

For exams January, May and November onwards  
For teaching from September 2021 onwards

SPECIFICATION >



Learning  
Resource Network

# INTERNATIONAL AS AND A-LEVEL URDU (2112)



THE QUEEN'S AWARDS  
FOR ENTERPRISE:  
INTERNATIONAL TRADE  
2020

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## BACKGROUND TO LRN

Learning Resource Network (LRN) is a recognised Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers.

LRN is recognised for its high quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields.

In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery and assessment.

## ACCOLADES

### Queen's Award

In April 2020, LRN received the Queen's Award for Enterprise for International Trade. LRN is one of 220 organisations in the UK to be recognised with this prestigious accolade. This was in recognition of the expansion LRN brought to the overseas qualification market.

## MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

## CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence. Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.



## INTRODUCTION

This specification provides an overview to the LRN International AS & A Level Urdu Language<sup>1</sup>. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other educational based staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

## OBJECTIVE

The LRN International A & AS Level Urdu Language qualification is designed to help students acquire abilities which universities regard as highly desirable.

## MODE OF DELIVERY

This qualification has been constructed to be delivered within centres. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.

## PROGRESSION

The LRN International AS & A Level Urdu Language has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

1. Similar level 3 qualification in Urdu Language;
2. A higher level of any qualification – e.g., Degree
3. Vocationally Related Qualifications

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<sup>1</sup> LRN International AS/A Level are globally recognised qualifications designed specifically for international candidates and are available outside the United Kingdom. Candidates based in England refer to the Ofqual register.

# QUALIFICATION OVERVIEW

Number	Subject Content	LRN International AS Level	LRN International A Level	AO	Exam
1	Prose Comprehension	✓ (1.2)	✓	1,2, and 3	<p>Combination of written exam papers (externally set and marked).</p> <p><b>AS Level</b></p> <p><b>Paper 1:</b></p> <p>Prose Comprehension, Reading and Writing</p> <p>Duration: 2 hours</p> <p>Weighting: 70%</p> <p><b>Paper 2:</b></p> <p>Essay Writing</p> <p>Duration: 1 hour 30 minutes</p> <p>Weighting: 30%</p> <p><b>A Level</b></p> <p><b>Paper 1:</b></p> <p>Prose Comprehension, Reading and Writing</p> <p>Duration: 2 hours</p> <p>Weighting: 40%</p> <p><b>Paper 2:</b></p> <p>Essay Writing</p> <p>Duration: 1 hour 30 minutes</p> <p>Weighting: 20%</p> <p><b>Paper 3:</b></p> <p>Texts</p> <p>Duration: 2 hours 15 minutes</p> <p>Weighting: 40%</p>
2	Reading and Writing	✓ (1.1 and 1.8)	✓	1,2 and 3	
3	Essay Writing	✓ (1.3 and 1.4)	✓	1,2 and 3	
4	Texts	-	✓	1,2 and 4	

# BREAKDOWN OF ASSESSMENT OBJECTIVES

## AO1

- Understand and respond in writing to written Urdu language drawn from a variety of sources.

## AO2

- Manipulate the language accurately, in written form, using a range of lexis and structure.

## AO3

- Show knowledge and understanding of, and respond critically to, different aspects of the culture and society.

## AO4

- Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society

# ASSESSMENT

The assessment for this qualification consists of written exam papers, set and marked by the LRN.

Assessment objectives (AOs)	Weighting		
	Paper 1	Paper 2	Paper 3
AO1	35%	35%	35%
AO2	35%	35%	35%
AO3	30%	30%	0%
AO4	0%	0%	30%

## GUIDED LEARNING HOURS (GLH)

The LRN International AS Level guided learning hours (GLH) are 180 and 360 guided learning hours for LRN International A Level. Please note the hours stated are indicative.

## ENTRIES CODES

One entry per qualification is sufficient and will cover all the question papers including certification.

## PRIVATE CANDIDATES

Centres are advised that private candidates are only to be enrolled with prior agreement and confirmation from LRN.

## GRADING

The LRN International A Level will be graded on a six-point scale: A\*, A, B, C, D and E and LRN International AS Level will be graded on a five-point scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

## RESULTS

Exam series are in:

- January (results released in March)
- June (results released in August)
- November (results released in January)

## RE-TAKES

Whereas candidates can re-take each paper as often as they wish, within the shelf-life of the specification.

## CUSTOMER SERVICE STATEMENT

Learning Resource Network (LRN) is committed to ensuring all customers are dealt with promptly and in a professional and helpful manner. In order to guarantee this, we commit to ensuring the following in our day to day interactions with candidates, assessment centres and our stakeholder network:

- All customers will be treated equally and with respect;
- All customer information will only be used in a way which has been agreed in advance, unless we are informed of something that places them or others at risk of harm;
- All customers will be treated by staff in a professional manner.

LRN has arrangements in place to provide a telephone and e-mail helpdesk which will be staffed from 09:00 to 17:00 from Monday to Friday. Furthermore, it will respond to each e-mail, letter or telephone message it receives regarding feedback on its qualifications, centre approvals process or other matters relating to its products and/or services. The timetable for responding is as follows:

- E-mail: 5 working days
- Letter: 5 working days
- Telephone message: 5 working days

## DIVERSITY AND EQUALITY

Learning Resource Network (LRN) is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unjustifiable discrimination, harassment and/or victimisation and to advance equality of opportunity, thereby ensuring all candidates are treated fairly, in accordance with the protected characteristics of the Equality Act 2010. Specifically, we comply fully with the requirements laid out in the Equality Act 2010. In addition, and within the constraints of this policy, LRN will have due regard for the General data Protection Regulations (GDPR) in the retention of information which is unnecessary.



1		Prose Comprehension	
<b>Aim</b>			
The subject content aims to give learners an understanding of basic sentence structure within the Urdu language. Learners will learn about the mainh grammar components of Urdu and translate sentences from Urdu to English. This subject content aims to accustom students to idioms and proverbs used casually in Urdu language.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the importance of basic vocabulary to develop learning skills in a language.	1.1	Translate given content from English to Urdu.
		1.2	Summarise the main components of Urdu Grammar such as: (i) Lafz, (ii) Kalma, (iii) Fayl.
		1.3	Translate relevant content from Urdu to English.
		1.4	Differentiate between strategies to translate proverbs and idioms and practically implement them.
		1.5	Explain the basic <i>Ramooz-e-Auqaf</i> in Urdu Grammar.

<b>2</b>	<b>Reading and Writing</b>		
<b>Aim</b>			
The subject content aims to give learners an in-depth overview of advanced reading and writing communication skills in Urdu language. Learners will engage in grammar manipulation and textual summarisation of different topics. Learners will also learn to define and analyse auditory material.			
<b>Learning Outcomes - The learner will:</b>		<b>Assessment Criteria - The learner can:</b>	
		1.1	Explain the meaning behind textual content in Urdu, such as: (i) Advertisements, (ii) Signage, (iii) Reports, (iv) Articles, (v) Manuals, (vi) Leaflets.
		1.2	Compare factually correct information from the given text in Urdu.
		1.3	Assess given content to answer comprehensive questions.
		1.4	Summarise given textual information into Urdu passages.
		1.5	Apply vocabulary correction on relevant textual content.
		1.6	Apply grammar manipulation on given written content.
		1.7	Summarise your opinion on appropriate text by comparison of contrasting ideas and objectives.
		1.8	Use appropriate Urdu to answer comprehensive questions from relevant auditory content.
		1.9	Explain different sides of a perspective by actively listening to an appropriate debate in Urdu.
		1.10	Analyse and paraphrase auditory content into accurate Urdu

3		Essay Writing	
<b>Aim</b>			
The aim of this subject content is to familiarise students with the basic structure of essay writing in Urdu language. Learners will select various topics to write essays and will express their opinions through argumentative writing.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the nature of basic Essay writing in Urdu.	1.1	Write an Essay on any topic from the following ones: (i) Modern media, (ii) Youth, (iii) Equal rights, (iv) Scientific inventions, (v) Self-care.
		1.2	Use appropriate Urdu to write a descriptive essay on given situation.
		1.3	Select any of the following topics to write an argumentative essay in Urdu: (i) Hygiene, (ii) Employment vs unemployment, (iii) daily routine, (iv) environment, (v) socio-economic development.
		1.4	Write a narrative Essay in Urdu from the following topics: (i) Education (ii) technology, (iii) Preservation, (iv) health and wellbeing, (v) generational gap.
		1.5	Write an opinion essay in Urdu on any topic of your choice.

<b>4</b>	<b>Texts</b>	
<b>Aim</b>		
This subject content aims to give learners an understanding of Urdu literature by analysis of textual material. Learners will summarise and discuss literature texts by Mirza Ghalib, Mir Taqi Mir and several other significant Urdu writers.		
<b>Learning Outcomes - The learner will:</b>		<b>Assessment Criteria - The learner can:</b>
		<p>1.1 Summarise and paraphrase the basic literary text of Mirza Ghalib such as: (i) Bazicha-e-Altah hai duniya mere aage, (ii) Royien ge hum hazar baar koi hame sataaye kion, (iii) Ye Arzu thi tujhe Gul ke rubaru karte, (iv) Aah ko chaahiye aik umr asar hone tak.</p>
		<p>1.2 Examine major literary text of Mir Taqi Mir to answer comprehensive questions such as: <i>(i) Ibtaday-e-Ishq hai rota hai kia, (ii) Gul-o-bulbul bahaar me dekha, (iii) Mir dariya hey sune sher zabani uski, (iv) Patta patta boota boota haal hamara jaane hai.</i></p>
		<p>1.3 Critically analyse the major literary content from following writers: (i) Aatish, (ii) Mir Dard, (iii) Iqbal, (iv) Ghalib, (v) Mir Taqi Mir, (vi) Hasrat, (vii) Faiz, (viii) Sahir, (ix) Nazir, (x) Josh Malih Abadi, (xi) Nun Mim Rashid, (xii) Akhtara-Ul iman, (xiii) Asrar-Ul-Haq Majaz, (xiv) Mirza Muhammad Hadi Ruswa, (xv) imtiaz Ali Taj.</p>