

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



# LRN INTERNATIONAL GCSE

## URDU [2112]

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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 assess students' proficiency across three core areas: Listening, Reading, and Writing/Composition. It aims to evaluate a broad range of linguistic skills, including the ability to comprehend spoken Urdu, interpret and analyse written texts, and produce coherent and accurate written responses.

## 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. Similar level 2 qualification in Urdu Language;
2. LRN Level 2 Certificate or Diploma in Pre-A Foundation Studies;
3. LRN Level 3 Diploma in Pre-U Foundation Studies;
4. A higher level of any qualification – e.g. A-Level, Diploma
5. 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

Number	Subject Content	AO	Exam
Section 1	Listening Skills	1	<p>Written exam paper (externally set and marked)</p> <p><b>Paper:</b> Listening (Comprehension, Interpretation, Response), Reading and Writing (Understanding, Application, Composition), and Reading Composition (Comprehension, Functional Writing, Essay Writing).</p> <p>Duration: 2 hours 30 minutes</p>
Section 2	Reading Skills	2	
Section 3	Writing Skills	3	

## BREAKDOWN OF ASSESSMENT OBJECTIVES

### AO1 – Listening

- Be able to understand and respond to spoken Urdu in various contexts, such as announcements, conversations, reports, and interviews.
- Be able to extract specific and relevant information from audio clips.
- Be able to follow spoken instructions accurately and complete tasks based on listening input.

### AO2 – Reading

- Be able to demonstrate reading comprehension through Urdu passages and related questions.
- Be able to summarise information and identify key details from written texts.
- Be able to interpret explicit and implicit meaning within a variety of reading materials.

### AO3 – Writing

- Be able to write effectively in response to a range of prompts, including structured tasks such as email composition.
- Be able to compose essays that present arguments and opinions in a coherent and structured manner.
- Be able to demonstrate the ability to summarise written content clearly and concisely, focusing on main ideas and essential details.

## ASSESSMENT

The assessment for this qualification includes a single written exam paper, set and marked by the LRN.

Assessment objectives (AOs)	Weighting
AO1	33%
AO2	33%
AO3	34%

### Important Notes:

- The themes and content of the listening and reading passages may differ; however, all material will be aligned with the intended proficiency level of the candidates.
- Each section will be accompanied by clear instructions and specified time limits.
- The criteria for the assessment of writing tasks will be explicitly outlined, with emphasis on content, linguistic accuracy, fluency, and coherence.

## 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 the entire exam 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		
Aim			
This section aims to develop learners' ability to comprehend spoken Urdu in practical contexts by focusing on announcements, conversations, reports, and interviews. Learners will extract key information, understand speaker intent, and follow instructions accurately, thereby enhancing their overall listening proficiency.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand announcements and follow spoken instructions.	1.1	Identify key information (e.g. date, time, venue) from spoken announcements such as examination schedules.
		1.2	Follow instructions accurately, particularly those related to procedures and regulations.
2	Comprehend spoken conversations and dialogues.	2.1	Extract specific details from transactional dialogues (e.g. purchasing goods).
		2.2	Interpret the roles and interactions between speakers in a given context.
3	Extract relevant information from spoken reports and narratives.	3.1	Complete summaries by identifying and inserting missing details from spoken reports (e.g. historical events).
		3.2	Identify the chronological sequence and key facts in narratives.
4	Interpret interviews and spoken discussions.	4.1	Identify the main ideas and opinions presented by speakers.
		4.2	Respond to multiple-choice questions based on the content of interviews or discussions.



2	Reading Comprehension		
Aim			
This section is designed to strengthen learners' reading comprehension through exposure to descriptive and informative texts. Learners will identify main ideas, analyse supporting details, and summarise content effectively, enabling them to engage critically with written material.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand descriptive and informative written texts.	1.1	Determine the main theme and purpose of a passage (e.g. a description of fruit or a discussion on oil).
		1.2	Identify and explain factual information, specific details, and defining characteristics.
2	Identify main ideas and supporting details in a passage.	2.1	Distinguish between central ideas and supporting evidence.
		2.2	Recognise the logical structure and flow of information within the text.
3	Summarise written material effectively.	3.1	Condense a detailed passage into a concise summary that retains the essential ideas.
		3.2	Use appropriate vocabulary, grammar, and sentence structure while summarising.

3	Writing and Composition		
Aim			
This section focuses on building learners' written communication skills through guided practice in short answers, summaries, emails, and essays. Emphasis is placed on clarity, structure, appropriate tone, and grammatical accuracy to help learners express ideas effectively in written form.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Respond in writing to reading comprehension questions.	1.1	Provide concise, accurate answers to questions based on given reading material.
		1.2	Demonstrate clear understanding of the content through written responses.
2	Produce summaries of given texts.	2.1	Write a coherent and accurate summary within the defined word limit.
3	Compose emails to express ideas or convey information.	3.1	Use the correct structure, tone, and register in email writing.
		3.2	Clearly express opinions or provide relevant information in written form.
4	Write structured essays on a given topic.	4.1	Develop an essay with a clear introduction, logically ordered body paragraphs, and a summarising conclusion.
		4.2	Present and support arguments with appropriate reasoning and evidence.
		4.3	Demonstrate command of vocabulary, grammatical accuracy, and writing style.