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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 GCSE Urdu Language<sup>1</sup>. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other related staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

## OBJECTIVE

The LRN International GCSE Urdu Language is designed to enable international candidates to demonstrate their ability to communicate effectively in the medium of the Urdu language. This qualification will assess the following components: speaking, listening, writing and reading. Key aspects will also include a focus on grammar, spelling and punctuation.

## 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 GCSE 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. a similar level 2 qualification in Urdu Language;
2. LRN Level 2 Certificate or Diploma in Pre A Foundation Studies;
3. a higher level of any qualification – e.g. A-Level, Diploma
4. National or Vocationally Related Qualifications

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<sup>1</sup> LRN International GCSEs 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

Candidates must take all three components.

Subject Content	AO	Exam
Writing & Reading	1,2	Combination of written exam papers as well as an oral and aural exam. Assessment is externally set and marked by LRN.  <b>Paper 1: Writing &amp; Reading</b> Five exercises testing a range of reading and writing skills such as multiple choice, gap filling, summarising, short answer questions, writing an article and letter.  Duration: 2 hours  <b>Paper 2: Listening</b> Five exercises with several short extracts and longer texts, and a range of task types, including short-answer questions, matching, multiple choice, gap filling and note taking.  Duration: 40 minutes  <b>Paper 3: Speaking (Optional)</b> warm-up conversation 3 minutes, independent long speaking task 4 minutes and extended discussion 3 minutes.  Duration: 10 minutes
Listening	3	
Speaking	4	

# BREAKDOWN OF ASSESSMENT OBJECTIVES

## AO1 – Writing

- Be able to write effectively for a variety of purposes and audiences as well as for impact
- Be able to produce a range of texts in order to accurately define opinions and thoughts
- Be able to use language creatively, imaginatively and persuasively
- Be able to use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation

## AO2 – Reading

- Be able to read for a variety of purposes, including reading critically with deep understanding and comprehension
- Be able to read a range of texts in order to determine explicit information
- Be able to read a range of texts in order to determine implicit information
- Be able to read a range of texts with the ability to analyse and evaluate writers' thoughts and views

## AO3 – Listening

- Be able to listen and select relevant and specific information
- Be able to listen in order to infer meaning, gist and purpose
- Be able to recognise connections between attitudes, ideas and opinions

## AO4 – Speaking

- Be able to develop responses and link ideas using appropriate linking devices
- Be able to communicate ideas, information and opinions accurately, clearly and effectively
- Be able to use a variety of grammatical structures and vocabulary accurately and effectively and show good control of intonation and pronunciation patterns
- Be able to engage actively and effectively in a conversation in order to move it forward

# ASSESSMENT

The assessment for this qualification consists of (i) written exam papers, (ii) development of written material (report, article and letter), and (iii) oral and aural exam, set and marked by the LRN.

Assessment objectives (AOs)	Weighting		
	Paper 1	Paper 2	Paper 3
AO1	100%		
AO2			
AO3		100%	
AO4			100%

## **GUIDED LEARNING HOURS**

The guided learning hours (GLH) for this qualification are 130. 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**

Results are reported, as 9 to 1.

## **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 the whole qualification as often as they wish, individual components cannot be re-taken as it is a traditional linear specification.

Please remember, one entry per qualification is sufficient and will cover all the question papers including certification.

## 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		Listening Comprehension	
<b>Aim</b>			
This subject content aims to give learners a comprehensive overview of Urdu and develop listening skills of the language. Learners will improve their communication skills by enhancing their vocabulary on the basis of listening activities. This subject content aims to enhance learners' education possibilities by helping them create a sound foundation of the language.			
<b>Learning Outcomes - The learner will:</b>		<b>Assessment Criteria - The learner can:</b>	
1	Understand the importance of critical listening in the development of language skills.	1.1	Explain the context of relevant factual information.
		1.2	Summarise main objectives of given auditory information.
		1.3	Outline the contextual interpretations from given auditory material, on the basis of following: (i) Tone, (ii) Flow, (iii) Pitch, (iv) Intonation, (v) Enunciation.
		1.4	Differentiate between opinions, nature and concepts from given content.
		1.5	Explain the interrelationship between the speeches with different context but similar structure.
		1.6	Explain the purposes of given information from following sources: (i) News reports, (ii) Debates, (iii) Television shows, (iv) Social media recordings, (v) Phone audio messages, (vi) Memoirs, (vii) Audiobooks.

2		Reading Comprehension	
<b>Aim</b>			
The aim of this subject content is to provide candidates with knowledge regarding reading comprehension in Urdu language. Learners will improve their reading comprehension by summarising textual information and having relevant discussions about them.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the purpose of polishing reading comprehension.	1.1	Explain the meaning behind textual content such as: (i) Advertisements, (ii) Signage, (iii) Reports, (iv) Articles, (v) Manuals, (vi) Leaflets.
		1.2	Summarise factually correct information from the given text.
		1.3	Outline and arrange a new structure for relevant textual information.
		1.4	Interpret the interlink between the written content with similar themes but different context.
		1.5	Compare opinions, nature and concepts from relevant textual content.
		1.6	Discuss the use of varying undertones from textual material, by an Author.
		1.7	Summarise the objectives from a given text.

3		Writing Comprehension	
<b>Aim</b>			
This subject content aims to give learners a comprehensive overview of Urdu writing. Learners will engage in written elaboration of arguments and debates. The subject content will polish candidates' written communication skills by summarising relevant textual information.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the aims of written communication in language acquisition.	1.1	Use appropriate Urdu to communicate ideas and opinions by writing assessments.
		1.2	Explain two sides of a perspective by writing active arguments and debates.
		1.3	Interpret a different context of given content by paraphrasing it in accurate Urdu
		1.4	Summarise your response to a relevant situation by documenting it in significant ways such as:  (i) Reports, (ii) Reviews, (iii) Letters, (iv) Applications, (v) Essays, (vi) Story, (vii) Email, (viii) Blog.
		1.5	Explain and implement the basic grammar structure of Urdu language.
		1.6	Discuss in written form, your opinion on a given content while displaying appropriate use of diverse vocabulary and punctuation.
		1.7	Outline suitable cohesion for your written assessment by organising factual information in appropriate format.
		1.8	Compare relevant sources of information by major linking tools.

4		Oral Comprehension	
<b>Aim</b>			
This subject content will introduce students to oral comprehension activities within the Urdu language. Learners will explore tools of speech within the language and will present varying topics to the audience.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the nature of development of oral communication skills through given tasks.	1.1	Communicate factual content through verbal means.
		1.2	Explain various perspectives to a relevant topic by engaging in verbal debates and arguments, in appropriate Urdu.
		1.3	Discuss contrast between opinions, nature and concepts of relevant content.
		1.4	Summarise the major themes and ideas from relevant information.
		1.5	Explain the context of given content in Urdu, using following tools of speech: (i) Tone, (ii) Flow, (iii) Pitch, (iv) Intonation, (v) Enunciation.
		1.6	Verbally organise and arrange factual information using linking devices.
		1.7	Summarise any relevant topic of your choice by giving a spontaneous presentation to the audience.
		1.8	Explain the answers to asked questions regarding casual information such as: (i) Daily routine, (ii) Social life, (iii) Visual Stimuli, (iv) Environment, (v) Education, (vi) Professional life.