹے
keyboard	کی بورڈ
leisure	تفریح
Lent (period leading up to Easter)	قبل اِیسٹر چِلہ
life	زِندگی

magazine	رِسالہ
marriage; wedding	شادی
martial arts	مارشل آرٹس
mobile phone	موبائل فون
mothers' day	مدرز ڈے
mountain bike	ماؤنٹن بائیک
mountaineering	کوہ پیَمائَ/ پہاڑوں پر چڑھنا
MP3 player	ایم پی تھری پلیئر
music	مَوسیقی
New Year	نیا سال
news	خبریں
nightclub	نائٹ کلب
orchestra	سازِندے
piano	پِیانو
play (theatre)	ڈَرامہ
player	کھلاڑی
pleasure/amusement	تفرِیح
pocket money	جیب خرچ
pop music	پوپ میوزک
puppit show	پُتلی کا تماشا
race/racing	ریس /دوڑ
reading	پڑھنا

recorder (instrument)	ریکارڈر
referee	ریفری
riding	گھُڑ سواری
rock music	راک موسیقی
role model	مِثالی شخصیت
roller blading	رولر بلیڈنگ
romantic	رُومانی
romantic film/love film	رُومانوی فلم
rugby	رَگبی /رگڑ ٹچ
sailing	کشتی رانی
saxophone	سیکسوفون
science fiction film	سائنس فکشن فلم
Series /serial	سِلسِلہ، سلسلہ وار/قسط وار
shopping	خریداری/ شاپنگ
show (theatre etc); TV show	شو
singer	گلوُ کار
skate boarding	سکیٹ بورڈ
skiing	سکئینگ
soap (opera)	آوپرا
social media	سوشل میڈیا
song	گانا
sport/s	کھیل

Foundation tier (cont)

sports ground	کھیل کا میدان
sportsman	کھلاڑی
spy story	جاسوسی کہانی
squash	سکواش
stage	سٹیج
stereo system/music centre	سٹیریوسسٹم
straight (hair)	سیدھے
swimming	تیراکی/ تیرنا
table tennis	ٹیبل ٹینس
team	ٹِیم
technology	ٹیکنولوجی
television	ٹیلی ویژن
tennis	ٹینس
thriller	سنسنی خیز
to take out for a walk (dog)	پیدل چلنے کے لیے لیجانا
toy	کِھلونا
TV channel	ٹی وی چینل
use	اِستعمال
violin	وائلن
volleyball	والی بال
water skiing	واٹر سکئینگ

Foundation tier (cont)

Western (film etc)	مغربی
youth club	یُوتھ کلب

Higher tier

archery	تِیر اندازی
board game, electronic game	بورڈ گیم/ الیکٹرونک گیم
cable TV	کیبل ٹی وی
camcorder/video camera	کیمکورڈر/ وڈیو کیمرہ
championship	چیمپین شپ
detective/mystery/police (film)	جاسُوسی/ پُراسرار، پولیس فلم
drama (TV etc)	ڈرامہ
earphones	ایئر فون
engagement	منگنی
fishing	ماہی گیری (کرنا)
goal	گول
half-time	وقفہ
knowledge	علم /سمجھ بُوجھ
league; division (sports)	لیگ
marriage ceremony; wedding	شادی کی تقرِیب
melody/tune	سُر /لے/ تان
musical comedy (a musical)	موسیقی سے بھری مزاحیہ
remote control	ریموٹ کنٹرول
rowing	کشتی چلانا

Higher tier (cont)

satellite TV	سیٹلائٹ ٹی وی
scuba diving	سکوبا ڈائیونگ
sitcom	مزاحیہ ڈرامہ
sports equipment	کھیلوں کا سامان
subtitles	سب ٹائٹل
tournament	کھیلوں کے مقابلے
viewer/audience	ناظرین/حاضرین

Verbs associated with cultural life

to attend (match etc)	حاضِر ہونا
to be a member of	رُکن بننا
to congratulate	مُبارکباد دینا
to get married	شادی کرنا
to go bowling (tenpin)	باؤلنگ کرنا
to dance	ناچنا
to do sport	کھیلنا
to do gymnastics	جِمناسٹک کرنا
to exercise	وَرزِش کرنا
to fish/go fishing	مچھلی پکڑنا
to go for a walk/stroll	چِہَل قدمی کرنا
to go for a walk/stroll	ٹِہلنے جانا
to go horse riding	گھُڑ سواری کرنا

Verbs associated with cultural life (cont)

to hike, ramble	پہاڑ پر چڑھنا
to roller-skate	رولر سکیٹر پر چلنا
to sail	کشتی رانی کرنا
to score a goal	ہدَف حاصل کرنا/گول کرنا
to shoot	نِشانہ بازی
to skateboard	سکیٹ بورڈ پر چلنا
to swim	تیراکی کرنا / تیرنا
to take part (in)	حِصہ لینا
to train	تَربِیت دینا

Identity and culture: using social media

blog	بلاگ / بلوگ
chatroom	چیٹ روم
(to) chat online	آن لائن باتیں کرنا
computer	کمپیوُٹر
connection	ناطہ
cyber bullying	سائبر بلیینگ
digital	ڈیجیٹل
disk	ڈِسک
email	ای میل
facebook	فیس بُک
home page	ہوم پیج
internet	اِنٹر نیٹ

Identity and culture: using social media (cont)

internet page	اِنٹر نیٹ پیج
new technology	نئی ٹیکنولوجی
password	پاس ورڈ
risk	خطرہ
risky	پُر خطر
screen	سکرِین
security	حِفاظت
social network	سماجی نیٹ ورک
software	سوفٹ وئیر
to download	ڈاؤن لوڈ کرنا
to erase, delete	مِٹانا
to load	لوڈ کرنا
to save, to store	محفُوظ کرنا
to surf (the net)	سَرف کرنا
to upload	اَپلوڈ کرنا
virus	وائرس
web	ویب
web page	ویب پیج

Local area, holiday and travel

Foundation tier

abroad	بیرونِ ملک
accommodation	رِہائش
adult	بالغ
agricultural	زَرعی
air conditioning/air-con	ائیر کنڈیشننگ
airport	ہوائی اڈّہ
area (in town)	علاقہ
arrival	آمد
art gallery	آرٹ گیلری
asking for help	مدد مانگنا
bakery; baker's shop	بیکری
balcony	بالکونی
bank	بینک
basement	تہہ خانہ
bath	نہانا/غسل کرنا
bathroom	غسل خانہ
beach/seaside	ساحل
bed	پلنگ
bed linen	پلنگ کی چادر
bicycle/bike	بائسیکل /
boat	کشتی

Foundation tier (cont)

book of tickets	ٹکٹس کا کتابچہ
border	سَرحد
bowling alley	باؤلنگ ایلی
brand/make	ماركہ / برانڈ
bridge	پل
brochure/leaflet	بروشر
building	عمارت
bus (by bus)	بس
bus/coach station	بس کا اڈہ/کوچ اسٹیشن
bus stop	بس اسٹاپ
business/trade	تجارت
butcher's shop	قصائی کی دکان
café	کیفے/کافی ہاؤس
calm/peaceful	پرسکون
campsite	خیموں کی خاص جگہ
to camp	خیمہ زن ہونا
car	گاڑی
caravan	کارواں
car park	کار پارک
castle	قلعہ
cathedral	کتھیڈرل
Cattle/live stock	مویشی

church	گرجا
cinema	سنیما
closed	بند
closing	بند ہونیوالا
coach	کوچ
coast	ساحل
comfortable	آرام دہ
commercial	تجارتی
compartment	کمپارٹمنٹ
connection	ناطہ
corner	کونہ
country	ملک
countryside	دیہاتی علاقہ
crop	فصل
crossing (ferry)	گزرگاہ
crossroads	چوراہا /چوک
cycle path	سائیکل چلانے کا راستہ
dealing with problem	مسئلہ حل کرنا
degree	ڈگری
delay	تاخیر
department (in a shop)	شعبہ / دُکان کا ایک حصہ
department store	ڈیپارٹمنٹ سٹور

departure	روانگی
destination/s	منزِل
diesel (fuel)	ڈیزل
direct	براہِ راست
direction/s	سمت/سمتیں ، ہدایت /ہدایات
disco	ڈسکو
double room	ڈبل روم
driver	ڈرائیور
driving licence	ڈرائیونگ لائیسنس
eating out	ریسٹورانٹ میں کھانا (گھر سے باہر)
electrical goods (retailer)	بجلی کا سامان
emergency	ایمرجنسی/ہنگامی حالات
enjoy your stay!	اپنے قیام سے لطف اٹھائیے
entertainment, things to do	تفریح
entrance	داخلی دروازہ
exhibition	نمائش
exit	باہر نکلنے کا راستہ
experience/s	تجربہ/تجربات
factory	کارخانہ
fare/rent	کرایہ
farm (agricultural)	اِراضی ، کھیت (زرعی)
ferry	ناؤ

free (available, vacant)	خالی
flight	پَرواز
floor (1st, 2nd)	منزل (پہلی ، دوسری)
(it is) forbidden	ممنوعہ
foreigner	غیرملکی
form	فارم
full (hotel etc)	بھرا ہُوا
full board (all meals included)	قیام ، کھانے کے ساتھ
games room	کھیلوں کا کمرہ
garage, service station, petrol station	گیراج، سروس اسٹیشن، پیٹرول اسٹیشن
grain	اناج
grocery; grocer's shop	سودا سلف
ground floor	زمینی منزل
guest (in a hotel)/customer	مہمان (ہوٹل میں) گاہک
guided tour	گائیڈڈ ٹوؤر /راہنمائی دورہ
half board (B and B)	ہاف بورڈ (بستر ، ناشتہ)
heating	گرمائش
hill	پہاڑی
to hire	کرایہ پر لینا
historic	تاریخی
holiday, fair, festival	چُھٹّیاں، میلہ، تہوار/جشن
hospital	ہسپتال

hotel	ہوٹل
household goods shop	ہاؤس ہولڈ گڈز شاپ
ice rink	آئس رنک
identification; ID	شناختی کارڈ
in advance	پیشگی
included	بشمُول
indoor swimming pool	اندرُونی سوئمنگ پُول (تیرنے کا تالاب)
industry	صنعت
industrial	صنعتی
information	اطلاع
information office	دفتر معلومات
inside	اندر کی طرف
journey	سفر
journey (short)	سفر (چھوٹا)
key	کنجی / چابی
lake	جِھیل
left luggage office/locker	لاکر
leisure centre	لیژر سینٹر /تفریحی مرکز
library	لائبریری
lift	لفٹ
line/route	لائن /راستہ
litter/rubbish bin	کوُڑا/ کوُڑے کا ڈبہ

local area	مقامی علاقہ
local inhabitant	مقامی رہائشی
lorry	لاری
lost property office	دفتر برائے گمشدہ اشیاء
luggage	سامان
luxurious	پُرتکلف
map (of a country, road map)	نقشہ
map (of the town)	نقشہ
market	مارکیٹ
means of transport	ذریعہ آمدورفت
monument	یادگار
moped	اَفسُردہ
mosque	مسجِد
motorbike	موٹر بائک
motorway	موٹر وے
mountain	پہاڑ
museum	عجائب گھر
newspaper stall/kiosk	نیوز پیپر سٹال/ اخباروں کا کھوکھا
night club	نائٹ کلب
occupied/taken	زیر رہائش
office	دفتر
open	کھلا

on foot	پیدل
on the left	بائیں جانب
on the right	دائیں جانب
one way street/road	یکطرفہ سڑک/ گلی
outing; trip	سَیر کے لیے جانا
outside	باہر
outside/in the open air	باہر کھلی فضا میں
to pack/unpack (cases)	بند کرنا/ کھولنا
palace	محل
park	پارک
passenger	مسُافر
passport	پاسپورٹ
passport control	پاسپورٹ کنٹرول
pedestrian	پیدل چلنے والے
pedestrian area	پیدل چلنے والوں کا راستہ
pedestrian crossing	پیڈیسٹرین کراسنگ / سڑک پار کرنے کا راستہ
petrol	پیٹرول
picturesque	دلآویز
pillow	تکیہ
pitch (for tent)	نصب کرنا
place	جگہ
places to see	دیکھنے کی جگہیں، قابلِ دید مقامات

playground	کھیل کا میدان
plane	جہاز/ہوائی جہاز
platform	پلیٹ فارم
policeman	پولیس مین /سپاہی
police station	تھانہ
port	بندرگاہ
postcard	پوسٹ کارڈ
poster/notice	پوسٹر
post office	ڈاکخانہ
prefer	فوقیت ، ترجیح / ترجیح دینا
preference/s	ترجیح / ترجیحات
price list	فہرستِ قیمت
priority	فوقیت /اولیت
problem/issue	مسئلہ
public holiday	پبلک ہالیڈے / عام تعطیل
public transport	عوامی ٹرانسپورٹ/عوامی سواری
public/municipal	عوام/ بلدیاتی
railway	ریلوے
reception	استقبالیہ
receptionist	ریسپشنسٹ /استقبالیہ عملہ
reduction	کم کرنا
region	علاقہ

Foundation tier (cont)

rent; rental	کِرایہ
rented holiday cottage	کِرائے کا ہالیڈے کوٹیج
reservation	بکنگ /مخصوص کرانا
return ticket	واپسی کا ٹکٹ
river	دریا
road	سڑک
road map	سڑک کا نقشہ
(bed)room (in a hotel)	بیڈ روم/ ہوٹل کا کمرہ
sea	سمندر
(at the) seaside/beach	ساحلِ سمندر
season	موسم
sheet	چادر
ship	بحری جہاز
shop	دکان
shopping centre	شاپنگ سینٹر/بازار
show	شو
shower	شاور
shower block (e.g.on campsite)	شاور بلاک
sign	نشان
single ticket	یکطرفہ ٹکٹ
single room	سنگل روم
situated	واقع

sleeping bag	سلیپنگ بیگ
soap	صابن
souvenir	یادگار
sports centre	کھیلوں کا مرکز
spacious	کشادہ /کھلا
square (in town)	چوک
stadium	سٹیڈیم
staff	سٹاف/عملہ
star	ستارہ
stairs; staircase/ladder	سیڑھیاں
station (railway)	ریلوے اسٹیشن
stop (bus, tram etc)	بس،ٹرام اسٹاپ
suburb; outskirts of town	(شہر کا) مضافات /گرد و نواح
suitable for drinking	پینے کے قابل
suitcase	سوٹ کیس
summer camp	موسمِ گرما کیمپ
summer holidays	موسمِ گرما کی چھُٹّیاں /تعطیلات
supplement	ضمیمہ
supermarket	سُپرمارکیٹ
swimming pool	تیراکی کا تالاب
taxi	ٹیکسی
television set	ٹیلی وژن سیٹ

tent	خیمہ
tennis court	ٹینس کورٹ
theatre	تھیٹر
things to do	کرنے کی چیزیں ، سرگرمیاں
ticket; tram, bus or metro ticket	ٹکٹ
ticket inspector	ٹِکٹ انسپکٹر
ticket office	ٹِکٹ کا دفتر
till; cash desk	ٹِل /کیش ڈیسک
timetable	ٹائم ٹیبل
tobacconist's shop	سگریٹ کی دکان
toilets	ٹائلٹس/ بیت الخلا
toilet paper	ٹائلٹ پیپر
toothbrush	دانتوں کا برش
toothpaste	ٹوتھ پیسٹ
tour	ٹوؤر / دورہ
tourist	سیاح
tourist attraction	سیاحوں کی دلچسپی
tourist information office	سیاحوں کے لیے دفترِ معلومات
tourism	سیاحت
tower	ٹاور ـمینار
town	ٹاؤن /قصبہ / شہر
town centre	ٹاؤن سینٹر /شہر کا مرکز

Foundation tier (cont)

town hall	ٹاؤن ہال
traffic	ٹریفک
traffic jam	ٹریفک جیم / ٹریفک کا ہجوم
traffic lights	ٹریفک کی بتیاں
train	ریل گاڑی
tram	ٹرام
transaction/s	سودا /سودے، معاملہ/معاملات
travel	سفر
travel agency	ٹریول ایجنسی
traveller	مسافر
(to) turn/switch on	بتی جَلانا
(to) turn/switch off	بتی بجُھانا
twin-bedded room	دو پلنگوں والا کمرہ
underground railway	زیرِ زمین ریلوے
underground station	زیرِ زمین سٹیشن
view (over)	نظارہ کرنا
village	گاؤں
waiting period/time limit	انتظار کا وقت
waiting room	انتظار گاہ
wash basin	واش بیسن
way out/exit	باہر جانے کا راستہ
weather	موسم

welcome	خوش آمدید
window	کھڑکی
(shop) window	کھڑکی (دکان کی)
winter holidays	موسم سرما کی چھُٹّیاں
youth hostel	یوُتھ ہوسٹل
zoo	چڑیا گھر

Higher tier

ATM/cash point	اے ٹی ایم/ کیش پوائنٹ
air transport	ہوائی ٹرانسپورٹ
bedlinen	پلنگوں کی چادریں
(bike) hire	کراۓپر سائکلیں
(to) board (plane, ship)	بحری یا ہوائی جہازمیں بیٹھنا
(to) brake	بریک لگانا
brakes	بریکس
canal	نہر
coming/arriving from (planes, trains)	آمد (جہاز، ریل گاڑی)
Customs	کسٹمز
door (of train etc)	دروازہ
dry cleaner's; dry cleaning	ڈرائی کلینر
emergency exit	ایمرجنسی اخراج
event	تقریب
fast train	تیز ریل

fireworks	آتشبازی
fountain	فوارہ
heavy goods vehicle (HGV)	بھاری گاڑیاں
helicopter	ہیلی کاپٹر
hospitality	مہمان نوازی
level crossing	لیول کراسنگ
motorway junction	موٹر وے جنکشن
motorway services	موٹروے سروسسز
no entry (when driving)	داخلہ ممنوع
no parking	پارکنگ ممنوُع
no smoking	سگریٹ نوشی ممنوُع
noise	شور
(to) overtake	آگے نکل جانا
package holiday	پیکج ہالیڈے
park; green space	پارک
policeman	پولیس والا
police station	تھانہ
Procession	جلوُس
registration/booking in	اندراج/بکنگ
roundabout (in road)	چوَک
run over (traffic accident)	کسی کے اوپر گاڑی چڑھانا (ٹریفک حادثہ)
rush hour	ہجوُم کا وقت

savings bank	سیونگز بینک
seat belt	سیٹ بیلٹ /حفاظتی پیٹی
speed	رفتار
speed limit	حدِ رفتار
surrounding area, vicinity	آس پاس
to put someone up; accommodate	کسی کو رِہائش فراہم کرنا
to take place	ہوجانا
to stay (for a holiday)	ٹِھہرنا
toll	ٹُول
(to) validate a ticket (e.g. train, tram)	ٹکٹ کی توثیق کرنا
winter/skiing holiday	موسمِ سرما /سکیینگ ہالیڈے
vehicle	گاڑی

Phrases associated with weather

Foundation tier

bad	بُرا
bright	روشن
climate	آب وہوا
cloud	بادِل
cloudy	بادِل چھا جانا
cold	ٹَھنڈا
degree (temperature)	درجہِ حرارت
dry	خُشک

fog	دُھند
heat	گرمائش
highest temperature	زیادہ سے زیادہ درجہِ حرارت
hot	گرم
in the east	مشرق میں
in the north	شمال میں
in the south	جنوب میں
in the west	مغرب میں
it is freezing	منجمد کرنے والی سردی ہے
it is lightning	بجلی چمک رہی ہے
it is raining	بارش ہورہی ہے
it is snowing	برفباری ہو/برف پڑ رہی ہے
it is thundering	بادل گرج رہے ہیں
lowest temperature	کم سے کم درجہِ حرارت
mist/fog	دُھند
nice (weather)	اچھا
overcast	کالے گھنے بادل
rain	بارش
Season/weather	موسم
sky	آسمان
snow/snowfall	برف/برفباری
storm	طوُفان

(it is) stormy	طوُفانی
sun	سوُرج
sunny	دُھوپ
the sun is shining/it is sunny	دُھوپ چمک رہی ہے
to freeze	مُنجمِد ہونا / جمنا
to rain	بارِش ہونا
to shine	چمکنا
to snow	برفباری ہونا
weather/season	موسم
weather report	موسم کی /موسمی رپورٹ
wind	ہَوا

Phrases associated with weather

Higher tier

average temperature	اَوسط درجہِ حرارت
bright spell/sunshine	دُھوپ
changeable	قابل تِبدیل
hail	اولے
high temperature	زیادہ درجہِ حرارت
low temperature	کم درجہِ حرارت
misty	دُھندلا
rainy	بارِش کا
showers	بوچھاڑ پڑنا

stormy	طوُفانی
to brighten up	دھوُپ نکلنا
to hail	اَولے پڑنا
weather forecast	موسمی پیشگوئی

Asking for directions

are you going on foot/in a car?	کیا آپ پیدل جارہے ہیں؟/ گاڑی میں ہیں؟
as far as	جہاں تک
continue	جاری
cross (over)	پار کرنا
go straight on	سیِدھا جانا
high street/main street	ہائی سٹریٹ/ مین سٹریٹ
how do I get to?	میں کیسے پہنچوں؟
it is 100 metres away	یہ 100 میٹر کے فاصلے پر ہے
it is very close	یہ بہت قریب ہے
take the first road on the left	بائیں ہاتھ پر پہلی سڑک پر چلے جائیے
turn left	بائیں مڑ جائیے
turn right	دائیں مڑ جائیے

Dealing with problems

Foundation tier

accident	حادثہ
address	پتہ
bill (invoice)	بِل

breakdown	خرابی
broken	ٹُوٹا ہُوا
colour	رَنگ
complaint	شکایت
correct number	صحیح نمبر
customer	گاہک
customer service	کسٹمر سروس
damage	نُقصان
delivery	حوالگی
email address	ای میل ایڈریس
form	فارم
guarantee	ضمانت
mistake	غَلط سمجھنا
mistake/fault	غلطی
payment method	پیَسے آدا کرنے کا طرِیقہ
purse	پَرس
quantity	مقدار
receipt	رسید
reduction	کمی/رعایت
repair	مرُمت
replacement (part)	تبدِیل کرنا
service	خِدمت

size	ناپ
theft; robbery	ڈاکہ
to complain	شکایت کرنا
to deliver	حَوالے کرنا
to exchange	تبدِیل کرنا
to guarantee	ضَمانت دینا
to pay	اَدا کرنا
to repair	مرمت کرنا
to replace	تبدِیل کرنا
telephone number	ٹیلیفون نمبر
to work, function	کام کرنا
waiting time	اِنتظار کا وقت
wallet	بٹّوہ
wrong number	رَونگ نمبر/غلط نمبر

Dealing with problems

Higher tier

damage	نُقصان
instructions for use	ہدایات برائے استعمال
insurance	بِیمہ
guarantee/warranty	گارنٹی
progress, improvement	بِہتری

to bring back; take back	واپس لانا
to complain	شکایت کرنا
to return/give back	واپس کرنا/لوَٹانا
to repair	مرمت کرنا
to insure	بِیمہ کرنا/کروانا

School

Foundation tier

absent	غیر حاضِر
A Levels (equivalent)	اے لیولز (کے برابر/مساوی)
achievement, performance	کارگردگی
answer/reply	جواب
Art	آرٹ
Biology	حیاتیات
board (blackboard, whiteboard etc)	بلیک بورڈ یا سفید بورڈ
book	کتِاب
break	وَقفہ
business (personal)	کاروبار (ذاتی)
calculator	کیلکُولیٹر
canteen	کینٹِین
careers adviser	کریئر ایڈوائزر
celebrating success	کامیابی کا جشن منانا

caretaker	دیکھ بھال کرنیوالا
changing room	کپڑے تبدیل کرنے کا کمرہ
chef	شیف
Chemistry	علمِ کیمیا
class test, assessment	کلاس ٹیسٹ، اسسمنٹ
classroom	کلاس رُوم
clever	ہوشیار
college	کالج
corridor	کوریڈور/راہداری
desk	ڈیسک /بنچ
detention	اسکول کی چھُٹی ہونے کے بعد سزا
dictionary	ڈِکشنری
Drama	ڈرامہ
drama group, acting group	ڈرامہ گرُوپ
DT (design technology)	ڈیزائن ٹیکنولوجی
education	تعلیِم
English	انگریزی
examination	اِمتحان
exam paper (copy; script)	اِمتحانی پرچہ
exchange	تبدِیل کرنا / تبادلہ
exercise book	کاپی
exercise, practice	مَشق

experiment	تَجرُبہ
fair	منصفانہ
first day back at school	چھُٹیوں کے بعدا سکول میں پہلا دن
Food technology	فوُڈ ٹیکنولوجی
foreign languages	غیرِ مُلکی زبانیں
fountain pen	فاؤنٹن پین
French	فرانسِیسی
future plans	مُستقبِل کے منصوبے
GCSE equivalent	جی سی ایس سی کے برابر
Geography	جُغرافیہ
German	جَرمن
gym	جِم /ورزش خانہ
gymnastics	جِمناسٹک
half-term	ہاف ٹَرم
hardworking	مِحنتی
headteacher	ہیڈ ٹِیچر
History	تاریخ
(school) holidays	چھُٹیاں / تعطیلات
homework	ہوم ورک
ICT	آئی سی ٹی
Italian	اطالوی
kindergarten, nursery school	کنڈرگارٹن، نرسری اسکول

laboratory	لیبارٹری
(modern) languages	جدید زَبانیں
language lab	لَیب لینگوئیج
Latin	لاطِینی
lesson (on timetable)	پیریَڈ
lesson, hour	پیریَڈ
library	لائبریری
literature	ادب
lunch break	کھانے کا وقفہ
mark, grade	نمبر، گریڈ
Maths	رِیاضی
Media Studies	میڈیا سٹڈی
mixed	مِلاجُلا
Music	مَوسیقی
oral	زَبانی
pad of paper	لِکھنے کا پَیڈ
page	صَفحہ
PE	جِسمانی تعلیم
pen, ballpoint pen	بال پَین
pencil	پِنسل
pencil case	پِنسل کیس
physics	طبیعات

plan, project	منصوُبہ
playground	کھیل کا مِیَدان
present (in school)	حاضِر (اسکوُل میں)
pressures	دَباؤ
primary school	پرائمری اسکول
private school	پرائیویٹ اسکول / نجی اسکول
progress	کامیابی
projector	پروجیکٹر
Personal and Social Education (PSE)	پرسنل اینڈ سوشل ایجوکیشن
pupil	شاگِرد
qualification	قابلیت
question	سوال
religion, Religious Studies	مذہب، مذہبی تعلیم
report	رِپورٹ
result	نتیجہ
rubber	رَبڑ
rule/s	ضابطہ/ضوابط ، قاعدہ /قواعد
ruler	فُٹّا/پیمانہ
school	اسکوُل / مدرسہ
school (secondary)	ثانوی اسکُول
school (primary)	پرائمری اسکُول
school activity/activities	اسکُول کی سرگرمی/سرگرمیاں

school bag	بستہ
school book	اسکُول کی کتاب
school bus	اسکُول بس
school day	اسکُول ڈے /سکول کا دِن
school event/s	اسکُول کی سرگرمی/سرگرمیاں
school exchange	اسکُول کے طلبا/طالبات کا تبادلہ
school group/party	اسکُول گروپ/ پارٹی
school hall	اسکُول ہال
school keeper; caretaker	اسکُول کا چوکیدار
school leaving certificate	اسکُول چھوڑنے کا سرٹیفیکیٹ
school report, certificate	اسکُول رپورٹ۔ سر ٹیفیکیٹ
school trip	اسکُول ٹرِپ
school (types of)	اسکُول کی اقسام
school year	اسکُول ائیر
Sciences	سائینسز
scissors	قینچی
serious (hardworking)	سنجیدہ(محنتی)
semester	سیمسٹر
sharpener	پنسل تراش
sixth form	سکستھ فارم
skill	مہارت/ہنر
Sociology	سوشیالوجی

Foundation tier (cont)

Spanish	ہسپانوی
sports field/playground	سپورٹس فیلڈ
sports hall, gym	سپورٹس ہال،جم (ورزش گاہ)
staff room	اسٹاف روم
state	ریاست
state school	سرکاری اسکول
strict	سخت
strong, good at (subject)	لائق، مضمون میں لائق
student	طالبِ علم
subject/s	مضمون/ مضامین
success	کامیابی
successful	کامیاب
summer holidays	گرمیوں کی چھُٹّیاں
team	ٹِیم
Technology	ٹیکنولوجی
term	ٹَرم
test	ٹیسٹ
tie	ٹائی
timetable	ٹائم ٹیبل
to calculate	حساب لگانا
to correct	صحیح /درُست کرنا
to pass (exam)	اِمتحان پاس کرنا

to pay attention; to be careful	توَجہُ دینا
to practise	مَشق کرنا
to revise	نَظر ثانی کرنا / دُہرانا
to sit an exam	اِمتحان میں بیٹھنا
to work hard	محنت کرنا
unfair	غیر منصفانہ
uniform	وردی / یونیفارم
university	یونیورسٹی
vocational school; technical college	ووکیشنل اسکول؛ ٹیکنیکل کالج
what school is like?	اسکول کیسا ہے؟/اسکول کے بارے میں
weak, bad at (subject)	کمزور،(مضمون) میں کمزور ہونا
worksheet	ورک شیٹ
year 7	ایئر 7، ساتویں کلاس/جماعت
year 8	ایئر 8، آٹھویں کلاس/جماعت
year 9	ایئر9 ، نویں کلاس/جماعت
year 10	ایئر10 ، دسویں کلاس/جماعت
year 11	ایئر11، گیارہویں کلاس/جماعت
year 12	ایئر 12، بارہویں کلاس/جماعت
year 13	ایئر 13، تیرہویں کلاس/جماعت

School

ballpoint pen	بال پین
Biology	علمِ حیاتیات
boarding school	بورڈنگ ا سکول
Business Studies	بزنس اسٹڈیز
choir	گرجے میں گانے والوں کا طائفہ
class register	کلاس رجسٹر
core/compulsory subject	لازمی مضمُون
degree (university)	ڈِگری
do badly; fail	فیل / ناکام
Economics	اِقتصادیات
essay/article	مضمُون
final exam/annual exam	آخری امتحان /سالانہ امتحان
meeting, discussion, debate	ملاقات، بحث مباحثہ
optional (subject)	اختیاری (مضمون)
parents' evening	والدین کی شام
permission	اجازت
Physics and Chemistry	طبیعات اور کیمیا
pressure	دباؤ
pronunciation	تلفُظ
Sociology	سوشیالوجی
studies	پڑھائی

supervisor	سپروائیزر
to agree	کسی چیز پر راضی ہونا
to be cancelled (lessons)	کلاس منسوُخ ہونا
to drop a subject	کوئی مضموُن چھوڑ دینا
to have a detention	سزا ملنا
to improve (one's knowledge/skills in)	بہتر کرنا (تعلیم، ہنر)
to move up (to the next form/year)	اگلے فورم/سال میں پاس ہوکرجانا
to pronounce	ادائیگی (الفاظ کی)
to spell	ہجے بنانا/کرنا
to translate	ترجُمہ کرنا
training centre	ٹریننگ سینٹر/تربیت گاہ
translation	ترجُمہ
waste of time	وقت کا ضیاع/زیاں
(to do a) written punishment, lines	تحریری سزا کرنا

Future aspirations, study and work

Foundation tier

actor, actress	اداکار، اداکارہ
advertisement	اشتہار
air hostess/air steward/stewardess	فضائی میزبان
ambition/s	اُمید/ اُمیدیں
answerphone	آنسر فون
apprenticeship	کار آموزی

architect	فنِ تعمیر کا ماہر
artist	فنکار
aspirations	اُمیدیں / اِرادے/ حوصلے (ستقبِل کے)
badly paid	غیر منصفانہ ادائیگی
baker	بیکر /نان بائی
beyond the classroom	کمرہِ جماعت سے باہر
builder	معمار، مستری
building relationships	تعلقات بڑھانا
business/shop	کاروبار/بزنس /دکان
busy	مصروف
butcher	قصائی/قصاب
career/s	کیرئیر
cashier	کیشئیر/خزانچی
charity	خیرات
civil servant	سرکاری نوکر
coffee (tea/lunch) break	کافی (چائے، لنچ کا) وقفہ
colleague	رفیقِ کار/ہمکار
computer science	کمپیُوٹر سائنس
computer scientist	کمپیُوٹر سائنسدان
conference	کانفرنس
cook	خانساماں
degree (university)	ڈِگری

(a) day's leave	ایک دن کی چُھٹّی /رُخصت
dentist	دَندان ساز
designer	ڈِیزائینر
doctor	ڈاکٹر
drama	ڈرامہ
dream	خواب
driver	ڈرائیور
educational	تعلیمی
electrician	اِلیکٹریشن/بجلی کا کاریگر
(bank) employee	مُلازِم
employer	ما لِک
employment/job/work	ملُازمت/نوکری/کام
engineer	اِنجینئر
experienced	تجرُبہ کار
farmer	کِسان
fashion	فیشن
file	فائل
fireman	فائر مین
folder	فولڈر
form	فورم
further study/education	اعلیٰ تعلیم
gadget/s	آلہ/آلات

inspiration	خواہِش / آرزُو / تمنا
inspire	شَوق / حوصلہ دلانا
interview (job)	اِنٹرویو (مُلازمت)
interview (TV or magazine)	اِنٹر ویو (ٹی وی یا میگَزین)
job/s, employment	مُلازمت ، نوَکری ، کام
journalist	صحافی
language	زَبان
manager	منیجر
marketing	مارکیٹنگ
mechanic	مکیَنک
meeting	مُلاقات
musician	موَسیقار
nurse	نرَس
part time	پارٹ ٹائم
per hour	فی گھنٹہ
pharmacist	دَوا ساز
plan, project	مَنصوُبہ، پروجیکٹ
planned	بنا ہُوا منصُوبہ
plumber	پلمبر / پلمر
poet	شا عر
police officer	پولیس افسر
profession/s	پیشہ/ پیشے

programmer	پروگرامر
rep, sales representative	نمائندہ ، سیلز ریپریزنٹو
salary/wages	تنخواہ
sewing, tailoring	سِینا، سِلائی
situation wanted	آسامی چاہئیے
society/company	سوسائٹی / کمپنی
student	طالبِ علم
study	پڑھائی، مُطالعہ
Teacher m/f	اُستاد /اُستانی
teacher (primary)	اُستاد (پرائمری)
technician	ٹیکنیشن/مستری
telephone call	ٹیلی فون کال
to apply for a job	مُلازمت کے لیے درخواست کرنا
to do a course	کورس کرنا
to fill in a form	فارم پُر کرنا
to file a case	دائر کرنا
to organise	مُنظم کرنا
to print	چھاپنا
to type	ٹائپ کرنا
training	تَربیت
travel agency	ٹریول ایجنسی
unemployment	بے روزگاری

university	یُونیورسٹی
voluntarily, without pay	رضا کارانہ، بغیر
volunteer	تنخواہ/معاوضے کے کام کرنا
	رَضاکار
volunteering	رضاکارانہ کام کرنا
waiter/waitress	ویٹر/ ویٹرس /بیرا
well paid	اَچھی تنخواہ ملنا
work	کام
work experience	کام کا تجرُبہ

Future aspirations, study and work

Higher tier

(data) file	ڈیٹا فائل
aim; goal	مَقصد
apply at/go to (e.g. ask) at reception	اِستقبالیہ سے معلومات حا صل کریں
apply; enroll	دَرخواست دینا
appointment	اَپوائنٹمنٹ
apprentice	شاِگرد
charity sale (e.g. bake sale)	خیراتی سیل
data base	ڈیٹا بیس
enclosed	ملفُوف
hard disk	ہارڈ ڈِسک
higher education	اعلٰی تعلیم
impression	تاثر

in aid of	مدد کی خاطِر
internship	اِنٹرن شپ
job advertisement	اِشتِہارِ ملازمت /ملازمت کا اِشتِہار
keyboard	کی بورڈ
law (study of the subject)	قانون(پڑھنا)
letter of application	درخواست کا خط
link	کڑی
medicine (study of the subject)	طبی تعلیم/ڈاکٹری کی تعلیم
memory card	میموری کارڈ
mouse	ماؤس
position (job)	مُلازمت کی آسامی
printer	پرِنٹر
profession, job, occupation	پیشہ، ملازمت، نوکری
programmer	پروگرامر
promotion prospects	ترقی کے اِمکانات
qualification	قابِلیت
qualified	قابِل
school education	اسکول کی تعلیم
translator	مترجم/مترجمہ
voluntary work	رَضاکارانہ کام
signature	دستخط
success	کامیابی

successful	کامیاب
teaching; education (as a subject)	پڑھانا/سکھانا
to enclose, to attach	ملفُوف کرنا، نتھی کرنا
to introduce	تُعارُف کرانا
touch screen	ٹچ سکرین
university (informal)	یونیورسٹی
webmail	وَیب میل
word processing	وَرڈ پروسیسنگ
work (informal)	کام /ملازمت /نوکری

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

Foundation tier

access	رسائی ، پُہنچ
advantages/disadvantages	فوائد/ نُقصانات
animals	جانوَر
being 'green' (environmentally friendly)	ماحول دوست
campaigns/good causes	مُہم/ اچھے مَقاصد
cattle/livestock	مویشی
charity	خیرات / خیراتی
coal	کوئلہ
country	ملک
crop	فصل
disaster	تباہی

drinking water	پِینے کا پانی
drought	خُشک سالی
earth	زمین
earthquake	زَلزلہ
electricity	بِجلی
energy; power	توانائی ؛ طاقت
environment	ماحول / ماحولیات
environmental	ماحولیاتی
environmental issues	ماحولیاتی مسائل
fair trade	فیئر ٹریڈ /ُمنصفانہ تجارت
(music) festival	تِہوار
flood; flooding	سَیلاب
for/against	حَق/ خِلاف
(rain)forest	رین فارسٹ /(بارانی)جنگلات
gas	گَیس
global; worldwide; universal	عالمی
hunger; famine	بُھوک/قِحط/فاقہ کشی
hurricane	سَمندری طوفان
international/global dimension	بینُ الاقوامی / عالمی پہلُو
lack (of)	کمی
music event	محفلِ موسیقی
natural resources	قدرتی وسائل

oil	تیل
Olympic games	اولمپک کھیل
organization	اِدارہ
people	لوگ
planet	سیارہ / کُرّہ
pollution	آلُودگی
poverty	غُربت
protection	حِفاظت کرنا
rubbish	کُوڑا /کُوڑا کرکٹ
sports event	کھیلوں کی تقریب
to pollute	آلُودہ 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 کپ َ/عالمی کپ َ(فُٹ بال)
common wealth	دولتِ مشُترکہ
climate	آب وہوا
fresh water	تازہ پانی

global warming	گلوبل وارمنگ
instant	فوراً
malnourished	کم /خراب غذائیت کا شکار
rights of man; peoples' rights	انسانی حقُوق
salt water	نمکین پانی
security	سیکیورٹی / تحفظ
solar power	شمسی توانائی
species	جِنس
United Nations	اقوامِ مُتحدہ
sports event	کھیلوں کی تقرِیب
spying	جاسُوسی کرنا
starvation	بھُوک /فاقہ کشی
starving	بھُوکا
to (make) compost	کھاد بنانا
to benefit	فائدہ دینا
to lack	کم کرنا/ ہونا
to contaminate	آلوُدہ کرنا
to save; to keep safe	بچانا
to sort/separate (e.g. rubbish)	الگ الگ کرنا
to stay in contact	رابطہ رکھنا
to survive	بچ جانا
to threaten	دَھمکی دینا

Higher tier (cont)

United Nations organization	انجمن اقوامِ متحده
unfortunate; needy	بدقِسمت ؛ ضرورتمند
volcano	آتِش فشاں

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.

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[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.'[1]

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:[2]

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. [3]

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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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	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.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	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.	The QN for this qualification is: 603/1114/9
Subject codes	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.	GCSE – 1UR0
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

*www.gov.uk/government/publications/2018-performance-tables-discount-code

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.

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