

# OxfordAQA International GCSE Urdu (9264)

## Switching guide

Switching from Cambridge International Examinations to Oxford International AQA Examinations

For this new International GCSE Urdu specification, Oxford AQA Exams have blended the best of the AQA specification, which is one of the most popular specifications in England, with some new ideas, new concepts and new approaches to learning to make it more appropriate for international schools.

Teachers will find the specification an ideal vehicle to make GCSE Urdu enjoyable and provide the right level of challenge. It allows a freedom to teach business in a variety of ways and incorporates key themes and concepts throughout the specification.

It has been put together following consultation with teachers who will see this as the ideal choice for students who want to study and excel in Urdu at GCSE level beyond.

## Topic by topic comparison

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<b>Aims</b>	
<p>The aims are to</p> <ul style="list-style-type: none"> <li>• develop their ability to communicate confidently and coherently with native speakers in writing, conveying what they want to say with increasing accuracy</li> <li>• express and develop thoughts and ideas spontaneously and fluently</li> <li>• deepen their knowledge about how language works and enrich their vocabulary to increase their independent</li> <li>• use and understanding of extended language in a range of contexts</li> <li>• 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</li> <li>• develop control of the language system to convey meaning, and written skills, including an extended range of vocabulary, as</li> </ul>	<p>The aims are to:</p> <ul style="list-style-type: none"> <li>• develop the ability to use Urdu effectively for the purpose of practical communication</li> <li>• form a sound base for the skills required for further study or employment using Urdu as the medium</li> <li>• develop an awareness of the nature of language and language-learning skills</li> <li>• encourage learners to expand their vocabulary in Urdu</li> <li>• promote learners' personal development.</li> </ul>

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<p>increasingly confident, accurate and independent users of the language</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	
<b>Topic</b>	
<p>Students study all of the following themes on which the assessments are based.</p> <p><b>Theme 1:</b> Identity and culture  <b>Theme 2:</b> Local, national, international and global areas of interest  <b>Theme 3:</b> Current and future study and employment</p>	<p>Cambridge O Level Second Language Urdu offers learners the opportunity to develop practical communication skills in reading and writing. There is no specified topic list.</p>
<b>Assessment Objectives</b>	
<p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> <li><b>AO1:</b> Understand and respond to written language.</li> <li><b>AO2:</b> Manipulate language to create meaning using a range of vocabulary and grammar structures.</li> <li><b>AO3:</b> Articulate ideas, opinions and information for a range of purposes and audiences.</li> <li><b>AO4:</b> Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries where Urdu is spoken.</li> </ul>	<p>The assessment objectives (AOs) are:</p> <p><b>AO1 Reading</b>  R1: identify and select relevant information  R2: understand ideas, opinions and attitudes  R3: show understanding of the connections between ideas, opinions and attitudes  R4: understand what is implied but not directly stated, e.g. gist, writer’s purpose, intention and feelings</p> <p><b>AO2 Writing</b>  W1: communicate information/ideas/opinions/key points clearly, accurately and effectively</p>

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	<p>W2: organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p>W3: manipulate the target language accurately to use appropriate examples of grammatical structures and vocabulary in context</p> <p>W4: show control of punctuation and spelling</p> <p>W5: use appropriate register and style/format for the given purpose and audience</p>
<b>Assessment- Paper 1</b>	
Title: Reading, grammar and meaning	Title: Reading and Writing
<p>Written exam: 1 hour 45 mins</p> <p>70 marks</p> <p>50% of GCSE</p>	<p>Written exam: 1 hour 45 minutes</p> <p>50 marks</p> <p>50% of O-level</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>Students must attempt all questions</p>	<p>Multiple choice questions.</p> <p>Short answer questions in Urdu, to be answered in Urdu</p> <p>No translation</p> <p>Students must attempt all questions</p>
<p><b>Section A (25 marks total)</b></p> <p><b>Question 1 (10 marks)</b> – Multiple choice questions based on a reading stimulus text. Short paragraphs to be matched with sentences.</p>	<p><b>Question1 (8 marks)</b>– Short-answer questions based on a reading stimulus such as advertisement, brochure, leaflet, guide, report, manual, instructions, newspaper/magazine article.</p>

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<p><b>Question 2 (15 marks)</b> – Short answer questions answered in Urdu based on a reading stimulus text.</p> <p><b>Section B (30 marks total)</b>  <b>Questions 3 and 4 (15 marks)</b> – Short answer questions answered in Urdu that require the construction of sentences using parts of speech, idioms and conversion of tenses.</p> <p><b>Question 5 (15 marks)</b> – Summarise the main points from a reading stimulus text in Urdu.</p> <p><b>Section C (15 marks total)</b>  <b>Question 6 (15 marks)</b> – A translation from English into Urdu, of minimum 100 words.</p>	<p><b>Question 2 (9 marks)</b>– Multiple matching: candidates read a series of short paragraphs followed by a series of sentences, then match each sentence to one of the paragraphs.</p> <p><b>Question 3 (9 marks)</b>– Note-making: candidates read a longer text printed in the question paper and make brief notes under a number of supplied headings.</p> <p><b>Question 4 (10 marks)</b>– Summary: candidates write a paragraph-length summary (of no more than 100 words) about an aspect or aspects of the text in Question 3.</p> <p><b>Question 5 (14 marks)</b>– Writing exercise: candidates write a short piece of functional prose such as an email, of approximately 150 words. A stimulus of short prompts and/or pictures will be printed in the question paper.</p>
<b>Assessment- Paper 2</b>	
<p><b>Title: Writing</b></p> <p>Written exam: 1 hour 45 minutes</p> <p>70 marks</p> <p>50% of GCSE</p> <p>Short and long answer questions in Urdu, to be answered in Urdu. Students are given a choice of two options when answering questions 4 and 5.</p>	<p><b>Title: Grammar, Writing and Translation</b></p> <p>Written exam: 1 hour 30 minutes</p> <p>50 marks</p> <p>50% of O levels</p> <p>Short and long answer questions in Urdu (except question 4 that is short passage in English) to be answered in Urdu.</p>

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<p><b>Question 1 (10 marks)</b> – A task which demonstrates students’ ability to write short sentences in Urdu using familiar language in a familiar context.</p> <p><b>Question 2 (10 marks)</b> – 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.</p> <p><b>Question 3 (15 marks)</b> – 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.</p> <p><b>Question 4 (15 marks)</b> – 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.</p> <p><b>Question 5 (20 marks)</b> – 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.</p>	<p><b>Question 1 (5 marks)</b> – Sentence transformation: candidates read five short sentences and transform the sentences using given prompts, without changing their original meaning.</p> <p><b>Question 2 (10 marks)</b>– Multiple-choice cloze passage: candidates read a short text with gaps to be filled from multiple-choice options. This exercise tests the application of grammatical usage in context, such as conjugation of verbs, subject/verb agreement, comparatives, superlatives, parts of speech, nouns, prepositions, post positions, articles and vocabulary appropriate to the context.</p> <p><b>Question 3 (20 marks)</b>– Extended writing exercise: candidates write a piece of continuous prose of approximately 200 words. A stimulus of short prompts will be printed in the question paper</p> <p><b>Question 4 (15 marks)</b>– Translation: candidates translate a short passage of approximately 150 words from English into Urdu.</p>

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<b>Rubrics and instructions</b>	
A completed guide of examples of rubrics and instructions used in Reading and writing exam papers is provided with English translation.	A list of command words and their meanings is provided which may be used in the assessment papers.
<b>Awarding grades and results</b>	
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.	Candidates will be eligible for grades A* to E.
Students can retake the whole qualification as many times as they wish. This is a traditional linear specification; individual components cannot be resat.	Candidates can retake the whole qualification as many times as they want to.