

International GCSE **Urdu**

(9264) Specification



For teaching from September 2024 onwards
For exams May/June 2026 onwards
For teaching and examination outside
the United Kingdom

Contents

1	Introduction	5
1.1	Why choose OxfordAQA International GCSEs?	5
1.2	Why choose our International GCSE Urdu?	5
1.3	Recognition	6
1.4	Support and resources to help you teach	6
2	Specification at a glance	8
2.1	Subject content	8
2.2	Assessments	9
3	Subject content	10
3.1	Themes	10
3.2	Scope of study	11
3.3	Grammar	12
3.4	Rubrics and instructions	13
4.	Scheme of assessment	14
4.1	Aims and learning outcomes	14
4.2	Assessment Objectives	14
4.3	Assessment weightings	15
4.4	Paper 1: Reading, grammar and meaning	15
4.5	Paper 2: Writing	15
5	General administration	16
5.1	Entries and codes	16
5.2	Overlaps with other qualifications	16
5.3	Awarding grades and reporting results	16
5.4	Resits	16
5.5	Previous learning and prerequisites	17
5.6	Access to assessment: equality and inclusion	17
5.7	Working with OxfordAQA for the first time	17
5.8	Private candidates	17

6	Appendix: Communication strategies	18
6.1	Strategies for understanding	18
6.2	Strategies for production	20

Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at oxfordaqa.com/9264
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose OxfordAQA International GCSEs?

Our international qualifications enable schools that follow a British curriculum to benefit from the best education expertise in the United Kingdom (UK).

Our International GCSEs offer the same rigour and high quality as GCSEs in the UK and are relevant and appealing to students worldwide. They reflect a deep understanding of the needs of teachers and schools around the globe and are brought to you by Oxford University Press and AQA, the UK's leading awarding body.

Providing valid and reliable assessments, these qualifications are based on over 100 years of experience, academic research and international best practice. They reflect the latest changes to the British system, enabling students to progress to higher education with up-to-date qualifications.

You can find out about OxfordAQA at oxfordaqa.com

1.2 Why choose our International GCSE Urdu?

We have worked closely with teachers to develop a relevant, engaging and up-to-date Urdu specification to inspire, motivate and challenge all students regardless of their academic ability.

Particular care has been taken to make the language used in question papers as accessible as possible and suitable for those students for whom English is not their first language. UK English spellings will be used in examination papers. British idiosyncratic terms however, will be avoided to aid students' understanding.

Our objective is to enable students of all abilities to develop their Urdu language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

We're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

Our specification offers students a firm foundation of the knowledge and skills required for further study and future employment.

You can find out about all our International GCSE Urdu qualifications at oxfordaqa.com/9264

1.3 Recognition

OxfordAQA meet the needs of international students. Please refer to the published timetables on the exams administration page of our website (oxfordaqa.com/exams-administration) for up to date exam timetabling information. They are an international alternative and comparable in standard to the Ofqual regulated qualifications offered in the UK.

To see the latest list of universities who have stated they accept these international qualifications, visit oxfordaqa.com/recognition

1.4 Support and resources to help you teach

We know that support and resources are vital for your teaching and that you have limited time to find or develop good quality materials.

That's why we've worked with experienced teachers to provide resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

You will have access to:

- sample schemes of work to help you plan your course with confidence
- training and support to help you deliver our qualifications
- student textbooks that have been checked and approved by us.

Preparing for exams

You will have access to the support you need to prepare for our exams, including:

- specimen papers and mark schemes
- exemplar student answers with examiner commentaries.

Analyse your students' results with Data Insights

After the first examination series, you can use this tool to see which questions were the most challenging, how the results compare to previous years and where your students need to improve. Data Insights, our free online results analysis tool, will help you see where to focus your teaching.

Information about results, including maintaining standards over time, grade boundaries and our post-results services, will be available on our website in preparation for the first examination series.

Help and support

Visit our website for information, guidance, support and resources at oxfordaqa.com/9264

You can contact the subject team directly at info@oxfordaqa.com or call us on +44 (0)161 696 5995 (option 1 and then 1 again).

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm.

2 Specification at a glance

The title of the qualification is:

- OxfordAQA International GCSE Urdu.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

The guided learning hours (GLH) for this qualification are 120–140. This figure is for guidance only and may vary according to local practice and the learner's prior experience of the subject.

2.1 Subject content

Core content

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture (page 10)

Theme 2: Local, national, international and global areas of interest (page 10)

Theme 3: Current and future study and employment (page 11)

2.2 Assessments

Paper 1: Reading, grammar and meaning	+	Paper 2: Writing
<p>What's assessed</p> <p>Understanding and responding to different types of written language.</p> <p>A mixture of structured and open-ended tasks, including translation.</p>		<p>What's assessed</p> <p>Communicating effectively in writing for a variety of purposes.</p> <p>A mixture of structured and open-ended writing tasks.</p>
<p>How it's assessed</p> <p>Written exam: 1 hour 45 mins</p> <p>70 marks</p> <p>50% of GCSE</p>		<p>How it's assessed</p> <p>Written exam: 1 hour 45 minutes</p> <p>70 marks</p> <p>50% of GCSE</p>
<p>Questions</p> <p>Multiple choice questions.</p> <p>Short and long answer questions in Urdu, to be answered in Urdu.</p> <p>Translation from English to Urdu</p>		<p>Questions</p> <p>Short and long answer questions in Urdu, to be answered in Urdu.</p>

3 Subject content

3.1 Themes

The specification covers three distinct themes. These themes apply to all examination papers.

Students are expected to understand and provide information, ideas and opinions about these themes relating to their own experiences and those of other people, including people in countries/ communities where Urdu is spoken.

3.1.1 Theme one: Identity and culture

Theme one covers the following three topics with related sub-topics shown as bullet points:

Topic 1: Me, my family, friends and people I know

- Relationships with family
- Relationships with friends and people I know

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Sport
- Customs and festivals

3.1.2 Theme two: Local, national, international and global areas of interest

Theme two covers the following four topics with related sub-topics shown as bullet points, where applicable:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty

Topic 4: Travel and tourism

3.1.3 Theme three: Current and future study and employment

Theme three covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

3.2 Scope of study

3.2.1 Reading, grammar and meaning: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language, including non-literary texts and extracts from relevant abridged or adapted literary texts
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from English into Urdu
- summarise sentences and short texts in Urdu to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

3.2.2 Writing: communicate in writing

Students are expected to be able 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 different purposes, including using appropriate style and register into paragraphs
- express opinions, ideas and more complex use of the language, as appropriate, to express and justify individual thoughts and points of view.

3.3 Grammar

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 type of question.

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

3.4 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Paper 1: Reading, grammar and meaning. The list is indicative, not exclusive.

Urdu	English
منسلک صفحات میں دی گئی عبارت A کو پڑھیے پھر دیے گئے بیانات کو درست پورا اگر آفت سے ملائیے	Read passage A on the insert and match the given statements with the correct paragraphs.
منسلک صفحات میں دی گئی عبارت B کو پڑھیے پھر دیے گئے سوالوں کے جواب جہاں تک ممکن ہو اپنے الفاظ میں لکھیں	Read passage B on the insert and then answer the given questions in your own words as far as possible.
مندرجہ ذیل محاورات کو جملوں میں استعمال کریں	Use the following idioms in sentences.
مندرجہ ذیل جملوں کو فعل ماضی سے فعل مستقبل میں تبدیل کریں۔	Change the following sentences from past tense to future tense.
مندرجہ ذیل عبارت کو پڑھنے کے بعد دیے گئے اشاروں کی مدد سے ۲۰۰ الفاظ کا خلاصہ اپنے الفاظ میں لکھیں۔	After reading the following passage, write a 200 word summary in your own words with the help of the prompts given.
درج ذیل انگریزی عبارت کا اردو میں ترجمہ تحریر کریں	Write the translation of the following English text into Urdu.

The following is a guide to the sort of rubrics and instructions which will be used in Paper 2: Writing. The list is indicative, not exclusive.

Urdu	English
مندرجہ ذیل الفاظ کو اپنے جملوں میں اس طرح استعمال کیجیے کہ اس کا مفہوم واضح ہو جائیے۔	Use the following words in your sentences in such a way that their meaning is clear.
دیے گئے منظر کے مطابق ۴۰ سے ۷۰ الفاظ کا مکالمہ یا تقریر لکھیں۔	Write a dialogue or speech of 60 to 70 words according to the given prompt.
درج ذیل کسی ایک عنوان پر ۱۰۰ سے ۱۲۰ الفاظ کا مضمون تحریر کیجیے۔	Write an essay of 100 to 120 words on any of the following topics.
درج ذیل کسی ایک موضوع پر ۱۵۰ سے ۱۷۰ الفاظ پر مبنی ٹھوس دلائل کی مدد سے بحث کیجیے۔	Discuss any one of the following topics with the help of solid arguments based on 150 to 170 words.

4. Scheme of assessment

4.1 Aims and learning outcomes

Courses based on this specification should enable students to:

- develop their ability to communicate confidently and coherently with native speakers in writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire knowledge, skills and ways of thinking through the ability to understand and respond to authentic written material, adapted and abridged as appropriate, including literary texts
- develop control of the language system to convey meaning, and written skills, including an extended range of vocabulary, as increasingly confident, accurate and independent users of the language
- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries where Urdu is spoken.

4.2 Assessment Objectives

The exams will measure how students have achieved the following assessment objectives.

- AO1: Understand and respond to written language.
- AO2: Manipulate language to create meaning using a range of vocabulary and grammar structures.
- AO3: Articulate ideas, opinions and information for a range of purposes and audiences.
- AO4: Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries where Urdu is spoken.

4.2.1 Assessment Objective weightings

Assessments Objectives (AOs)	Component weightings (approx. %)		Overall weighting of AO's (approx. %)
	Paper 1	Paper 2	
AO1	18%	7%	25%
AO2	32%		32%
AO3		29%	29%
AO4		14%	14%
Overall weighting of components	50%	50%	100%

4.3 Assessment weightings

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Reading, grammar and meaning	70	X1	70
Paper 2: Writing	70	X1	70
Total scaled mark:			140

4.4 Paper 1: Reading, grammar and meaning

Marks will be allocated in the following way:

Section A (25 marks total)

Question 1 (10 marks) – Multiple choice questions based on a reading stimulus text.

Question 2 (15 marks) – Short answer questions answered in Urdu based on a reading stimulus text.

Section B (30 marks total)

Questions 3 and 4 (15 marks) – Short answer questions answered in Urdu that require the construction of sentences using parts of speech, idioms and conversion of tenses.

Question 5 (15 marks) – Summarise the main points from a reading stimulus text in Urdu.

Section C (15 marks total)

Question 6 (15 marks) – A translation from English into Urdu, of minimum 100 words.

4.5 Paper 2: Writing

Marks will be allocated in the following way:

Question 1 (10 marks) – A task which demonstrates students' ability to write short sentences in Urdu using familiar language in a familiar context.

Question 2 (10 marks) – A prompt will be given that requires a dialogue/speech in Urdu. Students are expected to write approximately 60-70 words but, provided the tasks set are completed, the number of words is not important.

Question 3 (15 marks) – A prompt will be given that requires a letter/email response in Urdu. Students are expected to write approximately 90-100 words but, provided the tasks set are completed, the number of words is not important.

Question 4 (15 marks) – A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions in Urdu. Students are expected to write approximately 100-120 words but, provided the tasks set are completed, the number of words is not important.

Question 5 (20 marks) – An open-ended writing task which demonstrates student's ability to 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 in Urdu. Students are expected to write approximately 150-170 words but, provided the tasks set are completed, the number of words is not important.

5 General administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures that support this aim. To ensure that all students have a fair experience, we have worked with other awarding bodies in England to develop best practice for maintaining the integrity of exams. This is published through the Joint Council for Qualifications (JCQ). We will maintain the same high standard through their use for OxfordAQA.

More information on all aspects of administration is available at oxfordaqa.com/exams-administration

For any immediate enquiries please contact info@oxfordaqa.com

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm local time.

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Qualification title	OxfordAQA entry code
OxfordAQA International GCSE Urdu	9264

Please check the current version of the Entry Codes book and the latest information about making entries on oxfordaqa.com/exams-administration

Exams will be available May/June and in November.

5.2 Overlaps with other qualifications

This specification overlaps with the AQA UK GCSE Urdu (8648).

5.3 Awarding grades and reporting results

In line with UK GCSEs, this qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

To find out more about the new grading system, visit our website at oxfordaqa.com

5.4 Resits

Students can retake the whole qualification as many times as they wish. This is a traditional linear specification, individual components cannot be resat.

You only need to make one entry for each qualification – this will cover all the question papers and certification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools. However, we recommend that students should have prior experience of Urdu either at school, at home or within their community.

5.6 Access to assessment: equality and inclusion

Our general qualifications are designed to prepare students for a wide range of occupations and further study whilst assessing a wide range of competences.

The subject criteria have been assessed to ensure they test specific competences. The skills or knowledge required do not disadvantage particular groups of students.

Exam access arrangements are available for students with disabilities and special educational needs.

We comply with the UK Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student. Information about access arrangements will be issued to schools when they become OxfordAQA centres.

5.7 Working with OxfordAQA for the first time

You will need to apply to become an OxfordAQA centre to offer our specifications to your students. Find out how at oxfordaqa.com/centreapprovals

5.8 Private candidates

Centres may accept private candidates for examined units/components only with the prior agreement of OxfordAQA. If you are an approved OxfordAQA centre and wish to accept private candidates, please contact OxfordAQA at: info@oxfordaqa.com

Private candidates may also enter for examined only units/components via the British Council; please contact your local British Council office for details.

6 Appendix: Communication strategies

Whilst it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading authentic Urdu, or which they themselves might need to use.

For this reason, the student will need to develop communication strategies as part of the teaching and learning process, which will greatly increase their ability to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading) and those that relate to production (writing).

6.1 Strategies for understanding

6.1.1 Ignoring words which are not needed

Many tasks contain words which are not essential for an understanding of the main points of the text. What is important in the text is often presented more than once, in different ways: the student may not understand a point in one form of words and understand it fully in another.

6.1.2 Using the visual and verbal context

The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures.

When reading, students can learn to infer the meaning of new words from the verbal context. For example, someone who did not know the word **شجر** might be able, after some appropriate practice, to deduce from the following context that it is some sort of tree:

اس کی لکڑی سے میز، کرسیاں اور ہلنگ بنائے جاتے ہیں یا اس کا پھل بہت مزے دار ہوتا ہے

بہت مزے دار

ہوتا ہے یا ایک

انسی اس کی

چھوڑ میں بیٹھا

تھا اور اس

[درخت کی]

ایک شاخ پر پلے کر کھڑا تھا۔

6.1.3 Making use of grammatical markers and categories

Students will be helped to master all these strategies if, when reading, they learn to use such clues as the plural forms of nouns and verbs, the ways verbs change to form tenses, word order and other such features to help them to recognise to which category (verb, noun, adjective etc) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.

ملا کتاب پڑھی کتابیں پڑھیں عین نے ایک دلچسپ کتاب پڑھی کتاب اسم [پڑھی] فعل
[دلچسپ]
صفت جمعے کی ساختفاعل مقبول فعل فعل "جانا" سے جاتا ہے جاتا ہے
گرا

6.1.4 Making use of the social and cultural context

Another aid to the drawing of correct inferences is for the students to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible sometimes to anticipate words and their meaning, in a given context. This is one reason why it is important for an Urdu course to develop awareness and understanding of countries and communities where Urdu is spoken.

6.1.5 Using common patterns within Urdu

Knowledge of the following patterns of word formation in Urdu can help to understand a text. Students will be expected to be able to make use of these patterns in both directions: so, the use of چوڑا should permit understanding of چوڑے چوڑی

Some more examples:

چند مزید مثالیں
سلازم/سلازمت نوکر نوکری اچھا اچھائی خوبصورت خوبصورتی نماز نماز۔
ساز خلق۔
روزہ روزہ دار خدائت دار خدائت
داری وفادار وفاداری غریب غریبت بھانٹ
خ
ہات گزار سمست سمستی پریشان پریشانی کلپ کلپنا کلپنا مناسب
پہنا پہنا پہنا پہنا

6.2 Strategies for production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies to get meaning across, in spite of their imperfect command of the language.

Individual students may fail to learn – or forget – language items required by some tests, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful.

Using a word which refers to a similar item

Using a word which refers to a similar item to the one the speaker/writer wishes to refer to, but for which they have forgotten the word

گہری for

وقت eg خطر

خوشی for

and

This strategy is not always effective and its use would be assessed according to its effectiveness in a particular context.

Description of physical properties

This can be used to refer to something of which the name has been

وہ گول ہے اس کا رنگ پیلا ہے اور وہ ایک پھل ہے (ملائنا مفریوز)

The physical properties refer to colour, size, material, position and shape. The use of this strategy in an exam would be assessed according to its communicative effectiveness.

Simplification

This is when a student avoids the use of a form of which they are unsure eg

اگر طالب علم یہ بات "اگر موسم اچھا ہو تو میں کل پھر آؤں
نہیں کہہ سکتا اور صرف یہ کہتا ہے، "گا" میں
اب جاتا ہوں کل بارش نہ ہوئی پھر ملے گی"

A systematic use of simplified forms may reduce error, facilitate communication and increase fluency, but if overused, this strategy may result in students failing to make full use of their capabilities.

Paraphrase

This is when a student avoids the use of a form of which they are unsure eg

اگر طالب علم لفظ 'کرایہ' دار 'پھول' گیا ہے اور اس کی جگہ یہ کہتا ہے کہ 'وہ ایک کمرے میں رہتا ہے' اور اس کے پیسے دیتا ہے یا لفظ کنوارا کنواری طالب علم کے ذہن سے نکل گیا ہے اور صرف یہ کہتا ہے کہ اس کی ابھی شادی نہیں ہوئی ہے۔

A systematic use of simplified forms may reduce error, facilitate communication and increase fluency, but if overused, this strategy may result in students failing to make full use of their capabilities.

Reference to specific features

Reference to specific features eg

وہ صارت جو مذکر سرس کی بنی ہوئی ہے اور جس کی پانچ مٹرائیں ہیں۔

پا

وہ لڑکی جس کے ہاتھ لمبے ہیں اور جو ہمیشہ خوبصورت لباس پہنتی ہے۔

This strategy is often quite effective, and effective use would be assessed accordingly in an exam.

Reference to the function of an object

Reference to the function of an object and the actions that can be performed with it eg

اچھے بوتلوں میں کھانا ختم کرنے کے بعد بوتل والے آپ کو گرم تولیہ دیتے ہیں جس سے آپ اپنا ہاتھ صاف کرتے ہیں۔

This is a commonly used strategy which is usually effective in communicative terms.

The development of such strategies cannot be seen as encouragement not to develop linguistic knowledge. Strategic competence is not a substitute for vocabulary learning, but a useful supplement. Indeed, all language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed. It is an important part of the teaching and learning process.

Fairness *first*

Thank you for choosing OxfordAQA,
the international exam board that puts
fairness first.

Benchmarked to UK standards, our
exams only ever test subject ability, not
language skills or cultural knowledge.

This gives every student the best
possible chance to show what they can
do and get the results they deserve.



Get in touch

You can contact us at oxfordaqa.com/contact-us
or email info@oxfordaqa.com

OxfordAQA International Qualifications
Great Clarendon Street
Oxford OX2 6DP
United Kingdom