



Course report 2025

Higher Urdu

This report provides information on candidates' performance. Teachers, lecturers and assessors may find it useful when preparing candidates for future assessment. The report is intended to be constructive and informative, and to promote better understanding. You should read the report with the published assessment documents and marking instructions.

For information about the performance–talking, which is internally assessed, please refer to the 2024–25 Qualification Verification Summary Report on the [subject page](#) of our website.

We compiled the statistics in this report before we completed the 2025 appeals process.

Grade boundary and statistical information

Statistical information: update on courses

Number of resulted entries in 2024: 102

Number of resulted entries in 2025: 111

Statistical information: performance of candidates

Distribution of course awards including minimum mark to achieve each grade

Course award	Number of candidates	Percentage	Cumulative percentage	Minimum mark required
A	98	88.3	88.3	84
B	7	6.3	94.6	72
C	4	3.6	98.2	60
D	1	0.9	99.1	48
No award	1	0.9	100	Not applicable

We have not applied rounding to these statistics.

You can read the general commentary on grade boundaries in the appendix.

In this report:

- 'most' means greater than or equal to 70%
- 'many' means 50% to 69%
- 'some' means 25% to 49%
- 'a few' means less than 25%

You can find statistical reports on the [statistics and information](#) page of our website.

Section 1: comments on the assessment

Question paper 1: Reading

The reading paper was on the context of employability. The article discussed challenges finding a job and gave advice on finding work. The reading text and questions were accessible for A–C level candidates. The topics were relevant to candidates, and they were able to relate to questions on finishing school, career planning and how they could use their skills and qualities for their future path.

The paper was appropriate to the level.

Question paper 1: Directed writing

Candidates had to choose between two scenarios: learning (recently returned from a school or college exchange visit to Pakistan) and culture (taking part in a local festival while on holiday in Pakistan).

The paper was accessible for all candidates.

Question paper 2: Listening

The listening paper was based on the context of society. Item 1 was about people's daily eating habits and item 2 was about posting and sharing blogs on social media.

The paper was accessible to all candidates.

Assignment–writing

The assignment–writing performed as intended. Candidates produce a piece of discursive writing, using detailed and complex language in response to the stimulus.

Section 2: comments on candidate performance

Areas that candidates performed well in

Question paper 1: Reading

Most candidates performed well in the reading paper.

Candidates answered question 1, 3, 4, 8 and 9 very well. These questions were about future planning, using a CV, type of references and work experience.

Candidates were able to relate to these questions.

Some candidates performed well in the translation section this year.

Question paper 1: Directed writing

Markers noted a range of performances and an equal balance between scenario 1 and scenario 2. There were some very good responses.

Question paper 2: Listening

Most candidates performed well in the listening paper.

Questions 2(c) and (e): most candidates achieved 2 marks for each question.

Assignment-writing

The standard of writing was higher than in the directed writing paper. Most candidates responded well to writing about their favourite topics. Many candidates wrote about the topic of holidays.

Most candidates performed very well, were well prepared and chose a range of topics from all contexts. Most candidates wrote on the contexts of society and culture.

Areas that candidates found demanding

Question paper 1: Reading

- some candidates wrote short answers instead of full or complete answers, and they missed out on marks
- question 2(b): many candidates were unable to answer this question
- some candidates found the translation section challenging

Question paper 1: Directed writing

Some candidates missed out on marks as they did not address all the bullet points or did not give a suitable response.

Question paper 2: Listening

- question 1(a): some candidates did not understand 'trend is changing', and missed out on the mark
- question 1(b): some candidates did not give enough detail to gain the mark
- some candidates were confused by two Urdu words in item 2: the words for sound and voice, and tongue and language are the same in Urdu. Candidates were not penalised for this

Assignment-writing

Some candidates writing was not discursive (often personal essays), and they were unable to access the higher marks. Many candidates wrote about the topic of holidays in a way that their responses were discursive.

Section 3: preparing candidates for future assessment

Question paper 1: Reading

Teachers and lecturers should ensure candidates:

- attempt to answer all questions
- frequently practise translating from Urdu to English in class to help them access the full range of marks

Question paper 1: Directed writing

Teachers and lecturers should ensure candidates:

- attempt all bullet points
- practise Urdu writing in class
- practise exam skills and time management
- check grammar and spelling
- have legible handwriting and if not, make alternative arrangements
- practise using the dictionary effectively

Question paper 2: Listening

Teachers and lecturers should ensure candidates:

- make notes during the first listen to the recording and then start writing full answers after listening the second time
- leave time to review their answers

Assignment–writing

Teachers and lecturers should ensure candidates:

- avoid writing in pencil or a gel pen
- write a discursive essay
- explore and discuss aspects of the assessment as outlined in the detailed marking instructions and the coursework assessment task
- view examples of discursive writing on our [Understanding Standards web page](#) to better understand the style of writing required in the assignment–writing

Appendix: general commentary on grade boundaries

Our main aim when setting grade boundaries is to be fair to candidates across all subjects and levels and to maintain comparable standards across the years, even as arrangements evolve and change.

For most National Courses, we aim to set examinations and other external assessments and create marking instructions that allow:

- a competent candidate to score a minimum of 50% of the available marks (the notional grade C boundary)
- a well-prepared, very competent candidate to score at least 70% of the available marks (the notional grade A boundary)

It is very challenging to get the standard on target every year, in every subject, at every level. Therefore, we hold a grade boundary meeting for each course to bring together all the information available (statistical and qualitative) and to make final decisions on grade boundaries based on this information. Members of our Executive Management Team normally chair these meetings.

Principal assessors utilise their subject expertise to evaluate the performance of the assessment and propose suitable grade boundaries based on the full range of evidence. We can adjust the grade boundaries as a result of the discussion at these meetings. This allows the pass rate to be unaffected in circumstances where there is evidence that the question paper or other assessment has been more, or less, difficult than usual.

- The grade boundaries can be adjusted downwards if there is evidence that the question paper or other assessment has been more difficult than usual.
- The grade boundaries can be adjusted upwards if there is evidence that the question paper or other assessment has been less difficult than usual.
- Where levels of difficulty are comparable to previous years, similar grade boundaries are maintained.

Every year, we evaluate the performance of our assessments in a fair way, while ensuring standards are maintained so that our qualifications remain credible. To do this, we measure evidence of candidates' knowledge and skills against the national standard.

For full details of the approach, please refer to the [Awarding and Grading for National Courses Policy](#).