
GCSE URDU

(8648)

Specification

For teaching from September 2017 onwards
For exams in June 2019 onwards

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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 aqa.org.uk/8648
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose AQA for GCSE Urdu

1.1.1 A specification designed for you and your students

We've worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

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.

1.1.2 Languages for life

At AQA 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.

You can find out about all our Urdu qualifications at aqa.org.uk/languages

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

1.2.1 Teaching resources

Visit aqa.org.uk/8648 to see all our teaching resources. They include:

- sample schemes of work to help you plan for course delivery
- training courses to help you deliver AQA Urdu qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

Preparing for exams

Visit aqa.org.uk/8648 for everything you need to prepare for our exams, including:

- sample papers and mark schemes for new courses
- Exampro: a searchable bank of past AQA exam questions
- example student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at aqa.org.uk/era

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit aqa.org.uk/results

Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at coursesandevents.aqa.org.uk

Help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8648

If you'd like us to share news and information about this qualification, sign up for emails and updates at aqa.org.uk/keepinformed-computer-science

Alternatively, you can call or email our subject team direct.

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2 Specification at a glance

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

2.1 Subject content

[Theme 1: Identity and culture](#) (page 11)

[Theme 2: Local, national, international and global areas of interest](#) (page 11)

[Theme 3: Current and future study and employment](#) (page 12)

2.2 Assessments

GCSE Urdu has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening
What's assessed Understanding and responding to different types of spoken language.
How it's assessed <ul style="list-style-type: none"> Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier) 25% of GCSE (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)
Questions Foundation Tier and Higher Tier <ul style="list-style-type: none"> Section A – questions in English, to be answered in English or non-verbally Section B – questions in Urdu, to be answered in Urdu or non-verbally



Paper 2: Speaking

What's assessed

Communicating and interacting effectively in speech for a variety of purposes.

How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)



Paper 3: Reading

What's assessed

Understanding and responding to different types of written language.

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Urdu, to be answered in Urdu or non-verbally
- Section C – translation from Urdu into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)



Paper 4: Writing
<p>What's assessed</p> <p>Communicating effectively in writing for a variety of purposes.</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE
<p>Questions</p> <p>Foundation Tier</p> <ul style="list-style-type: none"> • Question 1 – message (student produces four sentences in response to a photo) – 8 marks • Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks • Question 3 – translation from English into Urdu (minimum 35 words) – 10 marks • Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks <p>Higher Tier</p> <ul style="list-style-type: none"> • Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks • Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks • Question 3 – translation from English into Urdu (minimum 50 words) – 12 marks

3 Subject content

3.1 Themes

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

Students are expected to understand and provide information 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 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points

3.1.1.1 Topic 1: Me, my family and friends

- Relationships with family and friends.
- Marriage/partnership.

3.1.1.2 Topic 2: Technology in everyday life

- Social media.
- Mobile technology.

3.1.1.3 Topic 3: Free-time activities

- Music.
- Cinema and TV.
- Food and eating out.
- Sport.

3.1.1.4 Topic 4: Customs and festivals in Urdu-speaking countries/communities

3.1.2 Theme 2: Local, national, international and global areas of interest

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points

3.1.2.1 Topic 1: Home, town, neighbourhood and region

3.1.2.2 Topic 2: Social issues

- Charity/voluntary work.
- Healthy/unhealthy living.

3.1.2.3 Topic 3: Global issues

- The environment.
- Poverty/homelessness.

3.1.2.4 Topic 4: Travel and tourism

3.1.3 Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics

3.1.3.1 Topic 1: My studies

3.1.3.2 Topic 2: Life at school/college

3.1.3.3 Topic 3: Education post-16

3.1.3.4 Topic 4: Jobs, career choices and ambitions

3.2 Scope of study

3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, 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 to be understood by a native speaker.

3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- 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 and 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 relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- 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 Urdu into English.

3.2.4 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 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 Urdu to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

3.3 Grammar

The grammar requirements for GCSE Urdu 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 in brackets 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.

3.3.1 Foundation Tier

3.3.1.1 Nouns

- Gender مرد، عورت، لڑکا، لڑکی
- Singular, plural including common regulars آدمی، سینما، کرسی، کرسیاں، بیٹا، بیٹے
- Declension آدمیوں، عورتوں، لوگوں

3.3.1.2 Articles

- Definite and indefinite کوئی/کسی
- Partitive کچھ انڈے خریدے/تھوڑا پھل کھا لو

3.3.1.3 Adjectives

- Agreement لمبا لڑکا/بڑی لڑکی
- Position
- Comparative and superlative including common irregulars eg اچھا، بہت اچھا، سب سے اچھا
- Demonstrative وہ، یہ، یہاں، وہاں، اس، اُن
- Indefinite: singular/plural usage eg بہت، کچھ، چند، کئی، ہر کوئی، بعض، کوئی شخص
- Possessive eg میرا، اُن کا، اس کا، ہمارا
- Interrogative eg یوں، کون سا، کس لیے، کیسا، کس وقت

3.3.1.4 Adverbs

- Agreement لمبا لڑکا/بڑی لڑکی
- Position
- Comparative and superlative including common irregulars eg اچھا، بہت اچھا، سب سے اچھا
- Demonstrative وہ، یہ، یہاں، وہاں، اس، اُن
- Indefinite: singular/plural usage eg بہت، کچھ، چند، کئی، ہر کوئی، بعض، کوئی شخص
- Possessive eg میرا، اُن کا، اس کا، ہمارا
- Interrogative eg یوں، کون سا، کس لیے، کیسا، کس وقت

3.3.1.5 Quantifiers/ intensifiers

- Common expressions of quantity کس قدر، کتنا، کافی
- Non-count nouns بہت کم، زیادہ، بے شمار، ان گنت

3.3.1.6 Pronouns

- Personal all subject pronouns – all subject pronoun eg میں، وہ، ہم، تم، آپ
- Direct object pronouns eg مجھے، اس، اُن، جن، تجھے، تُو
- Indirect object pronouns eg مجھے، اسے، ہمیں، انہیں، تجھے
- Combined forms of direct and indirect pronouns eg انہوں نے، مجھ سے/کو، اس نے، تم سے/کو، جنہوں نے، ہم سے/کو

- Reflexive eg خود، اپنے، اپنا
- Relative/correlative eg کا، وہاں، جہاں، کیسے، ایسے، جیسے
- Disjunctive/emphatic eg یہی، وہی، پی، سا، بھی
- Demonstrative eg جو، جس نے، جس میں، جس کو
- Indefinite eg ہر کوئی، کچھ/بعض، کوئی چیز، کوئی شخص، کوئی
- Interrogative eg کون، کیا
- Combined forms eg اس جیسا کوئی نہیں
- Declension of pronouns اس، اُس
- Correlative eg جب، جہاں، جیسی، جو

3.3.1.7 Verbs

- Regular and irregular forms of verb including reflexive verbs آنا، جانا، سونا، جاگنا
- Infinitives eg سوچنا، کھانا، پڑھنا، دیکھنا، دوڑنا، سیکھنا، کام کرنا، سوچنا
- 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 eg نہ، نہیں، وہ نہ گیا، ابھی تک نہیں آیا
- Interrogative forms eg کیا، کیوں کہاں
- Impersonal constructions eg بارش ہو رہی ہے، اندھیرا چھا گیا ہے
- Verbs followed by infinitive, with or without preposition.
- Imperative including polite form eg چل، کرو، اُٹھو، جائیں، کریں، جائیے
- Auxiliary verbs eg ہے، ہیں، ہوں
- Imperative with regular form eg لیجیے، دیجیے، چلیے، بیٹھئیے
- Tenses:
 - present eg جاتا، آتی، سوتے، کھاتے
 - present perfect eg میں نے باہر ایک شیر دیکھا ہے
 - passive (present) eg مجھے بلایا گیا ہے
 - present participle eg کھاتا، جاتا، سوتا
 - present tenses: simple, habitual, continuous, perfect eg وہ جاتا ہے/جا رہا تھا/جا چکا تھا
 - present perfect eg بلایا گیا ہوں
 - imperfect eg وہ اسکول جاتا ہے
 - present subjunctive/subjunctive mood eg وہ چلے/امیں کہوں/ہو سکتا ہے میں جاؤں
 - other common verbs in the imperfect tense (R)
 - past tense: participle, continuous, perfect form eg وہ گیا/جا رہا تھا/جا چکا تھا
 - future tenses, participle, continuous, perfect, form eg وہ جائے گا/جا رہا ہے/جا چکا ہو
 - immediate future eg میں کل پاکستان جا رہا ہوں
 - pluperfect (R) گرمیوں میں ہم امریکہ گئے تھے
 - imperative forms لاؤ، کھاؤ، جاؤ
 - conditional eg اگر، تو، تب، ورنہ

3.3.1.8 Negatives

eg نہ، نہیں، اس کے باوجود، نہ تو/نہ ہی، کوئی نہیں، کبھی نہیں، کچھ بھی نہیں، ابھی نہیں، نہ صرف

- transitive/intransitive verb in past tense - پتا چلا ہے کہ وہ آ گیا ہے اور اس نے کام بھی شروع کر دیا ہے۔

3.3.1.9 Prepositions

- Contracted forms of preposition eg میں سے، تک، نیچے، پاس، سامنے، پر، کا، کی، کے
- Fixed case and dual case with accusative and/or dative with genitive (R)

- Duplicate line above: اس سے چلا نہیں جاتا/مجھ سے بولا نہیں جاتا
- Common compound postpositions کا، کی، میں، پر، تک، کو

3.3.1.10 Clause Structures

Main clause word order/subordinate clauses, including relative clauses.

3.3.1.11 Conjunctions

Coordinating and subordinating eg بھی، اور، جس طرح، جہاں تک، بہر حال، چونکہ، جبکہ

3.3.1.12 Number, quantity, dates and time

- Ordinal and cardinal numbers eg ایک دو تین/پہلا، دوسرا، تیسرا .
- Common coordinating conjunctions اس وجہ سے، لیکن
- Common subordinating conjunctions کیونکہ، اگرچہ، خواہ
- Common quantities eg اکائی، دہائی، عدد، سینکڑہ، ہزار، لاکھ، کروڑ، ارب، درجن
- Time and date eg منٹ، گھنٹہ، دوپہر، شام، بجنے میں، بج کر، ساڑھے

دوسری، آٹھویں مہینہ، سال، صدی

- Distributive pronouns ہزاروں لوگ جمع ہو گئے

3.3.1.13 Vowel points and other marks

زیر، زبر، پیش، تشدید، جزم، تنوین کا استعمال

3.3.2 Higher Tier

Students entering for Higher Tier assessments will be required to apply all grammar and structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

3.3.2.1 Nouns

- Less common irregulars abstract nouns eg جذبات، خیالات
- Compound nouns eg بر صغیر پاک و ہند، وزیر اعظم، آب و ہوا
- Complex and irregular plurals eg منظر سے مناظر، استاد سے اساتذہ

3.3.2.2 Adjectives

- Comparatives and superlatives including Arabic and Persian adjectives eg بہترین، کمترین
- Irregular superlatives eg اول درجے کا، بلند
- Pronominal کتنا، کیسا، کیسے، اب، تب، کون

3.3.2.3 Adverbs

- Comparative and superlative زیادہ آہستہ چلتا ہے
- Repeated adverbs وہ کھا کھا کر بیمار ہو گیا/وہ زور زور سے بولتا ہے
- Arabic adverbs تقریباً، عموماً

3.3.2.4 Pronouns

- Indefinite eg کوئی ایسا شخص
- Interrogatives eg جس کسی نے بھی، وہ ایسا کون ہے
- Combinations of direct and indirect pronouns eg یہ کتابیں ان بچوں کو دو
- Demonstratives oblique (R) eg جس میز پر ہے، جس گھر میں ہے

- Possessive (R)
- Direct and indirect object after an infinitive-
- Relative pronouns eg جو کوئی، جسے، جنہیں
- Position and order of object pronouns مجھے

3.3.2.5 Verbs

- Infinitival agreement eg مجھے کئی کام کرنے ہیں
- Participle constructions eg آتے ہی، چلتے چلتے
- Obligation eg جانا پڑے گا، کرنا ہو گا/چاہیے
- Present subjective/subjective mood eg وہ چلے، میں کہوں، ہو سکتا ہے میں جاؤں
- Compound verbs eg ہنستے ہنستے رو پڑنا، جاتے جاتے کچھ کہہ دینا
- Imperative with irregular forms eg لیجیے، دیجیے، بیٹھیے

3.3.2.6 Passive Forms

- Present perfect eg بلایا گیا ہوں،/بھجوا یا گیا ہوں
- Pluperfect eg بلوایا جاتا تھا/بھجوا یا جاتا تھا
- Future perfect eg بلایا جا چکا ہو گا/بھجوا یا جا چکا ہو گا
- Conditional verb forms eg کاش میں وہاں ہوتا/اگر ہم جانتے
- Interrogative impressions eg کیا ہو جاتا اور میں کیا کرتا/
- Present/past/future perfect continuous tenses eg جاتا رہا/جاتا رہا تھا/جاتا رہا ہو گا

3.3.2.7 Conjunctions

More complex forms eg البتہ، اگرچہ، حالانکہ

3.3.2.8 Connectives

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

3.3.2.9 Numbers

- Cardinal numbers 1000+ those listed in general vocabulary
- Ordinal numbers – 10+ commonly used impressions eg بارہواں سبق، چودھویں کا چاند

3.4 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 and listening to 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 listening) and those that relate to production (speaking and writing).

3.4.1 Strategies for understanding

3.4.1.1 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.

3.4.1.2 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 and listening, students can learn to infer the meaning of new words from the verbal context. For example, someone who did not know the word **شجر/درخت** 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 پلنگ بنائے جاتے ہیں یا اس کا پھل بہت مزے دار ہوتا ہے

بہت مزے دار ہوتا ہے

یا ایک آدمی اس کی چھ

وں میں بیٹھا تھا

اور اس [درخت] کی

ایک شاخ پر بیٹھ کر گا رہا تھا۔

3.4.1.3 Making use of grammatical markers and categories

Students will be helped to master all these strategies if, when reading and listening, 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.

مثلاً کتاب پڑھی۔ کتابیں پڑھیں۔ میں نے ایک دلچسپ کتاب پڑھی۔ کتاب

اسم [پڑھی] فعل [دلچسپ]

صفت جملے کی ساخت فاعل مفعول فعل فعل "جانا" سے جاتا ہے گیا۔ جائے

گا۔

3.4.1.4 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.

3.4.1.5 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 **چوڑے چوڑا** should permit understanding of **چوڑی**

Some more examples:

چند مزید مثالیں

ملازم/ملازمت، نوکر، نوکری، اچھا، اچھائی، خوبصورت، خوبصورتی، نماز، نماز۔

ماز، نماز۔

روزہ، روزہ دار، دیانت دار، دیانت

داری، وفادار، وفاداری، غریب، غریب، عبادت۔

عبادت

گزار، سُسست، سُسستی، پریشان، پریشانی، کامیاب، ناکامیاب، مناسب، نا مناسب، پیاسا، پیاس، بھوکا، بھوک۔

3.4.1.6 Using common patterns between Urdu and English

There are thousands of words in Urdu which, although not having exactly the same form as the English word, can easily be understood with the application of a few, simple rules. When words which can be understood using the rules below occur in context, students will be expected to understand them.

Strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, look at unknown items at some leisure and study the context. However, the general strategies for understanding listed above can be used successfully in listening to Urdu.

In order to hear accurately, students should have the relationship between the spoken and written language brought to their attention. Words which look the same in Urdu and English may sound different and conversely, words with similar sounds may be written very differently in the two languages.

3.4.1.7 Dictionaries

The use of dictionaries is not permitted in the exam, but should be encouraged in class. Students need to acquire good dictionary skills and to understand the limitations of dictionary use, eg choosing the wrong word from a list of definitions, confusion over parts of speech, the dangers of word-for-word translations. Successful strategies for dictionary use include:

- understanding the meaning of terms and abbreviations used in a dictionary entry
- recognising different parts of speech so as to be able to find the word required
- recognising the word may be listed in a different form or may be required in a different form from the one given in the dictionary. Students wishing to find the meaning of میں پوچھتا/پوچھتی (مصدر) پوچھنا must first work out that this is a verb form in order to look up the meaning of پوچھنا and conversely the infinitive found in the English-Urdu section will need to be changed in order to express 'I ask ...'
- picking the correct word from a list of alternatives, if necessary checking back in the Urdu-English part of the dictionary to find the word with the appropriate meaning. A student looking up the word 'jog', for example, may have to choose from: دوڑنا/بھاگنا. They must check these words in the Urdu-English part of the dictionary to ensure they have the correct meaning in the context.
- recognising that word for word translation is often impossible eg expressions such as 'to make fun of' مذاق اڑانا or 'to pull a fast one' کرن چالاکى cannot be translated literally.

3.4.2 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. They fall into two main categories: non-verbal and verbal.

3.4.2.1 Non-verbal strategies

Pointing and demonstration

This may be accompanied by some appropriate language eg

جیسی یہ چیز ہے، وہ چیز ہے یا میرے ہاتھ میں جو چیز ہے۔ ”انگلی سے اشارہ کر کے بتانا یا کہنا“

Expression and gesture

This may be accompanied, where appropriate, with sounds (eg 'Oh!' which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).

Mime

Mime, which again can be accompanied by appropriate sounds and language, can sometimes help communication to be maintained when it might otherwise break down eg with a suitable mime if one has forgotten words such as

مسکرانا and رونا

This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.

Drawing

This can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (eg a diagram showing how to get from one point, such as a station, to another, for instance a home).

3.4.2.2 Verbal strategies

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 he has forgotten the word

eg گھڑی for وقت

and عطر for خوشبو

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۔ [مالٹا - خربوزہ]

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.

Requests for help

These can include requests for translation eg

دیوار اور فرش کو انگریزی میں کیا کہتے ہیں۔

یا sky اور moon

کو اردو میں کیا کہتے ہیں۔ آپ مجھے بتا سکتے ہیں کہ اس چیز کا نام کیا ہے؟ یا مجھے پتا نہیں اس لفظ کے بجے کیا ہیں؟

It is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should avoid taking over from the student and carrying out the tasks set.

Simplification

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

اگر طاب 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 ملیں گے"

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 he is unsure eg

اگر طالب علم لفظ "کرایہ دار" بھول 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 عمارت جو سنگ مرمر کی بنی ہوئی ہے اور جس کی پانچ منزلیں ہیں۔

یا

وہ لڑکی جس کے بال 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 ہوٹلوں میں کھانا ختم کرنے کے بعد ہوٹل والے آپ کو گرم تولیہ
دیتے ہیں جس سے آپ اپنا
منہ اور ہاتھ صاف کرتے ہیں۔

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

Another strategy sometimes used by language students is word coinage, the creation of words based either on English or Urdu words. This strategy usually produces words which do not exist in

Urdu or if they do exist, have a different meaning from the one intended. The use of this strategy is rarely effective in promoting communication and students would be well advised to use it only if all other strategies fail.

Another commonly used strategy is topic avoidance, when the student avoids or abandons a topic because of inability to deal with it. Use of this strategy in the examination will not allow the student to be given full credit. Use of it in a learning situation will reduce opportunities for the development or expansion of the student's repertoire. It is a strategy which should be discouraged. A basic condition for communication strategies to have a potential learning effect is that they are governed by achievement, rather than avoidance, behaviour.

Evidence suggests that the availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. It also appears that the most effective strategies demand some linguistic proficiency and that the more proficient speakers are also better at using communication strategies effectively.

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.

3.5 Vocabulary

The minimum core vocabulary lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The assessment tasks at Foundation Tier will require students to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list.

The assessment tasks at Higher Tier will require students to understand and respond to 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.

Vocabulary listed under a particular theme should be considered transferable, as appropriate, to the other themes.

Students will be expected to be familiar with feminine forms of nouns/adjectives where these are not given.

3.5.1 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Section B of the Listening and Reading exams. The list is indicative, not exclusive.

Urdu	English
نوٹ – آپ ایک ہی حرف ایک سے زیادہ مرتبہ استعمال کر سکتے ہیں۔	NB You can use the same letter more than once.
یہ کون سا شخص ہے؟ صحیح شخص کا نام لکھیں۔	Which person is it? Write the name of the correct person.
یہ/وہ کون ہے؟ صحیح شخص کا نام لکھیں۔	Who is it? Write the name of the correct person.

Urdu	English
صحیح (دو) جملوں کا انتخاب کریں۔	Choose (two) correct sentences.
صحیح جواب کا انتخاب کریں۔	Choose the correct answer.
اردو میں ... مکمل کریں۔	Complete...in Urdu.
گرڈ / خانے مکمل کریں / پُر کریں۔	Complete the grid.
درج ذیل عبارت کو نیچے فہرست میں دیے گئے الفاظ کے ساتھ مکمل کریں۔	Complete the following text with words from the list below.
بتائیں کہ یہ صحیح (ص) ہے، غلط (غ) ہے یا متن میں نہیں (؟) ص، غ یا ؟ لکھیں۔	Tell if it is true (ص), false (غ) or not mentioned (؟). Write ص, غ or ؟
(دو) باتیں لکھیں / تفصیلات دیں۔	Give (two) details.
یہ عبارت / یہ گفتگو / یہ انٹرویو / یہ رپورٹ سنیں۔	Listen to this passage/this conversation/this interview/this report...
ہر خانے میں صحیح حرف لکھیں۔	Write the correct letter in each box.
خانے میں صحیح حرف لکھیں۔	Write the correct letter in the box.
خانوں میں صحیح حروف لکھیں۔	Write the correct letters in the boxes.
صحیح شخص کی پہچان کریں۔	Identify the correct person.
پورے جملوں میں لکھنا ضروری نہیں ہے۔	It is not necessary to write in full sentences.
پڑھیں / پڑھیے ...	Read...
ایک مثبت پہلو / منفی پہلو / فائدہ / نقصان لکھیں۔	Mention one positive aspect/negative aspect/ advantage/disadvantage
مثبت رائے کے لیے، ٹ لکھیں منفی رائے کے لیے، ن لکھیں مثبت اور منفی رائے کے لیے، ٹ + ن لکھیں	For a positive opinion, write P For a negative opinion, write N For a positive and negative opinion, write P+N
صحیح جواب کون سا / کیا ہے؟	Which is the correct answer?
خالی جگہ پُر کریں -	Fill in the blanks.
ان سوالوں کے جواب لکھیں۔	Answer these questions.
ان سوالوں کے (اردو میں جواب لکھیں۔)	Answer (the questions) in Urdu.

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

Urdu	English
بیان کریں...	Describe...
لکھیں/ لکھیے...	Write...
تقریباً 40 الفاظ اردو میں لکھیں۔	Write approximately 40 words in Urdu .
تقریباً 90 الفاظ اردو میں لکھیں ہر ایک نکتے / بُلٹ پوائنٹ کے بارے میں کچھ لکھیں۔	Write approximately 90 words in Urdu . Write something about each bullet point.
تقریباً 150 الفاظ اردو میں لکھیں۔	Write approximately 150 words in Urdu . Write something about both bullet points.
فوٹو/ تصویر کے بارے میں چار جملے اردو میں لکھیں۔	Write four sentences in Urdu about the photo.
بتائیں / ذکر کریں ...	Mention...

3.5.2 General vocabulary

Students will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the themes listed in the specification.

3.5.2.1 Comparisons

Urdu	English
ملتا جلتا	similar
مختلف	different
الٹا/مخالف	opposite
ایک جیسا/برابر	same, equal
ذرا سا/بہت	very little
اچھا ، بہتر، بہترین	good, better, best
جیسا کہ	as ... as
جہاں تک ہو سکے/جتنا ہو سکے	as much/many ... as
فرق	difference
کم، زیادہ	much/more, less
موازنہ کرنا	to compare

Urdu	English
موازنہ	comparison
برا/بد ، بدتر ، بدترین	bad, worse, worst
کافی نہیں	not much
کم سے کم	at least

3.5.2.2 Conjunctions and connectives

Urdu	English
جب	when
گویا کہ	as if/whether
پہلے	before
جب تک	until
کیونکہ	as, because
تاکہ	so that, in order that
چونکہ	as, since
چاہیے یہ ---یا---	either ... or ...
بعد میں	after, afterwards
صرف یہ ہی نہیں...بلکہ	not only ... but also
اگرچہ	although/even if
اس لیے	therefore
پس...تب	so ... that
اور	and
جہاں تک	as far as
جبکہ	while
نہ تو... نہ ہی	neither ... nor
اس کے علاوہ	apart from this

Urdu	English
فرض کریں	assuming that
اس کے علاوہ/علاوہ ازیں	besides, apart from
اس کے باوجود/بجائے اس کے	instead of
اس کے بعد	afterwards
جیسے کہ	that is (ie)
بہر حال/اس کے باوجود	nevertheless/anyway/in any case
اس کی وجہ سے / اس لیے	therefore, because of that
ظاہر ہے	obviously
پھر بھی	after all
سوائے اس کے	except
حقیقت میں / واقعی	actually, really
اول/پہلے	firstly
بہر صورت/تاہم	however
بد قسمتی	unfortunately
بے شک، بلاشبہ	of course, naturally
لیکن/مگر	but
آخرکار	eventually, in the end, finally
ورنہ	otherwise, or else
جیسے کہ	as, like
شاید	probably
بشرطیکہ	provided that
سب سے پہلے	(at) first
اتفاقاً/اتفاق سے	by chance
دوسری بات/دوئم	secondly

3.5.2.3 Prepositions

Urdu	English
سے	from
کو	at, to
پر	on, at
کے	at, of
نزدیک	near, at
میں سے/کے ذریعے	through
کے ساتھ	along/next to/with
لگ بھگ /تقریباً	against, at about, around
پیچھے	behind
کے درمیان/کے بیچ	in the middle of
کی طرف	towards
بغیر	without
اوپر/کے اوپر	over, above
اردگرد	around
نیچے	under, below
تک	by
سامنے	in front of
دوران	during
کی وجہ سے	because of
کے	at, of
درمیان	between

3.5.2.4 Negatives

Urdu	English
ہر گز نہیں	not at all
نہ صرف	not even
کبھی بھی نہیں/اب نہیں	no longer
کچھ نہیں	nothing
کبھی نہیں	never
ابھی نہیں	not yet
کوئی نہیں	nobody/no one
نہ/نہیں	no/not
ابھی تک نہیں	still not
صرف یہی نہیں بلکہ	not only that but also

3.5.2.5 Alphabet

Students are expected to know the letters of the alphabet and appropriate accents/sounds.

Urdu	English
حرف	letter
بجے کرنا	to spell
لفظ	word

3.5.2.6 Numbers

Students are expected to know the cardinal numbers 0–1,000 and the word for 1,000,000 (Million, die).

They are also expected to know the ordinal numbers first–tenth eg 1st = پہلا; 2nd = دوسرا; 3rd = تیسرا etc.

Other number expressions

Urdu	English
درجن	dozen
گنتی	counting

Urdu	English
جوڑا	pair
عدد، ہندسہ/نمبر	number, digit

Money

Urdu	English
نقد	cash
روپیہ	a 1/2/5 rupees coin
50/20/10 روپے کا نوٹ	a 10/20/50 rupees note
نوٹ	note
سکہ	coin
ریزگاری	small change
جمع کرانا	to deposit
جیب خرچ	pocket money
بدلوانا	to change

3.5.2.7 Asking questions

Urdu	English
کب؟	When?
کیوں؟	Why?
کیسا؟	What sort/type of...?
کیا؟	What?
کونسا؟	Which?
کون؟	Who?
کتنی دیر تک؟ کتنا عرصہ؟	How long?
کتنا/کتنے؟	How much/many?
کیسے؟	How?

Urdu	English
کیوں؟ کیوں کر؟	Why? How come ...?
کہاں؟	Where?
کہاں سے؟	Where from?
کہاں تک؟	Where to?
کس کے ساتھ	What with?

3.5.2.8 Greetings and exclamations

Urdu	English
نیک خواہشات کے ساتھ	All the best/best wishes
اچھا تو پھر ملیں گے	See you later
معاف کرنا/افسوس	Excuse me/Sorry
کرسمس مبارک/عید مبارک	Merry Christmas/Eid Mubarak
کوئی بات نہیں	Don't mention it
خوش آمدید	Welcome
مبارک ہو	Congratulations
خوش رہو	Cheers
آپ کی چھٹیاں اچھی گزریں	Have a good/nice holiday
آپ کو کامیابی نصیب ہو	Good luck
السلام علیکم۔ آداب	Alslam O Elakum - Adaab
مہربانی کر کے/براہ مہربانی	Please!
اللہ حافظ/خدا حافظ	Goodbye

3.5.2.9 Opinions

Urdu	English
خیال، شک	idea, suspicion
مزاحیہ/دلچسپ	amusing, funny

Urdu	English
خوشگوار	pleasant, agreeable
ٹرا ہوا/سہما ہوا	to be afraid/scared
پریشان / فکر مند	anxious, apprehensive
شاندار	excellent
آرام دہ	comfortable
یقیناً	definite(ly)/certain(ly)
سستا/گھٹیا	cheap
بے وقوف / احمق	stupid
فضول، بے کار	nonsense, rubbish
شرارتی	naughty
متفق ہونا	(to be) in favour of something
مخالفت کرنا	(to be) against/opposed to something
کوئی بات نہیں	it doesn't matter
سوچنا/خیال کرنا	to think
پریشان	depressed
مہربان	kind
قابل یقین	believable
متاثر کرنے والا	impressive
سادہ	simple, simply, easy
خوفناک	terrible, awful
یہ ٹھیک نہیں	that's (not) right/correct
مجھے یہ اچھا لگا	I like it (it pleases me)
یہ اس بات پر منحصر ہے...کہ	it depends on ..., whether ...
خواہش کرنا/چاہنا	to want

Urdu	English
خوش ہونا	happy, glad, pleased
پیار کرنا	to love
پسند کرنا	to like, to please
پر سکون/پر امن	peaceful
لطف اٹھانا	to enjoy
یقین کرنا	to believe
نفرت کرنا	to hate
بہت اعلیٰ/شاندار	marvellous, magnificent
امید کرنا	to hope
دلچسپی لینا	to be interested in
علم نہ ہونا	to have no idea/no clue
بہت اچھا	brilliant, great
پیچیدہ	complicated
اکتا جانا	to be bored/to be fed up
آسان	easy/effortless
پیارا	kind, lovely
جدید، نیا	modern, new
ہنس مکھ/خوش باش	lively
شک کرنا	to doubt/suspect
رائے	opinion
نکما، گھٹیا	rotten, lousy
ممکن	possible
بالکل ٹھیک	very well
بہت محنتی	very hard working

Urdu	English
مفید/کارآمد/فائدہ مند	useful
غیر مفید/ناکارہ	useless
بہت خوب	great, fantastic
خفا ہونا	to be cross, annoyed
افسوس کی بات ہے	it's a shame/pity
بہت برا	terrible, horrible
مشکل	difficult
حساس	sensitive
محفوظ	sure, safe
حالانکہ	even
بڑا/عمدہ/بہت خوب	great
مہنگا ، قیمتی	expensive, dear
عام سا	typical(ly)
حیران کن	surprising/wonderful
ناقابل یقین	unbelievable
ناممکن	impossible
پرانا	old
شاید	perhaps
مکمل طور پر	completely
ترجیح دینا	to prefer
غالباً	probably
اہم/ضروری	important
اصلی	real
پرکشش	attractive

Urdu	English
حسین ، بہت خوبصورت	gorgeous, very beautiful
چاہنا/خواہش کرنا	to wish
مطمئن	content, happy
رضامند ہونا، اتفاق کرنا	to agree

3.5.2.10 Expressions of time

Seasons

Urdu	English
موسم، رُت	season
برسات	rainy season
بہار	spring
گرما	summer
خزاں	autumn
سرما/جاڑا	winter

Months of the year

Urdu	English
سال/یرس	year
مہینہ/ماہ	month
ہفتہ	week
پیر /سوموار	Monday
منگل	Tuesday
بدھ	Wednesday
جمعرات	Thursday
جمعہ	Friday
ہفتہ /سنیچر	Saturday

Urdu	English
اتوار	Sunday

The clock

Urdu	English
بالکل، ٹھیک	exactly
ساڑھے/آدھا	half
دوپہر	midday
آدھی رات/نصف شب	midnight
سسٹ ہونا/آہستہ ہونا	to be slow
ٹھیک وقت پر/وقت کا پابند	punctual, on time
دیر سے/تاخیر	late
گھنٹہ	hour (length)
گھڑی	clock, watch
کس وقت، کب	at what time, when?
سوا، پونے	quarter, quarter to
تیز ہونا	to be fast
کیا جا ہے	what time is it?
کیا وقت ہوا ہے	what time is it?
وقت	time
ڈیڑھ	half past one
ڈھائی/اڑھائی	half past two

Other expressions of time

Urdu	English
کبھی کبھار	now and again
شام	evening

Urdu	English
بر شام کو	in the evenings
شروع/آغاز	beginning, start
لمحہ/پل	moment, instant
آخر میں	at the end
بہت جلد	soon
تب/ان دنوں	then, in those days
تاریخ	date
کافی/بہت زیادہ	so much
پہلا/پچھلا	former
ایک دفعہ/ایک بار	once
آخر میں	finally
اس دوران	during
تقریباً	almost, nearly
سویرے	early
حال	present (time, tense)
صرف	just/only
کل (گزرا ہوا)	yesterday
عموماً/عام طور پر	usually, normally
فوراً	immediately, in a minute
آج	today
آج کل/ان دنوں	nowadays, these days
پہلے ہی/پیشگی	in advance/before (hand)
ہمیشہ	always
بار بار	again and again

Urdu	English
اتنی دیر تک	in the meantime
صدی	century
اب	now
حال ہی میں	recently, lately
آہستہ	slow(ly)
آخری	last
تھوڑی دیر میں	shortly
اوقات	times
بعض اوقات	sometimes
ہر پیر کو	on Mondays
کل (آئے والا)	tomorrow
صبح	morning
کل صبح	tomorrow morning
صبح کے وقت/ہر صبح کو	in the mornings, every morning
بعد میں /کچھ دیر بعد	afterwards/later
سہ پہر	afternoon
اگلا	next
رات/شب	night
ہر رات کو	at night
تھوڑی دیر پہلے	recently, the other day
ایک بار پھر	once again, once more
اکثر	often
اچانک	suddenly
باقاعدہ	regular

Urdu	English
جلدی سے	quickly
پہلے ہی سے	already
تب سے لے کر	since, for (length of time)
بہت کم/شاید ہی	seldom, rarely
روزانہ/ہر روز	daily
پرسوں	the day after tomorrow
ماضی (زمانہ)	past (time, tense)
تھوڑی دیر پہلے	(until) recently
پرسوں	the day before yesterday
دوبارہ	again
عین اسی وقت	point in time
خاتمہ/ختم کرنا	to come to an end, to finish
مستقبل (زمانہ)	future (time, tense)

3.5.2.11 Location and distance

Urdu	English
باہر	outside
مشرق	east
ٹھہرنا	to stay
یہاں، وہاں	here, there
گھر کے باہر	outside
گھر کے اندر	inside, indoors
اس طرف	over there
کونا	corner
دور	distant, (far) away

Urdu	English
بالکل سیدھے	straight ahead
دائیں	right
بائیں	left
مغرب	west
شمال	north
جنوب	south
یہیں کہیں	somewhere
واقع ہونا	to lie, to be situated (in)
میل	mile
درمیان میں/وسط میں	in the middle of
نزدیک/قریب	near/nearby/close
کہیں نہیں	nowhere
اوپر	above, up
جگہ	place
طرف	side
ہر جگہ	everywhere
نیچے	at the bottom, below, down
آگے	forwards
وسیع ، کھلا	wide, far
پیچھے/پچھلا	back

3.5.2.12 Colours

Urdu	English
کالا/سیاہ	black
سبز/ہرا	green

Urdu	English
سفید	white
لال/سرخ	red
رد/پیلا	yellow
نیلا	blue
بھورا	brown
جامنی	purple
نارنجی	orange
سنہری	golden
گلابی	pink

3.5.2.13 Weights and measures

Urdu	English
تمام/سارا	all, all the
سب ختم ہو جانا	to be all gone, to have run out (of)
ہر چیز/سب کچھ	everything
دوسرا/اور کوئی	other, different
دونوں	both
چوڑا	wide, broad
موٹا	thick, fat
چیز	thing
ترازو	pair of scales/balance
پتلا/دبلا	thin
تھوڑا سا	a little
چند ایک	a few, a couple
بہت زیادہ	a lot of, lots

Urdu	English
کچھ	some, a few
صرف ایک	single
لگ بھگ / تقریباً	about, roughly
بوٹل	bottle
چوڑائی	width
کافی	enough
کافی مقدار میں	enormously
وزن	weight
سائز/ناپ	size
تنگ	narrow
گتے کا ڈبہ	cardboard box
ڈبہ	box, case, crate
بہت کم/مشکل سے	hardly
خالی	empty
ہلکا	light
پیمائش	measure
کئی/بے شمار	several
ماپنا/ناپنا	to measure
درمیانہ	medium-sized
میزان	balance/total
رسید	receipt
پیکٹ/پڑیا	packet, pack
پارسل	parcel
پونڈ	pound

Urdu	English
ہر ایک/فی کس	per
اونچا	high
ٹکڑا/قاش	slice/piece
بھاری/وزنی	heavy
لمبائی/طول	length
تھیلا	bag
اونچائی	height
بھرا ہوا	full
بہت کم	little, not much
وزن کرنا/تولنا	to weigh

3.5.2.14 Shape

Urdu	English
دائرہ	circle
گول	round
چوکور/مربع	square
تکون/تکونی	triangular

3.5.2.15 Weather

Urdu	English
بادل چھانا/مطلع ابرآلود ہونا	overcast, cloudy
آسمانی بجلی	lightning
گرج (بادل کی)	thunder
بجلی چمک رہی ہے	it's lightning
موسم	weather
اولے پڑنا/ژالہ باری	to hail

Urdu	English
گیلا	damp/wet
جم جانا	to freeze
تازہ	fresh
طوفانی بارش	thunderstorm
درجہ حرارت	degree
بہت زیادہ، شدید	heavy, severe
روشن/خوش گوار	bright, fine, clear
آسمان	sky
آب و ہوا	climate
ٹھنڈ	cool
گرم/سرد ہونا	to be hot/cold
دھند/کھپر	fog/mist
دھندلا	foggy
حرارت	temperature/mist
تیز ہوا	wind
بارش ہونا	to rain
سایہ	shadow
سایہ دار/چھاؤں والا	shady
پھوار/ہلکی بارش	shower
چمک	shine
برف پڑنا/برف باری	to snow
طوفان/آندھی	storm
طوفانی	stormy
خشک	dry

Urdu	English
موسم کا حال/پیش گوئی	weather forecast
بادل	cloud
برف	ice, snow

3.5.2.16 Access

Urdu	English
کھلا ہونا	to be open
کھولنا	to open
باہر نکلنے کا راستہ	exit
مصروف	occupied, engaged
داخلہ	entry, entrance
داخل ہونے کی جگہ	entrance (building)
خالی	vacant, unoccupied
مفت	free
بند	closed
کھلا	open
بند کرنا	to close
منع/ممنوع	forbidden
بند ہونا	to be closed

3.5.2.17 Correctness

Urdu	English
غلط	false, wrong, incorrect
غلطی، بھول	mistake, error
صحیح ہونا	to be right
صحیح، درست، ٹھیک	right, correct

Urdu	English
غلط ہونا	to be wrong
تصحیح کرنا/بہتر کرنا	to correct, to improve
درستی / اصلاح	correction, improvement

3.5.2.18 Materials

Urdu	English
سوتی/سوت	cotton
سونا	gold
لوہا	iron
لکڑی	wood
چمڑا	leather
گتّا	cardboard
ریشم	silk
کپڑا	material
اون	wool

3.5.2.19 Common abbreviations / titles

Urdu	English
پونڈ	£ = pound sterling
مسٹر ، صاحب ، جناب	Mr
محترم، محترمہ	Sir, Madam
ڈاکٹر	doctor
وغیرہ وغیرہ	etc
مثلاً	eg = for example

3.5.3 Theme based vocabulary (Foundation Tier)

3.5.3.1 Identity and culture

Me, my family and friends

Urdu	English
اکیلا	alone
عمر	age
بچہ/بچی	child
جوان	young
بوڑھا	old
تعارف	introduction
ایک جیسا	to look like
شناختی کارڈ	identity card
داڑھی	beard
مشہور	famous
ملاقات	visit
ایماندار	honest
پوچھنا	to ask
قلمی دوست	pen-friend
عینک	spectacles, glasses
مہربان	kind
مرد	man
پوتا/پوتی	grandchild (son's son/daughter)
نواسا/نواسی	grandchild (daughter's son/daughter)
اجازت دینا	to allow
سنجیدہ	serious
دوست/سہیلی	friend (m/f)

Urdu	English
خاندان کا فرد	member of the family
شرارتی	cheeky
دوستی	friendship
محسوس کرنا	to feel
کھانا کھلانا	to feed
پیدا ہونا	born (on)
بچپن	childhood
تاریخ پیدائش	date of birth
جائے پیدائش	place of birth
پاپا/ابا	father/dad
ماما/امی	mother/mum
بہن/باجی	sister
بھائی/بھیا	brother
بیٹا	son
بیٹی	daughter
دادی دادا/	father's father/mother
نانا/نانی	mother's father/mother
تاپا	father's elder brother (uncle)
چچا	father's younger brother (uncle)
ماموں	mother's brother (uncle)
خالہ	mother's sister (aunt)
پھوپھی	father's sister (aunt)
بدصورت	ugly
مددگار	helpful

Urdu	English
اچھا	nice
خوب صورت	pretty
وجہ	reason
مزاحیہ	humorous, witty
مجھے بہت پسند ہے	I like... (very much)
مجھے بالکل پسند نہیں	I can't stand .../I don't like...
لڑکا	boy
لڑکی	girl
کسی کو جاننا	to know (a person)
جان پہچان کرنا	to get to know
عجیب	strange, odd
دیکھ بھال کرنا	to look after
بوسہ لینا/چومنا	to kiss
رہنا	to live
پیار محبت	love
خوش طبیعت	lively
اکیلا	single
لوگ	people
عورت	woman
انسان	human being
نام رکھنا	to name
کسی کو پریشان کرنا	to get on someone's nerves
کان	ear
صاف ستھرا	tidy, neat

Urdu	English
شخص	person
پاسپورٹ	passport
خاموش	quiet, calm
شرمندہ ہونا	to be/feel ashamed
طلاق دینا	to divorce
مونچھیں	moustache
شرمیلہ	shy
آنکھیں	eyes
پہلا نام	first name
سوئیلا/سوئیلی	step (relation)
سگا/سگی	real (relation)
لڑائی/ جھگڑا کرنا	to quarrel
سخت مزاج	strict
باتونی	chatty, talkative
خواب	dream
اُداس	sad
منگنی کرنا/ہونا	to get engaged
شخص	person
شادی	wedding/marriage
شادی کرنا	to get married
معاف کرنا	to forgive
رشتہ / تعلق	relationship
شادی شدہ	married
الگ کرنا/ہونا	to separate

Urdu	English
خاوند	husband
بیوی	wife
انگوٹھی انگوٹھی	ring
تعارف کرانا تعارف	to introduce oneself
رونا چلانا	to cry
سسر	father in law
ساس	mother in law
رہنے کی جگہ	place of living
شادی کے بغیر ساتھ رہنا	civil partnership
ایک ساتھ / اکٹھے	together
نبھا کرنا	to get on with

Technology and everyday life

Urdu	English
پرنٹ کرنا / چھاپنا	to print (out)
فون کرنا	to call, to ring (phone)
استعمال کرنا	to use
اپنے بارے میں بتانا	to describe (oneself)
ڈیٹا کمپیوٹر میں داخل کرنا	to enter data into computer
گپ شپ / بات چیت کرنے کا کمرہ	chat room
وصول کرنا	to receive
بنانا / عمل میں لانا	to develop
ترقی	development
کام کرنا	to work, to function
خطرہ	danger/risk

Urdu	English
کی ملکیت ہونا	to belong (to)
ڈاؤن لوڈ/ ڈیٹا اتارنا یا منتقل کرنا	download
اپ لوڈ/ ڈیٹا چڑھانا	upload
گھنٹی کی آواز	ringtone
معلومات	information
مٹانا	to delete
میڈیا/ ذریعے	media
نا جائز استعمال	abuse
غلط استعمال کرنا	to abuse
پیغام	message
ڈھونڈنا	to look for
نیٹ ورک	network
شرمناک	embarrassing
میل باکس (ڈاک)	mail box (email)
خطرناک	dangerous
نقصان	disadvantage
لیپ ٹاپ	laptop
بھیجنا	to send
آگے	forward
حفاظت / احتیاط	protection
لکھ کر پیغام بھیجنا	to send an SMS/text message
وائی فائی	Wi-Fi
کمپیوٹر پر ڈیٹا محفوظ کرنا	to save data on computer
مرکزی صفحہ/تعارفی صفحہ	homepage (internet)

Urdu	English
شیئر کرنا / بانٹنا	to share
تحریر / عبارت	text

Free time activities

Urdu	English
مشغلہ	hobby
لطف اٹھانا	to have fun, to enjoy oneself
کہانی	story
شروع کرنا	to start, begin
مچھلی پکڑنا	to fish
آواز ریکارڈ کرنے والا آلہ	recorder
سینا	to sew
تیرنے کا لباس	swimming costume/suit
تیرنے کا حوض / تالاب	swimming pool
موسیقی	music
اخبار	news paper
شکایت کرنا	to complain
باغبانی کرنا / باغبانی	gardening
پیسے ادا کرنا	to pay
خبریں	news
پہاڑوں پر چڑھنا	mountain climbing
تاش کھیلنا	to play cards
نوجوانوں کا کلب / یوتھ کلب	youth club
پیچھا کرنا / کسی کی بات پر عمل کرنا	to follow
بھاگنا دوڑنا	to run

Urdu	English
شوق	interest
داخلہ فیس	admission fee
داخلہ ٹکٹ	(admission) ticket
ہنسنا	to laugh
گانا / گیت	song
تجویز کرنا	to recommend/suggest
دلچسپی لینا	to be interested in
ائس کریم / قلفی	ice cream
انناس	pineapple
ڈبل روٹی	bread
انڈا	egg
خربوزہ	melon
سرکہ	vinegar
گائے کا گوشت	beef
چپاتی / روٹی	chapatti
لوبیا	beans
ناشیپاتی	pears
سنگترہ / مالٹا	orange
گوبھی	cauliflower
شراب خانہ	pub
کھیرا	cucumber
دلیہ	porridge
بھیڑ / بکرے کا گوشت	mutton
سخت	hard

Urdu	English
خاص کھانا	main course
بیرا	waiter
آم	mango
کوفتے	meat balls
ہلکا پھلکا کھانا	snack
سالن	curry
خرچ آنا	to cost
لستی	yogurt drink
پھلوں کا رس	fruit juice
دودھ	milk
چائے ، کافی	tea, coffee
الو	potato
پنیر	cheese
سیب	apple
بسکٹ	biscuits
مچھلی	fish
بطخ	duck
کھانا پکانا	cooking
کڑاہی گوشت	Karayie goshat (fried meat)
بھنا گوشت	roast meat
نمک	salt
خدمت کرنا	to serve
پیاز	onions
مٹر	peas

Urdu	English
چینی	sugar
لیموں	lemon
زردہ	sweet rice dish
حلوه	pudding
گاجر	carrots
بریانی	savoury rice dish
کڑاہی گوشت	karayie goshat (fried meat)
ذائقے دار	tasty
بڑی اسکرین	big screen
پیار محبت والی فلم	film with a love story
مور	peacock
فرد	member
خبریں	news
میٹھا کھانا	dessert
مٹھائی	sweet meats
سویاں	noodles, pasta
گری دار میوے	nuts
پھل	fruit
تیل	oil
کالی مرچ	pepper
آٹو	peach
آلو بخارا	plum
کھمبی	mushroom
چاکلیٹ کا ڈبہ	chocolate (in a box of chocolates)

Urdu	English
چکھنا	to try, to taste
ٹرکی/فیل مرغ	turkey
کھانا	meal
سونگھنا	to smell
کشتی لڑنا	to wrestle
دہی	yogurt
کچا	raw
چاول	rice
کشتی چلانا/چپو چلانا	to row
رس	juice
ملائی/بالائی	cream
اکٹھا کرنا	to collect
جی بھر کے کھانا	to be full up, have had enough (to eat)
شطرنج	chess
مرچ مصالحے والا	spicy
کھلاڑی	player/athlete
گولی چلانا	to shoot
ناپسند کرنا	to dislike
ہلکے پھلکے کھانوں کی جگہ	snack bar
کشتی	sailing boat
بحری سفر کرنا	to sail
گھڑ سواری کرنا	horse riding
خود ہی چیزیں اٹھانا	self-service
پروگرام	programme

Urdu	English
تیراکی	swimming
لگاتار سلسلہ	series
بیٹھنے کی جگہ/نشست	seat
بیٹھنا	to sit
تیرنا	gardening
مکھن	butter
کھانے کا کمرہ/ہال	dining hall, dining room
کھلونے	toy(s)
پالک	spinach
کھیل	sport
چھلانگ لگانا	to jump
اسٹیڈیم/کھیل کا بڑا میدان یا جگہ	stadium
سبزی/ترکاری	vegetables
آواز	voice
بُننا	to knit
یخنی/شوربہ	soup
میٹھا	sweet
دن کا خاص کھانا	dish of the day
دن کا مینیو	menu of the day
غوطہ لگانا	to dive
مچھلیاں پکڑنا	to fish/fishing
پار کرنا	to cross
کھیلوں کا لباس	track suit
کھیلوں والے جوتے/ٹرینرز	sport shoe, trainers

Urdu	English
کسی سے ملنا	to meet (someone)
بیرے کو انعام یا بخشش دینا	tip (for waiter/waitress)
کھیل کود میں حصہ لینا	to do gymnastics
بات چیت کرنا	to have a chat
تفریح	entertainment
سبزیوں والے کھانے	vegetarian dishes
ہار جانا	to lose
لوک موسیقی / گیت	folk music
تجویز کرنا	to suggest
شروع کا کھانا	starter (on menu)
کرتب	jugglery/performance
پیدل چلنا	to walk
نرم	soft
بغیر ہڈی والا گوشت	meat cutlet (boneless)
انگور	grapes
آٹا	flour
کھٹا	sour
ڈھول	drum
پھینکنا	to throw
مقابلہ	competition
دفتر	office
پیسے ادا کرنا	to pay
قیمہ	mince meat
رسالہ	magazine

Urdu	English
اخبار	newspaper
چیزیں	stuff, things
کھینچنا	pull
تماشائی	spectator

Customs and festivals in Urdu-speaking countries/communities

Urdu	English
پھولوں کا گلدستہ	bouquet of flowers
روشنی کرنا	to light/switch on
گانا بجانا	to sing
لینا/حاصل کرنا	to get, to receive
شکریہ ادا کرنا	to thank
دعوت دینا/ کرنا	to invite
روزہ	fast/fasting
رمضان	Ramadan (fasting month)
خوشی منانا	to celebrate
عام چھٹی	public holiday
تہوار	festival
آگ کے کھیل/ پٹاخے	fireworks/bangers
امید رکھنا	to look forward to
پتنگ اڑانا	flying kite
مہمان	guest
میزبان	host
تحفہ	present
چاند رات	new moon night

Urdu	English
نمازِ عید	Eid prayer
نمازِ جمعہ	Friday prayer
تماشہ	show
موم بتی	candle
مذہبی	religious
پوری / پراٹھا	fried chapaati
عید الفطر	Eid-ul fiter
عید الضحی	Eid-ul adha
نیا سال (دن)	New Year's Day
عید میلہ	Eid mela/ fair
مسلمان	Muslim
سکھ	Sikh
ہندو	Hindu
عیسائی	Christian
سجانا	to decorate
نعت / حمد یا مذہبی کلام	religious poem
قربانی	sacrifice
یہودی	Jew
تقریب	celebration/occasion
سالگرہ	birthday
جلوس	street procession
پیار محبت کا دن	St Valentine's Day
مسجد	mosque
وضو	ablution

Urdu	English
کرسمس	Christmas
ہولی / رنگوں کا تہوار	Holy (colours festival)
دیوالی / روشنیوں کا تہوار	Diwali (festival of lights)
عبادت کرنا	to worship
دعا کرنا	to pray

3.5.3.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

Urdu	English
ٹریفک کی بتی / ٹریفک لائٹس	traffic light
پیش کرنا	to offer
ڈاک خانہ	offer
کپڑے پہن کر دیکھنا	to try on (clothes)
دواخانہ	pharmacy/chemist
سامان / چیزیں	apparatus, appliance
صفائی کرنا	to tidy (up)
پیسے خرچ کرنا	to spend (money)
بند کرنا / بجھانا	to turn/switch off
سیل / رعایتی قیمت پر بیچنا	sale
بکا ہوا	sold out
نانبائی کی دکان	baker's
تندور	oven
نہانا / غسل کرنا	to have a bath
نہانے کا ٹب	bathtub
جھونپڑی	farm house/hut

Urdu	English
کھیت	farm/field
شاخ/ٹہنی	branch
درخت/ پیڑ	tree
پہاڑ	mountain
تصویر	picture
پھول	flower
تلنا	to fry
پُل	bridge
کتب خانہ / لائبریری	library
کتابوں کی دکان	book shop
راہ گزر / پکا راستہ	pavement
چھت	roof
بجلی	electricity
کمبل	blanket
فاصلہ	distance
ہال / بڑا کمرہ	hall
گرجا گھر	cathedral/church
تھا نہ / پولیس اسٹیشن	police station
کمرہ	room
عمارت	building
اپنا / خود کا	own
دھونا	to wash
خریداری کرنا	to shop
خریداری کی ٹوکری/ تھیلا	shopping basket

Urdu	English
لباس	dress
شور	noise
لپیٹنا	to wrap (up)
بسنے والے / رہنے والے	inhabitant/ resident
بجلی کے سامان کی دکان	shop for electrical goods
نچلی منزل	ground floor
منزل	floor, storey
پلنگ / چارپائی	bed/cot
فیکٹری	factory
ٹکٹ	ticket (eg for bus)
روشن دان	ventilator
عجائب گھر	museum
قصاب/ گوشت کی دکان	butcher's shop
دریا	river
حجام کی دکان	hairdresser's
فرش	floor
پیدل چلنے والے	pedestrian
کانٹا	fork
گیس کا چولہا	gas cooker
عمارت	building
علاقہ	region, area
مناسب	reasonable
چڑیا گھر	zoo
بندر	monkey

Urdu	English
شیر	loin/tiger
ہاتھی	elephant
گھرانہ	household
جھاڑی والی باڑ	hedge
سر کی حفاظت کرنے والی ٹوپی	helmet
چولہا	cooker, stove
فلیٹوں سے بنی اونچی عمارتیں	high rise block of flats
پہاڑی	hill
زیورات / سنار کی دکان	jewelers
ٹوٹا ہوا / ٹوٹا پھوٹا	broken
پیسے کی ادائیگی کی جگہ	till, cash point
مختلف چیزوں کی دکان/ڈیپارٹمنٹل اسٹور	department store
تانگہ / گھوڑا گاڑی	horse-carriage
کپڑوں کی دکان	clothes shop
گھنٹی بجانا	to ring (bell)
دروازہ کھٹکھٹانا	to knock (door)
کھانا پکانا	to cook
کتابوں کی الماری	book shelf
مٹھائی کی دکان	confectioner's
تکیہ	pillow
مفت	free of charge
چوراہا	crossroads
گاہک	customer
دکان دار	shopkeeper

Urdu	English
دكان	shop
ديہات	countryside/village
زمین کا منظر / نقشہ	landscape
پنساری (غذائی اشیاء کی دكان)	grocer's
خالی کرنا	to empty
لگانا / رکھنا	to lay, to put
بتی / روشنی	light
پہنچانا	to deliver
چمچہ / چمچ	spoon
گھاس کاٹنا	to mow
کھانے کا وقت	meal time
سہولتیں	facilities
منڈی/بازار	market place
دیوار	wall
چاقو/چھری	knife
بیٹھک	sitting room/lounge
کرایہ	rent
کرائے پر لینا	to rent, to hire
بجلی کا تندور	microwave/ electric oven
موٹر سائیکل	motor bike
گھر جانا	going home
اوپر کی طرف جانے کا راستہ	upstairs
نیچے کی طرف آنے والا راستہ	downstairs
پڑوسی/ہمسایہ	neighbour

Urdu	English
شہر	city
بستر کے ساتھ والی الماری	bedside cabinet
ہنگامی صورت میں باہر نکلنے کا راستہ	emergency exit
سبزی کی دکان	green grocer's
حکم دینا/ کچھ لانے کے لیے کہنا	order
گاڑی کھڑی کرنے کی جگہ	parking place
پودا / بوٹا	plant
غسل خانہ	bathroom
جگہ	place
قیمت/بھاؤ	price
صاف کرنا	to clean
رسید/ وصولی	receipt
فاصلہ	distance
تالا	lock
ایک ساتھ جڑے ہوئے گھر	terraced house
چادر	sheet
بجلی کی سیڑھی/ اسکیلیٹر	escalator
سامان	thing, stuff
گلی	street
تیز ریل گاڑی	fast railway
باہر کھڑکی سے دکان کا نظارہ کرنا	shop window
قطار میں کھڑے ہونا	to queue
چابی	key
الماری	cupboard

Urdu	English
سٹیشنری/ کتابوں کی دکان	stationery/book shop
دراز	drawer
خاص رعایت/ پیشکش	special offer
شیشہ/ آئینہ	mirror
کھیلنے کا میدان	play ground
شہر کے باہر کا قریبی علاقہ	outskirts of a town
کم کرنا	to reduce
کھڑا کرنا	to put, to place (upright)
پیالی / کپ	cup
چمچی	teaspoon
تھالی	plate
قالین	carpet
تولیہ	towel
میز پوش	table cloth
دیگچہ / پتیلا	pan
سیڑھیاں	stairs
مینار	tower
زمین کے نیچے چلنے والی گاڑی / ٹیوب	underground train, tube
گھرا ہوا	surrounded by
ارد گرد کا علاقہ	surrounding area
گھر تبدیل کرنا	to move (house)
پردے	curtain
جھاڑی	shrub
گلدان	vase

Urdu	English
لکڑی ، جنگل	wood, forest
دروازہ	door
روشنی / اجالا	light
منہ ہاتھ دھونے کا ٹب	wash basin
چراگاہ/ گھاس چرنے کی جگہ	meadow
شیشہ گھر / کمرہ	conservatory
باغیچہ	small garden
غنچہ	bud
باغ / چمن / گلشن	garden
بنگلہ	bungalow

Social issues

Urdu	English
وزن کم کرنا	to lose weight
رگ	vein
بوڑھے لوگوں کے رہنے کی جگہ	old people's home
گمنام	anonymous
سانس	breath
بار مان جانا/ چھوڑ دینا	to give up
بند کرنا/ منع کرنا	to stop
غیر ملکی	foreigner
خبردار کرنا	to warn
شرابی/نشے کی حالت میں	drunk, intoxicated
ورزش	exercise
بے ہوش	unconscious

Urdu	English
ہوش میں ہونا	consciousness
کھانسی	cough
خون	blood
بیمار ہونا	to be sick, to break
نشے والی چیز	drug
نشے والی چیزیں بیچنے والا	drug dealer
نشے کا عادی	drug addict
مہاجر	immigrant
آرام کرنا / سسٹانا	to relax
غذا/خوراک	food, nutrition
طبی امداد	First Aid
میں ٹھیک ہوں / ٹھیک نہیں	I am fine, well/not well
موٹا	fat/obese
چربی والا / چکنا	fatty
آگ بجھانے والا عملہ	fire brigade
اپنی مرضی سے	voluntarily
والنٹیر	volunteer
ٹوٹا پھوٹا	broken
صحت مند	healthy
صحت	health
وزن	weight
جیتنا	to win
برابری	equality
قائم رکھنا	to hold, to keep

Urdu	English
جلد کا رنگ	colour of the skin
مدد کرنا	to help
دل	heart
مدد/ امداد	help
مجبور	helpless
اچھی/ٹھیک حالت میں ہونا	to be in form/in (good) shape
بیمار	ill
ہسپتال / شفا خانہ	hospital
بیماری	illness
کینسر / سرطان	cancer
جگر / کلیجہ	liver
معدہ	stomach
دوا / دوائی	medicine
ہمدردی	sympathy
تحفہ	prize
نسل	race
دیکھ بھال	care
نسلی بھید بھاؤ کرنے والا	racist
نصیحت	advice
سگریٹ پینا	to smoke
سکون	peace, tranquility
نقصان پہنچانے والا	damaging, harmful
درد/ تکلیف	pain, ache
درد / تکلیف ہونا	to have ...ache

Urdu	English
پریشانی	worry
خیال رکھنا / دیکھ بھال کرنا	to care for, to look after
چندہ دینا	to donate
ٹیکہ / حفاظتی ٹیکہ	injection/vaccination
مرنا	to die
عادت	addiction/habit
دل کا دورہ	heart attack
جانوروں کی حفاظتی جگہ	animal shelter
مردہ	dead
بیمار پڑ جانا	feeling ill/sick
حادثہ	accident
سانپ	snake
ٹریفک کا حادثہ	traffic accident
زخمی ہو جانا	to be/get injured
چوٹ	injury
تکلیف پہنچانا	to hurt
خیرات	charity
قصور وار	guilty
خیراتی کام	charity work
وزن بڑھانا/ وزن بڑھ جانا	to put on weight

Global issues

Urdu	English
کوڑا کرکٹ	rubbish, waste
کوڑے کا ڈبہ	rubbish bin, litter bin

Urdu	English
زہریلی گیسیں / گاڑی کا دھواں	poisonous/exhaust fumes
عزت	respect, esteem
حملہ کرنا	to attack
ردی کاغذ	waste paper
اُگانا / بڑھانا	to grow
بے روزگار	unemployed
غریب	poor
انصاف	justice
ڈرانا دھمکانا	to threaten
فقیر / بھکاری	beggar
آبادی	population
روزانہ	daily
قرضہ	debt, loan
ایندھن	fuel
چور	thief
بہید بھاؤ	discrimination
تنہا	lonely
کوڑا پھینکنا	to dispose of (waste, refuse)
سخت سردی لگنا	to freeze to death
سائیکل کا راستہ/گلی	bicycle track/lane
بھاگ کھڑا ہونا	to flee
پناہ لینے والا	refugee
استعمال	usage
خطرناک	dangerous

Urdu	English
سوسائٹی/ معاشرہ	society
ظلم	cruelty
شدید	violent/severe/intense
گرم کرنا	to heat
بیرونی/ باہر	outside
مچھر	mosquitoes
مستقل ٹھکانا نہ ہونا	to have no fixed abode
کوئلہ	coal
بجلی گھر	power station
جنگ	war
مصنوعی چیزیں	man-made/synthetic material
شور شرابا	noise
زندگی	life
ہوا	air
گندگی	air pollution
ضرورت	need
بے گھر	homeless
زلزلہ	earthquake
کھلے عام	publicly
مظلوم/ جس پر ظلم ہوا ہو	victim
اوزون (آکسیجن گیس) کی تہ میں سوراخ	hole in the ozone layer
ایک خاص قسم کی آکسیجن کی تہ	ozone layer
ضائع کرنا	to waste
امیر	rich

Urdu	English
گندا / گدلا	polluted
صاف ستھرا	clean
آکسیجن (گیس)	oxygen
تیزابی بارش	acid rain
نقصان پہنچانا	to damage, to harm
سیلاب	flood
نقصان دہ	harmful
چھلکا	skin (fruit), peel (potato)
گندہ	dirty
بچاؤ کرنا	to protect
کمزور	weak
سورج کی روشنی سے حاصل کی گئی توانائی	solar energy
بہتہ / انکم سپورٹ	income support
کونسل کا فلیٹ	council flat
جمع کرنا / بچت کرنا	to save, to conserve
مضبوط	strong
چوری کرنا	to steal
بڑھتی ہوئی گرم فضا	greenhouse effect/global warming
بہت زیادہ آبادی	over-populated
سورج کی شعائیں	ultra-violet rays
ماحول	environment
ماحول کے لیے نقصان دہ	environmentally hostile
ماحول کی لیے بہتر	environmentally friendly
سہارا دینا	to support

Urdu	English
مارنا / مار دینا	to hit/kill
خرچ / کھپت	consumption
جرم	crime
مجرم	criminal
ٹرانسپورٹ کے ذریعے / ذرائع آمدورفت	means of transport
سامان کو باندھنا / لپیٹنا	packaging
گندہ کرنا / گدلا کرنا	to pollute
غائب ہو جانا	to disappear
خارج کرنا	to drive out, to expel
چلتے پانی کی طاقت سے بجلی پیدا کرنا/ پن چکی	hydroelectric power
پانی کا گندہ ہونا	water pollution
پھینک دینا	to throw away
پوری دنیا	worldwide
برباد کرنا	to destroy
گھر ، مکان	home, house

Travel and tourism

Urdu	English
روانہ ہونا	to leave, to depart
اُٹھانا / لینے جانا	to collect, to pick up
پہنچنا	to arrive
ایشیا	Asia
تفریح / گھومنا پھرنا	excursion
پُر کرنا	to fill in
باہر کا ملک	foreign country

Urdu	English
نظارہ	view
نیچے اُترنا	to alight, get off (bus)
پلیٹ فارم	platform
جانا پہچانا	known
جگہوں پر جانا / گھومنا پھرنا	to sightsee, to visit
ٹھہرنا / رُکنا	to stay
نقشہ	map
کشتی / ناؤ	boat
چٹھیاں ڈالنے کا ڈبہ / لیٹر بکس	letter box
ڈاک کا ٹکٹ	postage stamp
قلعہ	castle
کیمپ لگانے کی جگہ	campsite
سعودی عرب	Saudi Arabia
دو لوگوں کے لیے کمرہ	double room
سوار ہونا	to get in/on
ایک شخص کے لیے کمرہ	single room
مہر لگوانا	to stamp/validate a ticket
یادداشت	memory
تجربہ کرنا	to experience
کمی / رعایت	reduction
پار کرانے والی بڑی کشتی/سمندری جہاز	ferry
سفری ٹکٹ نکالنے کی مشین	ticket machine
ٹکٹ گھر / دفتر	ticket office
کرایہ	fare

Urdu	English
سائیکل کرائے پر لینا	bicycle hire
سفر	journey
پرواز	flight
ہوائی اڈہ	airport
ہوائی جہاز	plane
گھٹا	dark clouds
کیمرہ	camera
سفری سامان	luggage
یونان	Greece
ادھر اُدھر سفر کرنا	to travel around
نوجوانوں کا ہوسٹل	youth hostel
اٹیچی / صندوقچہ	suitcase
خوشبو / عطر	cologne, scent
ساحل	coast
سمندر	sea
روم	Rome
دبئی	Dubai
انگلستان	England
ہنگامی صورت میں نکلنے کا راستہ	emergency exit
کھلنے کے اوقات	opening times
مقامی	local
دریا	river
گاڑی خراب ہو جانا	breakdown
مسافر	passenger

Urdu	English
مسافر خانہ	travel inn
پاکستان	Pakistan
سفر / ٹرپ	journey, trip
سفر کرنا	to travel
سفر کرنے والا	traveller
سفری چیک	traveller's cheque
سفری تھیلا	travel bag
منزل	destination
فرانس	France
سمت / طرف	direction
دورہ	round trip, tour
بھارت	India
تجوری	locker
محل	castle, palace
جھیل	lake
نہر	canal
سمندری سفر میں متلی آنا	sea sick
دیکھنے کے قابل	worth seeing
سیاحوں کی توجہ کا مرکز	tourist attraction, sight
حفاظتی پیٹی	safety belt, seat belt
دھوپ سینکنا	to sunbathe
سورج کی روشنی سے جلا ہوا	sunburn
کھانے پینے کے سامان والی گاڑی	dining car, restaurant car (train)
شہر میں ادھر ادھر گھومنا	stroll through town, tour

Urdu	English
ٹریفک کی بھیڑ	traffic jam
ساحل سمندر	beach
سڑک کا نقشہ	road map
تلاش کرنا	to look for, search
سمندر پار کرنا	crossing (sea)
رات بھر ٹھہرنا	to stay overnight
بستر (کمرہ) اور ناشتہ	B&B
سڑک پار کرنا	to cross (road, sea)
سفر کا ذریعہ بدلنا	to change (means of transport)
راستے میں	on the way
چھٹی	holiday
وقت گزارنا	to spend (time)
یاد کرنا	to miss
دیر / تاخیر	delay
پورا / مکمل انتظام	full board
انتظار کرنا	to wait (for)
انتظار گاہ	waiting room (eg station)
دُور / پرے	away
راستہ / پاتھ	way, path
سفر پر روانہ ہونا	to leave, to travel away
کہیں چلے جانا	to leave, to go away
سفر جاری رکھنا	to travel on
دوبارہ	again
روانگی	departure

Urdu	English
قافلہ	caravan
خیمہ	tent

3.5.3.3 Current and future study and employment

My studies

Urdu	English
استاد / استانی	teacher (m/f)
مضمون	subject
دوسرے ملک کی زبان	foreign language
ٹھیک ، مناسب	fair, just
ہوشیار / ذہین	clever, intelligent
پڑھانا / سکھانا	to teach
ہیڈ ٹیچر / پرنسپل	head teacher, principal
سبق	lesson
نا مناسب / غلط	unfair

Life at school/college

Urdu	English
بہت اچھا / خوب	very good
تسلی بخش	satisfactory, fair
کافی	sufficient
فیل / ناکام	fail
بہت ہی خراب	extremely poor, inadequate
اسکول چھوڑنے کا سرٹیفکیٹ	school leaving certificate
پنسل تراش	pencil sharpener
جواب	answer

Urdu	English
کپڑے پہننا	to get dressed
سر گرمی	activity
توجہ دینا	to pay attention
اُٹھ جانا / اُٹھنا	to get up
جاگنا / جاگ جانا	to wake up
بدلنا / تبدیل کرنا	exchange
حاضر	present
مثال	example
پاس / کامیاب ہونا	to pass (exam/test)
کام سے کترانا / اسکول سے غائب رہنا	to skip work, to play truant
حساب	mathematics
آخری	last/final
کامیابی	success
کامیاب	successful
تشریح کرنا / کھل کے بتانا	to explain
بتانا / بیان کرنا	to tell, to narrate
سست	lazy
غیر حاضر	to be missing, absent
چھٹیاں	holidays
محنتی	hard working
سوال	question
سوال پوچھنا / کرنا	to ask
اسکول / مدرسہ	school
پا لینا / مل جانا	to found

Urdu	English
پرائمری / ابتدائی اسکول / مدرسہ	primary school
انگریزی	English
سیکنڈری / ثانوی اسکول / مدرسہ	secondary school
نقل کرنا	to copy
قمیض / قمیص	shirt
پتلون	trousers
رہائشی اسکول / مدرسہ	boarding school
عربی	Arabic
قلم	pen
لباس	dress/costume
مستقبل	future
ٹھیک کرنا / درست کرنا	to correct
شاگرد	pupil
تجربہ گاہ / لیبارٹری	laboratory
اساتذہ کا کمرہ	staff room
پیمانہ (ماپنے کے لیے)	ruler
رنگ بھرنا	to paint
دوپہر کے کھانے کا وقفہ	lunch break
زبانی	orally
سزا ملنا	to have a detention
درجہ	grade
مذہبی تعلیم	religious education
وقفہ	break
بات چیت کرنا	to chat, to talk

Urdu	English
امتحان	exam
داڑھی بنانا	to shave
کمرہ جماعت	class room
سوال نکالنا / حل کرنا	to calculate, to do sums
اردو	Urdu
تاریخ	history
دوپٹہ	scarf
بننا سنورنا	to put on make-up
لکھا ہوا	written
طالب علم/ طلبا	student/students
کھیل کا میدان	playground
کتاب	book
صفحہ	page
سلانی / سینا پرونا	sewing
بیٹھنا	to sit down
دہرانا / دوبارہ کہنا	to repeat
زبان	language
قینچی	scissors
تختہ سیاہ / سفید	black/white board
مشق کرنا	to practise
مشق / ورزش	exercise
کپڑے تبدیل کرنے کا کمرہ	changing room
کپڑے بدلنا	to get changed, change clothes
پڑھنا / پڑھائی کرنا	to read/study

Urdu	English
لکھنا / تحریر کرنا	to write
اسمبلی / اکٹھے ہونا	assembly
سمجھنا	to understand
کوشش کرنا	to try
چننا	to choose
منہ ہاتھ دھونا	to have a wash
جاننا	to know
ڈکشنری / لغت	dictionary
دانت صاف کرنے کا برش	toothbrush
دانت صاف کرنے کی پیسٹ	toothpaste
تصویر بنانا	to draw
اسکول کی رپورٹ	school report
سننا	to listen

Education post-16

Urdu	English
ٹریننگ / تربیت لینے والا	apprentice, trainee
اے لیول کے برابر	A-level equivalent
کام کا تجربہ	work experience
کام کی تربیت / ٹریننگ	job training
کام کے لیے خالی جگہ	vacancy
پیشہ چننے کے لیے صلاح مشورہ دینے والا	careers adviser
پیشہ / کام/نوکری	profession/career
درخواست دینا	to apply for
درخواست / عرضی	application

Urdu	English
خط / چٹھی	letter
مالک	boss
فیصلہ کرنا	to decide
تجربہ	experience
تعلیم	education
گاڑی چلانے کا لائسنس	driving licence
موقع	opportunity
ساتھی / ساتھ کام کرنے والا	colleague
کورس / نصاب	course
ذاتی تفصیلات	curriculum vitae (CV)
کام کی تربیت / شاگردی	apprenticeship
تنخواہ	wage
کم سے کم تنخواہ	minimum wage
نصیحت / مشورہ	advice
پڑھائی کے سال کا ایک حصہ	term
یونیورسٹی میں تعلیم کے لیے جگہ	university place
پڑھائی	studies
کمانا / پیسہ کمانا	to earn

Jobs, career choices and ambitions

Urdu	English
ملازم	employee
دوا ساز	pharmacist
کام کے اوقات	work hours
نانبائی	baker

Urdu	English
معمار	building/construction worker
بنانا / تعمیر کرنا	to build
کسان	farmer
سرکاری ملازم	civil servant
نوکری / ملازمت	job, occupation
کام پر ہونا	(to be) in work
مصروف ہونا	to be busy
فیصلہ کرنا	to decide
خود مالک ہونا	to own
مالک	owner
ادائیگی / پیسے دینا	payment
ڈاکیا	postman
دفتر	office
پورا کرنا	to fulfill
آگ بجھانے والا	fire fighter
قصاب / قصائی	butcher
حجام / نائی	hairdresser
سارا دن	all day
باغبانی کرنے والا	gardener
تنخواہ	salary
گھریلو عورت	housewife
باہر / کھلی فضا میں	outside, in the open air
پیشہ / کام	career
گلوکار / گانے والا	singer

Urdu	English
خانساماں / باورچی	chef, cook
نرس	nurse
لاری چلانے والا	lorry driver
رنگ روغن / سجاوٹ کرنے والا	painter, decorator
سنار	goldsmith
پادری	parish priest, vicar
فوجی	soldier
سپاہی	policeman
پنشن / وظیفہ پانے والا	pensioner
اداکار	actor
دن کے مختلف حصوں میں کام کرنا	shift work
تلاش کرنا / پتا لگانا	to look for, to search
کچھ گھنٹوں کے لیے (پارٹ ٹائم) کام کرنا	part time job
تاریخ	date
بڑھئی / ترکھان	carpenter
دکان میں مددگار	shop assistant
سارا وقت کام کرنا	full time work
کام کے لیے انٹرویو	job interview
خواہش	wish

3.5.4 Theme based vocabulary (Higher Tier)

3.5.4.1 Identity and culture

Me, my family and friends

Urdu	English
اکلوتا	single child

Urdu	English
خود مختار	independent
گھنگھریالے بال	curly hair
نگہبانی کرنا	to look after
شہریت / قومیت	nationality
واقف کار	acquaintance
سر پرست	guardian
نوجوان	youth
بالغ	adult, grown up
لڑکپن	adolescence
حاسد	jealous
کفالت کرنا	to raise (family)
دھوکے باز	conceited
سالا / سالی	wife's brother/sister
شخصیت	personality
ہم جنسی ازدواجی رشتے	same-sex marriage/partnership
فیاض / فراخ دل	generous
کنوارا - کنواری	bachelor, virgin
خوش طبع	lively/jolly
اذیت اٹھانا	to suffer
نا بالغ	(to be a) minor, under legal age
مسکراہٹ	smile
عمر رسیدہ	elderly
اختلافات	differences
میل جول	socialising

Urdu	English
قطع تعلق کرنا	to break up
صلح کرنا	to reconcile
ازدواجی زندگی	marriage life
طے شدہ شادی	arranged marriage
دلجوئی کرنا	to console
خفا ہونا	to get angry
مغرور	arrogant
مخلص	sincere
رضا مندی	willingness
جہیز	dowry
جائیداد	property/asset
وارث	heir
غلط فہمی	misunderstanding
بدنامی	disgracefulness
ملنسار	outgoing/friendly
خود غرض	selfish
شریک حیات	life partner
جنس (عورت / مرد)	sex/gender (m/f)
میاں بیوی	husband and wife
دوست احباب	friends/colleagues
بہنوئی	brother-in-law (sister's husband)
نند	sister-in-law (husbands' sister)
سسرال	in-laws
خود اعتمادی	self-confident, self-assured

Urdu	English
نکاح	wedding (ceremony)
وفادار	faithful, loyal
منگیترا	fiancé(e)
طلاق شدہ	divorced
تعلقات	relationships
عزیز و اقارب	relations/relatives
درگزر کرنا	to forgive
سن بلوغت کو پہنچنا	(to be) of age
تعجب ہونا	to become astonished
قابل اعتبار	reliable
شک و شبہ کرنا	to doubt

Technology and everyday life

Urdu	English
ذریعہ استعمال / وسائل	applications
صارفین	users
ترکیب / ترتیب	settings
تبادلہ خیالات	exchange of ideas
حفاظتی تدابیر	safety measures
معلوماتی	informative
ایجاد	invention/innovation
سماجی رابطے	social network/media
رابطہ بحال رکھنا	to stay in contact

Free time activities

Urdu	English
محفوظ کر لینا / قلم بند کرنا	to record
جوشیلا/پُر جوش	exciting
کوہ پیمائی	mountain climbing
سیاح	tourist
بن مانس	gorilla
آغاز ہونا / کرنا	to begin
تھکاوٹ / تھکن	tiring
نمائش	exhibition
تفریحی سرگرمیاں	leisure activities
شعر و شاعری / محفلِ مشاعرہ	poetry/poetry reading
راج ہنس	goose
ستار	violin
سنسنی خیز / ہنگامہ خیز	thrilling
کردار	role/character
اداکاری	acting
رومانوی	romantic
نامور شخصیت	celebrity
ٹراؤنی	horror
اعلیٰ معیار	high standard
لطف اندوز/ پُر لطف	entertaining
بانسری	flute
ورزش گاہ	gym
دستر خوان بچھانا	to lay the table
قلمی دوستی	pen friendship

Urdu	English
ذیلی عنوان	subtitle
چہل قدمی	stroll
غیر متوقع	surprise/unexpected
ذیلی عنوان	subtitle
خودکار	automatic
موج مستی	fun, enjoyment

Customs and festivals in Urdu-speaking countries/communities

Urdu	English
تقریب	event
مہمان نوازی	hospitality
جلوس	procession
یوم آزادی	Independence day
عقیقہ	child birth ceremony (tonsuring)
آتش بازی	fireworks
رسم حنا	henna ceremony
شہنائی	clarion (music)
بارات	wedding procession
ولیمہ	after wedding ceremony
دعوت نامہ	invitation
سجنا سنورنا	to adorn
تلاوت قرآن پاک	recitation of holy Quran
عید میلاد النبی	Eid melad ul Nabi
سحری	pre-dawn meal before fasting
افطاری	meal (breaking a fast)

Urdu	English
نذرانہ	present (to superior)
تبلیغ	preaching
شب بارات	night of blessings
خاطر تواضع کرنا	to entertain
تعزیت	condolences
سوک منانا/ رنجیدہ ہونا	to grieve

3.5.4.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

Urdu	English
ذخیرہ اندوزی کا کمرہ	storeroom
آتش دان	fire place
چھری کانٹے اور چمچے	cutlery
کنواں	well (water well)
یک طرفہ گلی	one way street
بالا خانہ	attack
صدر مقام/دارالخلافہ	capital city
نواحی علاقے	surrounding areas
آلات / اوزار	appliance
وسیع / کشادہ	roomy, spacious
چینی کے برتن	crockery
تہ خانہ	cellar
ہریالی	green area, park
باشندے	inhabitants
جزیرہ	island

Urdu	English
امكانات	possibilities
عام آمدورفت	public transport
مفلس ہونا	to be skint
ناقص	faulty
رعایت	discount
بند گلی/کوچہ	cul-de-sac
بچت	(savings) bank
محله/علاقہ	part of the town
ضلع	district, part of the town
یادگار	monument
مشروبات	drinks
سودا سلف	goods, things bought
بندرگاہ	harbour, port
زینہ	staircase
بے سود/بے کار	in vain
نقل مکانی کرنا	move, moving (house)
بلندو بالا عمارتیں	sky-scraper

Social issues

Urdu	English
ترک منشیات کے حامی	teetotal
انحصار کرنا	to be dependant on
سانس لینے میں دشواری	breathing difficulties
حاجت مند	somebody in need
ارتکاب کرنا	to commit, to perpetrate

Urdu	English
دنغا فساد کرنا/ تباہی مچانا	to vandalise
نقل و حرکت کرنا	to move about
نشہ بازوں کے لیے اصلاحی سینٹر	advice centre for drug addicts
اعزازی / خود مختارانہ	honorary, voluntarily
بنیادی / قدرتی	biological
گہرا سانس لینا	to breathe in
شمولیت	integration
تشدد/ زور و جبر	violence
شراب نوشی	alcoholism
مدہوشی	intoxication
مہلک بیماریاں	fatal illnesses
دماغ / ذہن	brain
زندہ	alive
دبلے پن میں مبتلا	anorexic
غذا / خوراک	food
نشو و نما	nourishment
نسلی تعصب / نسل پرستی	racial prejudice, racism
ملاوٹ	impurity
گواہی دینا	to witness
نشہ / نشہ آور اشیاء	drug, narcotic
ایذا پہنچانا	to damage, to harm
مجرمانہ / خلاف قانون فعل	criminal offence, act
تعاون کرنا	to co-operate/support
مقررہ مقدار سے زیادہ دوا لینا	overdose

Urdu	English
موٹاپا	overweight
پرہیز کرنا/ باز رہنا	to avoid

Global issues

Urdu	English
جنگلات کی کٹائی	deforestation
زہریلی گیسیں	poisonous gases/fumes
حاجت مند	needy
کھاد	fertiliser
صنعتی	industrial
برابری/مساوات	equality
خشک سالی	draught
کوڑا کرکٹ رفع کرنا	waste disposal
غربت/تنگ حالی	poverty
بے گھر لوگوں کا ٹھکانہ	hostel for homeless people
ترقی یافتہ	developed
حد سے گزر جانا	to exceed
آلودہ کرنا	to pollute
بے روزگاری	unemployment
سب سے پاک	lead free
دوبارہ استعمال میں لانا	to recycle
استعمال شدہ	used
ہڑتال	strike
لاچار / مجبور	helpless
خوشحالی / بحالی	prosperity

Urdu	English
وسائل	resources
دہشت گردی	terrorism
مہاجر، پناہ گزین	immigrant, refugee

Travel and tourism

Urdu	English
یادگار چیز/نشانی	souvenir, memento
سرسری نظر ڈالنا	to have a look at something
برطانیہ	United Kingdom
قیام	stay
معلومات	information
گاڑی کرائے پر لینا	car rental
عجلت کرنا / جلدبازی کرنا	to hurry
ساتھ ہونا/ دینا	to accompany
تصدیق کرنا	to confirm
جھیل سیف الملوک	Lake Saif ul Malook
دھانی / بھاپ والی کشتی	steam boat
ہوٹل کا استقبالیہ	hotel reception
دریافت کرنا	to discover
یاد رکھنا / حفظ کرنا	to remember
مشرق وسطیٰ	Middle East
نا معلوم	unknown
مسافت/سفر	journey
کتابچہ	brochure, leaflet
رہائش	accommodation

Urdu	English
رابطہ / تعلق	connection
سیاحوں کا معلوماتی دفتر	tourist information office
رسم و رواج	customs
مزید ادائیگی / وصولی	extra charge, surcharge

3.5.4.3 Current and future study and employment

My studies

Urdu	English
زبان سکھانے میں مددگار	language assistant
مطالعہ	study
علمِ کیمیا	chemistry
غیر نصابی سرگرمیاں	extra-curricular activities
علمِ طبیعیات	physics

Life at school/college

Urdu	English
نگران / محافظ	caretaker
انتخاب	choice
تلفظ	pronunciation
جواب دہ ہونا	to be answerable
ناکام ہونا	to fail (exam/test)
پوچھ گچھ کرنا	to enquire
نتیجہ / نتائج	result, outcome
راہداری	corridor
کارِ نمایاں/کامیابی	achievement
ریاضی	mathematics

Urdu	English
تعلیم بالغاں	adult education
اوقات	time table
اسکول سے ناغے کرنا	to play truant
سزا	punishment
اعلیٰ تعلیم	higher education

Education post-16

Urdu	English
داخلہ لینا	to enroll
تکنیکی کالج [خاص فن کے متعلق]	technical college
گھریلو سائنس	home economics
لازمی مضامین	compulsory subject
معاشرتی علوم	social studies, politics
اختیاری مضمون	optional subject
کاروباری تعلیم	business studies, economics
سیاست	politics
زراعتی	agricultural

Jobs, career choices and ambitions

Urdu	English
آجر/مالک	employer
اجلاس / جلسہ	meeting, gathering
تشویش	concern
نوکری سے برطرف کرنا/ معطل کرنا	to sack someone
انتظام کرنا / بندوبست کرنا	to arrange
شریک کار	partner/colleague

Urdu	English
فائدہ مند / اطمینان بخش	rewarding
کُل وقتی ، جُز وقتی	fulltime, part-time
آمدنی	income
بھرتی کرنا / ملازم رکھنا	to recruit, to employ
سالانہ	annual
تقرری	appointment

4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2019 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Urdu include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

4.1 Aims and learning outcomes

Courses based on this specification should encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Urdu should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Courses based on this specification must encourage 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 to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to 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 Urdu is spoken
- 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 prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Urdu specifications and all exam boards.

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

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

4.2.1 Assessment objective weightings for GCSE Urdu

4.2.1.1 Foundation and Higher Tiers

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (Listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

4.3.1 Foundation Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	40	x3/2	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	50	x6/5	60
Total scaled mark:			240

4.3.2 Higher Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	50	x6/5	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	60	x1	60
Total scaled mark:			240

4.4 Paper 1: Listening

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

- The test will be studio recorded using native speakers speaking in clearly articulated, standard speech at near normal speed.
- The recording will be provided to schools and colleges in an appropriate audio format at the same time as the dispatch of the question papers.
- Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
- Students will be given five minutes' reading time at the beginning of the test to give them time to read the questions.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Each item will be heard twice and pauses for students to answer will be built into the test.
- Students will be allowed to make notes at any time during the test.
- Access to dictionaries is not permitted at any time during the test.

4.4.1 Foundation Tier and Higher Tier

In Section A, students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Urdu, requiring non-verbal responses or responses in Urdu. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test, which will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone messages, together with some material which will be longer and will include reference to the

relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

4.5 Paper 2: Speaking

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher's booklet will contain a *Speaking test sequence chart* which will show which Role-play and Photo card each student must be allocated and which themes will be covered in the General conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test are in English. All questions are in Urdu.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the general conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

4.5.1 Foundation Tier and Higher Tier

60 marks

Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes).

Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

4.5.1.1 Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

4.5.1.2 Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.

4.5.1.3 General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The general conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker.

See the Speaking test assessment criteria.

4.6 Paper 3: Reading

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

- Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

4.6.1 Foundation Tier and Higher Tier

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Urdu, requiring non-verbal responses

or responses in Urdu. In Section C, there will be a translation from Urdu into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier). The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

4.7 Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in Urdu.

4.7.1 Foundation Tier

50 marks; 1 hour

Students are required to write in Urdu.

4.7.1.1 Question 1 (8 marks)

A message which demonstrates students' ability to write short sentences using familiar language in a familiar context.

4.7.1.2 Question 2 (16 marks)

A short passage which demonstrates students' ability to write a short text, using simple sentences and familiar language accurately, to convey meaning and exchange information. Students are expected to write approximately 40 words but, **provided the tasks set are completed**, the number of words is not important.

4.7.1.3 Question 3 (10 marks)

A translation from English into Urdu, requiring a minimum of 35 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

4.7.1.4 Question 4 (16 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. They also 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. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 4.1 or 4.2. This question is common to Higher Tier Question 1.

4.7.2 Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in Urdu.

4.7.2.1 Question 1 (16 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. They also 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. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

4.7.2.2 Question 2 (32 marks)

An open-ended writing task which demonstrates their 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. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 2.1 or 2.2.

4.7.2.3 Question 3 (12 marks)

A translation from English into Urdu, requiring a minimum of 50 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test assessment criteria.

4.8 Assessment criteria

4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.2 Speaking

Marks will be allocated in the following way at both Foundation and Higher Tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

4.8.2.1 Foundation Tier

4.8.2.1.1 Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

For the Role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

4.8.2.1.2 Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

4.8.2.1.3 Part 3: General conversation (30 marks)

The General conversation is based on the two themes not covered in the Photo card. At Foundation Tier, the conversation should last between three and five minutes. It is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.

A zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.

4.8.2.1.3.1 Communication

Level	Mark	Communication
5	9–10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7–8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5–6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3–4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1–2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the general conversation.

4.8.2.1.3.2 Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7–8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.

Level	Mark	Range and accuracy of language
3	5–6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3–4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1–2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

4.8.2.1.3.3 Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

4.8.2.1.3.4 Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.

Level	Mark	Spontaneity and fluency
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

4.8.2.2 Higher Tier

4.8.2.2.1 Part 1: Role-play (15 marks)

There are five tasks for the role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's knowledge and use of language in the role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

For the Role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.

Mark	Knowledge and use of language
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

4.8.2.2.2 Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

4.8.2.2.3 Part 3: General conversation (30 marks)

The general conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.

A zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.

4.8.2.2.3.1 Communication

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

Notes

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the general conversation.

4.8.2.2.3.2 Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.

Level	Mark	Range and accuracy of language
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

4.8.2.2.3.3 Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

4.8.2.2.3.4 Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learned responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.

Level	Mark	Spontaneity and fluency
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.4 Writing

4.8.4.1 Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

4.8.4.1.1 Question 1 (8 marks)

Students are required to write four sentences. Each sentence is marked according to the following criteria.

Mark	Communication
2	The relevant message is clearly communicated.

Mark	Communication
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

4.8.4.1.2 Question 2 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate; examiners will mark all work produced by the student.

4.8.4.1.2.1 Content

Level	Mark	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

4.8.4.1.2.2 Quality of language

Level	Mark	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for content automatically results in a mark of zero for quality of language, but apart from that, the content mark does not limit the mark for quality of language.

4.8.4.1.3 Question 3 (10 marks)

The translation is assessed for conveying key messages (5 marks) and application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. When awarding the marks, the student's response across all five sentences should be considered as a whole.

4.8.4.1.3.1 Conveying key messages

Level	Mark	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

4.8.4.1.3.2 Application of grammatical knowledge of language and structures

Level	Mark	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for conveying key messages automatically results in a mark of zero for application of grammatical knowledge of language and structures, but apart from that, the conveying key messages mark does not limit the mark for application of grammatical knowledge of language and structures.

4.8.4.1.4 Question 4 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

4.8.4.1.4.1 Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

4.8.4.1.4.2 Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.

Level	Mark	Response
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for quality of language. Apart from that, the content mark does not limit the mark for quality of language.

4.8.4.2 Higher Tier

Marks will be allocated in the following way at Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

4.8.4.2.1 Question 1 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

4.8.4.2.1.1 Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.

Level	Mark	Response
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

4.8.4.2.1.2 Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for quality of language. Apart from that, the content mark does not limit the mark for quality of language.

4.8.4.2.2 Question 2 (32 marks)

There are two compulsory bullet points, assessed for content (15 marks), range of language (12 marks) and accuracy (5 marks), as specified in the criteria below. The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

4.8.4.2.2.1 Content

Level	Mark	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

4.8.4.2.2.2 Range of language

Level	Mark	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.

Level	Mark	Response
1	1–3	Little variety of appropriate vocabulary. Structures likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for content automatically results in a mark of zero for range of language. Apart from that, the content mark does not limit the mark for range of language.

4.8.4.2.2.3 Accuracy

Level	Mark	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for accuracy. Apart from that, the content mark does not limit the mark for accuracy.

4.8.4.2.3 Question 3 (12 marks)

The translation is assessed for conveying key messages (6 marks) and application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. When awarding the marks the student's response across the passage will be considered as a whole.

4.8.4.2.3.1 Conveying key messages

Level	Mark	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.

Level	Mark	Response
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

4.8.4.2.3.2 Application of grammatical knowledge of language and structures

Level	Mark	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for conveying key messages automatically results in a mark of zero for application of grammatical knowledge of language and structures, but apart from that, the conveying key messages mark does not limit the mark for application of grammatical knowledge of language and structures.

5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

5.1 Entries and codes

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

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Qualification title	Option	AQA entry code	DfE discount code
AQA GCSE in Urdu	Foundation Tier	8648F	TBC
	Higher Tier	8648H	TBC

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 603/1119/8.

5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Resits and shelf life

Students can resit the qualification as many times as they wish, within the shelf life of the qualification.

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 and colleges.

5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. Tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published at jcq.org.uk

Students with disabilities and special needs

We're required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested aren't changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader.

To arrange access arrangements or reasonable adjustments, you can apply using the online service at aqa.org.uk/eaqa

Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as family bereavement. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice visit [aqa.org.uk/access](https://www.aqa.org.uk/access) or email accessarrangementsqueries@aca.org.uk

5.7 Working with AQA for the first time

If your school or college hasn't previously offered our specifications, you need to register as an AQA centre. Find out how at [aqa.org.uk/becomeacentre](https://www.aqa.org.uk/becomeacentre)

5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home schooled or have private tuition, either with a tutor or through a distance learning organisation. They must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/privatecandidates](https://www.aqa.org.uk/privatecandidates)
- email privatecandidates@aca.org.uk

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8648

You can talk directly to the Urdu subject team:

E: mfl@aqa.org.uk

T: 01423 534 381