

OxfordAQA

International GCSE

Urdu (9264)

Scheme of work

For teaching from September 2024 onwards
For International GCSE exams in June 2026 onward

Introduction

These outline schemes of work are intended to help teachers plan and implement the teaching of the Oxford AQA International GCSE Urdu specification. The purpose of these outline schemes is to provide advice and guidance to teachers, not to prescribe and restrict their approach to the specification. Each scheme has been produced by a subject expert. There are obviously many other ways of organising the work, and there is absolutely no requirement to use this scheme.

Assumed coverage

Guided learning hours suggest the recommended amount of teaching time required to cover a course. For GCSE Urdu, syllabus is structured with an assumption of approximately 130 hours of instruction. This duration, however, can differ based on regional educational practices and the prior knowledge learners have of the subject.

Specification reference

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.

This instructional framework offers guidance on designing and implementing a course, breaking the syllabus into manageable teaching units accompanied by recommended activities and classroom resources. Intended as a flexible guide, it provides strategies, insights, and suggestions to aid teachers in lesson planning. While it addresses the core requirements of the course, it also introduces ideas for further topic exploration and enhancement. Recognising the varied pace at which different institutions may progress through the course, it accommodates this diversity.

Included within this framework are recommendations for self-directed learning and ongoing assessment, highlighting opportunities for tailoring content, grouping strategies, learning outcomes, and the level of instructor support based on student needs. The discretion for scheduling activities and determining the duration of tasks, reflective of learner ability and class size, is vested in the educator, allowing for further customization of the learning experience.

Contents – if appropriate

You can use the title links to jump directly to the different sections of this scheme of work
(Use Ctrl and click to follow the link)

Section title	Page
Themes	4
Assessment objectives	5
Learning outcomes	5
Paper 1	6
Questions 1 and 2	6
Questions 3, 4 and 5	7
Question 6	9
Paper 2	11
Question 1	11
Questions 2 and 3	13
Question 4	15
Question 5	17

Themes

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

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

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

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.

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

Paper 1: Reading, grammar and meaning

Section A

Question 1: Multiple choice questions based on a reading stimulus text.

Question 2: Short answer questions answered in Urdu based on a reading stimulus text.

Learning outcomes

- Improve comprehension skills and ability to extract relevant information quickly.
- Expand vocabulary and better comprehension of the reading material.
- Improved ability to distil main ideas from a text, aiding in answering short questions accurately.
- Enhance analytical skills in breaking down texts to understand underlying meanings and details.

Suggested timing

25 hours

Possible teaching and learning activities

- Question 1 and 2 in Paper 1 involve responding to short answer questions in Urdu based on a reading stimulus text. Incorporate the following suggested learning activities to enhance comprehension and response skills:
 - **Reading circles**
Divide students into small groups to read parts of a text aloud and then discuss its content. Each group focuses on finding answers to preset questions that resemble the exam format.
 - **Vocabulary hunt**
Assign students to find new vocabulary words in reading texts, research their meanings, and then use these words in sentences. This can be gamified with rewards for the most words found or the best sentences.
 - **Text analysis discussions**
Facilitate class discussions where students analyse a reading text together, dissecting it for themes, arguments, and details that might be relevant to potential questions.
- Implementing a combination of these activities will not only prepare students for answering short questions based on reading stimuli but also enrich their overall language proficiency and comprehension skills in Urdu.

Resources

- Selected reading texts (stories, news paper articles, reports), question sets related to the texts.
- Dictionaries
- Summarisation worksheets
- Discussion guides with potential analytical questions

Section B

Questions

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.

Learning outcomes

- Improved understanding of how different parts of speech function in Urdu sentences.
- Enhanced ability to use idioms appropriately in different context
- Mastery in changing sentence tenses accurately and understanding their impact on meaning.
- Improved sentence structure understanding and the ability to quickly identify and correct errors.
- Enhanced fluency in using idioms naturally in conversation.
- Solid understanding and application of tense rules in sentence construction.
- Strengthened grasp of grammar topics through teaching and clarified doubt through peer interaction.
- Personal engagement with the texts, leading to better recall and understanding of the material covered.

Suggested timing

25 hours

Possible teaching and learning activities

- For Questions 3, 4 and 5 which focus on short answer questions requiring sentence construction, idiomatic expressions, and tense conversion and summarization in Urdu, the following learning activities are suggested to effectively prepare students:
 - **Parts of speech workshop**
Organise a workshop where students learn and review parts of speech (nouns, verbs, adjectives, adverbs, etc.) in Urdu. Use interactive games like tagging words in sentences with their correct parts of speech.
 - **Idiom exploration sessions**
Introduce students to common Urdu idioms through storytelling or context-based examples. Encourage them to create short stories or sentences that incorporate these idioms.
 - **Tense conversion relay**
Divide students into small groups for a relay activity where they convert sentences from one tense to another, focusing on past, present, and future tenses.
 - **Summarisation practice**
Encourage students to summarise paragraphs or sections of the reading texts in their own words, focusing on main ideas and supporting details. This helps in understanding the text deeply and identifying answers more effectively.
 - **Sentence reconstruction race**

In this competitive activity, scramble sentences (including parts of speech and idioms) are provided to students who must then reconstruct them correctly. This can be timed for added excitement.

- **Idiomatic role play**
Students participate in role-plays that require them to use specific idioms in dialogue, helping them understand the practical usage of idiomatic expressions.
 - **Tense transformation workbooks**
Create or use existing workbooks that focus specifically on transforming sentences between tenses, with exercises gradually increasing in complexity.
 - **Peer teaching sessions**
Assign each student a grammar topic (e.g., a specific part of speech, an idiom, or a tense form) to teach to their peers. This reinforces their understanding and helps identify areas needing further clarification.
 - **Journal entries**
Students keep a journal of their thoughts, questions, and summaries of the reading texts. This reflective practice can help in personalizing the learning process and solidifying their understanding.
- After each activity, dedicate time for reflection and feedback. Discuss what was learned, clarify any misunderstandings, and answer questions. This interactive process ensures that learning objectives for constructing sentences, using idioms, and converting tenses and summarizing text in Urdu are met effectively.

Resources

- Flashcards
- Interactive whiteboards
- Worksheets with sentences for practice
- List of Urdu idioms with meanings and examples
- Storybooks and creative writing prompts
- Sentences in various tenses written on cards
- A stopwatch/timer
- Scrambled sentences on strips of paper
- Role play scenarios
- Idioms list
- Tense transformation workbooks
- Grammar guides
- Reference materials
- Presentation tools
- Journals
- Notebooks

Section C

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

Learning outcomes

- Improved ability to accurately translate nuanced and context-specific language.
- Enhanced teamwork skills and collective problem-solving in translation tasks, leading to a deeper understanding of both languages.
- Ability to critically evaluate translations and apply constructive feedback, improving future translation accuracy.
- Broadened vocabulary in both English and Urdu, aiding in smoother translation processes.
- Consistent practice leading to enhanced translation fluency and the ability to tackle a variety of subjects and writing styles.
- Familiarity with technological aids in translation, coupled with the critical skill to edit and refine machine-generated translations.

Suggested timing

15 hours

Possible teaching and learning activities

- For Question 6, which involves translating a text of at least 100 words from English into Urdu, the following learning activities are designed to enhance translation skills and understanding of both languages:
 - **Translation workshops**
Conduct workshops focusing on common translation challenges, such as idiomatic expressions, cultural references, and syntactic differences between English and Urdu. Use example sentences and short paragraphs for practice.
 - **Collaborative translation projects**
In pairs or small groups, students translate short English articles, stories, or informative texts into Urdu. This collaborative effort encourages discussion and problem-solving regarding language use and translation strategies.
 - **Peer review sessions**
After completing individual translation exercises, students exchange their work for peer review. Feedback focuses on accuracy, fluency, and adherence to the source text's meaning.
 - **Vocabulary expansion activities**
Utilise flashcards, quizzes, and word matching activities to develop an extensive vocabulary list that covers words commonly found in translations, with a special focus on false cognates and true cognates. This approach should be tailored according to each specified theme.

Incorporating these activities into the curriculum will not only prepare students for the specific translation question on the exam but also equip them with valuable bilingual skills applicable in academic, personal, and professional contexts.

Resources

- Bilingual dictionaries, example texts in English with their translations in Urdu.
- English texts, collaborative workspaces (physical or digital).
- Completed translations, peer review guidelines.
- Flashcards, quiz tools, vocabulary lists.
- English paragraphs (news, fiction, non-fiction), diary or journal.
- Computers or tablets, access to translation software and online dictionaries.

Paper 2: Writing

Questions

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

Learning outcomes

- Improved understanding of sentence structure and the ability to create sentences using familiar vocabulary.
- Increased fluency in writing short sentences and greater comfort in using Urdu for personal expression.
- Enhanced ability to use descriptive language and compose sentences that accurately reflect the content of the pictures.
- Improved understanding of Urdu syntax and sentence formation.
- Encourages teamwork while practicing sentence construction speed and accuracy.
- Continuous exposure to and practice with thematic vocabulary, aiding in sentence formation.

Suggested timing

10 hours

Possible teaching and learning activities

- For Question 1, aimed at assessing students' capability to craft short sentences in Urdu using familiar language within a known context, here are several suggested learning activities to build and reinforce these essential skills:
 - **Sentence building blocks**
Use a set of flashcards with words and phrases to construct sentences. Students can work individually or in groups to arrange the cards into coherent sentences about familiar topics.
 - **Daily journal entries**
Encourage students to keep a daily journal in Urdu, writing about their routine, hobbies, or simple observations. This practice helps in applying familiar language to describe everyday contexts.
 - **Picture description exercises**
Show students pictures depicting common scenes or activities and ask them to describe the picture in a few sentences in Urdu. This can also be a spoken activity to foster speaking skills and eventually helps in writing.
 - **Sentence scramble**
Provide students with sentences where the words are scrambled. The task is to rearrange the words to form coherent sentences. This activity can be timed to add a fun challenge.
 - **Sentence construction relay**

Organise a relay race where students, in teams, run to a board to write one word at a time to form a sentence. Each team member adds one word to complete the sentence correctly.

- **Classroom vocabulary walls**

Create a vocabulary wall in the classroom with words categorised by themes (e.g., school, family, food). Use the wall as a reference for sentence-making activities.

Incorporating these activities into lesson plans will not only prepare students for successfully completing the sentence-writing task but will also deepen their overall proficiency in using Urdu for communication in familiar situation.

Resources

- Flashcards with nouns, verbs, adjectives, and adverbs in Urdu
- Notebooks or digital journal apps
- A collection of images/photos
- Scrambled sentence worksheets or cards
- Whiteboard or chalkboard, markers or chalk
- Wall space, cards with words in Urdu, adhesive for wall mounting.

Questions

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.

Learning outcomes

- Ability to create realistic and culturally appropriate dialogues or speeches in Urdu.
- Enhanced spoken to written translation of dialogues and improved conversational writing skills.
- Improved ability to articulate thoughts cohesively and convincingly in Urdu through speech writing and delivery.
- Practice in writing personal or formal letters/emails, with emphasis on structuring content and using appropriate language.
- Development of skills in formal writing, including addressing concerns and providing information or solutions through written communication.
- Familiarity with various formats and the ability to quickly draft letters/emails for different purposes.
- Enhanced writing through constructive feedback, with attention to common errors and areas for improvement.
- Increased engagement with writing tasks and exposure to peer work for a broader understanding of writing styles and approaches.

Suggested timing

20 hours

Possible teaching and learning activities

- For Questions 2 and 3, which involve writing a dialogue/speech and a letter/email response in Urdu respectively, the following learning activities are designed to enhance students' writing skills in these specific formats.
- **Question 2: Writing a Dialogue/Speech**
 - **Dialogue Construction Workshop**
Students participate in workshops where they construct dialogues based on various prompts. Focus on incorporating expressive language and relevant cultural phrases.
 - **Role-play scenarios**
Students work in pairs or small groups to role-play given scenarios, then write down their dialogues. This helps bridge spoken Urdu practice with written form.
 - **Speech writing and presentation**
Assign students to write short speeches on given topics, then present them to the class. Focus on clarity, persuasion, or information delivery, depending on the prompt.

- **Question 3: Writing a letter/email response**
 - **Dialogue Construction Workshop**

Pair up students to exchange letters or emails on a regular basis, discussing various topics. Teachers can provide feedback on language use, formality levels, and content relevance.
 - **Role-play scenarios**

Simulate a customer service scenario where students must respond to a complaint or inquiry via letter or email. Focus on polite and professional language use.
 - **Speech writing and presentation**

Guide students in creating templates for different types of letters/emails, such as invitations, thank-you notes, inquiries, or complaints. Discuss when and how to use each template.
- **Cross-activity strategies for both questions**
 - **Peer review sessions**

After writing dialogues/speeches or letters/emails, students exchange their work with a peer for review. Provide a checklist for feedback focusing on structure, language use, and adherence to the prompt.
 - **Incorporating technology**

Utilise blogging platforms or document sharing for students to publish their dialogues/speeches and letters/emails. This allows for broader sharing and feedback within the class.

Resources

- Dialogue prompts, examples of effective dialogues
- Scenarios for role-plays, recording devices (optional)
- Topics for speeches, criteria for evaluation
- Email platform or paper for letters, list of topics
- Mock complaints or inquiries, guidelines for response
- Examples of various letters/emails, template structure guide
- Feedback checklists, writing assignments
- Computers, internet access, platform for document sharing or blogging.

Questions

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.

Learning outcomes

- Improved ability to structure essays logically, present coherent arguments, and express personal opinions effectively in Urdu.
- Enhanced critical thinking and the ability to articulate and defend viewpoints in writing, with supporting evidence.
- Regular practice in writing extended texts, leading to improved fluency in expressing complex ideas and emotions in Urdu.
- Development of research skills alongside the ability to synthesize information into a structured report, incorporating factual presentation and personal interpretation.
- Fostered creativity in language use and the ability to construct coherent and engaging texts that convey ideas and opinions.
- A curated collection of writing that demonstrates progress, encourages self-assessment, and showcases students' ability to produce extended, coherent texts in Urdu.

Suggested timing

15 hours

Possible teaching and learning activities

- For Question 4, aimed at assessing the ability to produce clear, coherent, and extended text in Urdu, involving the presentation of facts along with the expression of ideas and opinions, consider the following learning activities to enhance students' writing proficiency:
 - **Essay writing workshops**
Conduct workshops focusing on essay writing skills. Start with brainstorming sessions on various topics, then move on to outlining, drafting, and revising essays. Emphasise clear organisation and the development of ideas.
 - **Debate and reflection**
Organise debates on current issues or topics relevant to the students' interests. Following the debate, students write a reflective piece on their stance, supporting it with facts and personal insights.
 - **Journaling for ideas**
Encourage daily or weekly journaling where students explore a range of topics, from personal experiences to global events, focusing on expressing thoughts, ideas, and opinions.
 - **Research reports**
Assign students to research a topic of their choice or one that aligns with the curriculum, then write a report presenting their findings, including their own analysis and viewpoints.
 - **Creative writing prompts**

Use creative writing prompts to inspire short stories, poems, or descriptive essays. Focus on imaginative use of language, coherent narrative structure, and expression of underlying themes or opinions.

- **Portfolio development**

Have students compile a portfolio of their best writing pieces throughout the course, including a mix of structured essays, reflective pieces, and creative writing. Offer feedback for improvement and encourage revisions.

Incorporating these activities not only prepares students for the structured writing task of Question 4 but also builds a solid foundation in effective communication, critical thinking, and creative expression in Urdu.

Resources

- Sample essay topics, outline templates, peer review checklists
- Debate topics, criteria for evaluation, reflection question prompts
- Notebooks or digital journal apps, writing prompts
- Access to research resources, report writing guidelines
- Creative writing prompts, examples of literary works for inspiration
- Portfolio folders (digital or physical), selection criteria.

Questions

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.

Learning outcomes

- Enhanced ability to use Urdu creatively and expressively, improving students' confidence in their writing voice and stylistic choices.
- Development of strong argumentation skills in Urdu, including the ability to justify opinions and influence readers.
- Real-world experience in drafting opinion pieces that are engaging and informative, fostering a sense of audience awareness.
- Improved creative thinking and storytelling skills, with practice in expanding on others' ideas using complex language structures.
- Enhanced ability to critically analyse different perspectives and articulate a well-reasoned personal stance in writing.
- Mastery in tailoring language use and writing style to suit various audience needs, improving adaptability and effectiveness in communication.
- Integration of language skills with digital media, fostering creativity and the ability to convey stories or arguments through multiple modalities.
- A deeper understanding of personal writing development, showcasing the ability to engage in complex, creative, and persuasive writing in Urdu.

Suggested timing

20 hours

Possible teaching and learning activities

- For Question 5, which seeks to evaluate students' capability for independent, creative, and complex language use in Urdu through an open-ended writing task aimed at noting key points, expressing and justifying individual thoughts and viewpoints with the intent to engage, inform, or persuade, the following suggested learning activities can help nurture these advanced writing skills:
 - **Creative writing workshops**
Host workshops where students can experiment with various forms of creative writing, such as short stories, poems, or personal essays, focusing on expressing unique perspectives and employing stylistic language choices
 - **Persuasive writing challenges**
Challenge students to write persuasive essays or letters on controversial topics or causes they are passionate about, emphasizing the importance of supporting their opinions with logical arguments and evidence.
 - **Opinion piece publications**
Students write opinion pieces on current events or personal interests, which are then compiled into a class newsletter or blog. This activity allows students to explore expressing viewpoints on a public platform.
 - **Interactive storytelling sessions**

Organise sessions where students collaboratively create stories based on prompts or story starters. Each student adds to the story, focusing on making creative language choices and developing the plot or argument.

- **Debate and write**
After participating in a class debate, students write a reflective piece on the debate topic, detailing their stance, the opposing viewpoints, and why they believe their position is valid.
- **Writing for different audiences**
Assign tasks where students write on the same topic but for different audiences (e.g., peers, younger students, adults), adjusting their language, tone, and style accordingly.
- **Multimedia story projects**
Students create a multimedia project (e.g., a video, podcast, or digital story) that involves scripting and narrative writing in Urdu. This project combines language skills with digital literacy.
- **Portfolio companion**
Throughout the course, students compile a portfolio of their best written work, reflecting on their growth and areas for improvement. This culminates in a final reflective essay on their learning journey.
- Through these activities, students will not only prepare for the open-ended writing task in Question 5 but also significantly enhance their overall proficiency in expressive and persuasive writing in Urdu, equipping them with skills valuable for academic and personal expression.

Resources

- Creative writing prompts, examples of various writing forms, peer feedback forms.
- List of persuasive writing topics, research materials, persuasive writing structure guides.
- Writing platform (blog, newsletter software), editing guidelines, publication schedule.
- Story starters, collaborative storytelling platform or physical meeting space.
- Debate topics, debate rules, reflection prompts.
- Writing prompts, audience profiles, examples of writing for different audiences.
- Digital creation tools, scriptwriting templates.
- Portfolio guidelines, reflective essay prompts.

Conclusion: The proposed activities outlined above offer a structured method for implementing them throughout the school year. However, it's essential to recognize that this is just one approach among many. Here's a suggested scheme of work that provides a framework for organizing these activities over the academic year:

Lesson 1: Establish foundational knowledge through introductory activities and basic concept introduction.

Lesson 2-3: Focus on skill development with workshops, hands-on activities, and collaborative activities.

Lesson 4-5: Emphasize application and integration of knowledge to real-world scenarios, fostering interdisciplinary connections and personal perspective development.

Lesson 6: Facilitate reflection and review, allowing students to consolidate learning, celebrate achievements, and identify areas for improvement.

Throughout the term: Provide opportunities for peer feedback, self-assessment, and interdisciplinary exploration to enhance the learning experience. By following this structured approach, teachers can effectively guide students through a comprehensive learning journey that fosters skill development, critical thinking, and personal growth.