



Course report 2025

National 5 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: 98

Number of resulted entries in 2025: 109

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	91	83.5	83.5	84
B	12	11.0	94.5	72
C	3	2.8	97.2	60
D	1	0.9	98.2	48
No award	2	1.8	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 question paper was consisted of three texts on the contexts of employability, culture and learning, including a small number of supported questions. The texts were relevant to candidates.

The assessment performed as expected and allowed for a full range of responses. The reading texts and questions were accessible for A to C level candidates. The topics were relevant to candidates, and they were able to relate questions to their life and provide good responses.

Question paper 1: Writing

The writing question paper was accessible for all candidates. Candidates had to reply by email to a job advert for a job in a computer store in Pakistan. As part of the assessment, candidates should respond to six bullet points: four predictable bullet points and two unpredictable bullet points.

Question paper 2: Listening

The listening question paper was comprised of two parts: a monologue and a dialogue. The paper was based on the context of society.

The paper was accessible to all candidates and performed as expected.

Assignment–writing

The assignment–writing performed as intended, with candidates selecting a range of topics from the three contexts of society, learning and culture. Most candidates chose to write their assignments from the contexts of society and culture.

Section 2: comments on candidate performance

Areas that candidates performed well in

Question paper 1: Reading

Most candidates performed well in this question paper, and their responses were at the standard expected at National 5 level.

Question paper 1: Writing

Candidates who performed well wrote full and detailed job application letters. Many candidates performed well, and most completed bullet points 1 to 4.

Question paper 2: Listening

Most candidates performed well in the listening paper. Candidates seemed to find item 1 more accessible than item 2.

Assignment-writing

The standard of writing was higher than in the writing paper. Most candidates performed very well, were very well prepared, and chose a range of topics. Most candidates chose to write about a topic of personal interest. Many candidates wrote about the topic of holidays.

Areas that candidates found demanding

Question paper 1: Reading

- some candidates wrote short answers that did not include enough detail, and they missed out on marks
- most candidates found text 2 challenging
- question 2(b), about a city in America: some candidates struggled with this question. Many candidates wrote 'that family lives there' rather than 'that people from many different countries live there'
- question 3(d): many candidates did not write about the important announcements

Question paper 1: Writing

Markers noted a range of performances in this question paper.

- a few candidates struggled with basic handling of verbs
- some candidates relied on learned material without addressing the bullet points
- some candidates did not complete the last two bullet points, which are unpredictable, and they missed out on marks

Question paper 2: Listening

- question 1(c): some candidates did not understand the word 'nearby', the different types of farms or that a river runs in the city
- question 2(d): some candidates did not understand the statement 'very fond of grandad's stories'

Assignment-writing

In some candidates' essays, the topic or heading was missing, or their essay was either too long or too short.

Section 3: preparing candidates for future assessment

Question paper 1: Reading

Teachers and lecturers should ensure candidates:

- practise writing full and complete answers to all questions
- attempt all questions
- practise translating from Urdu to English in class often to help them access the full range of marks
- are aware that two words are required for 1 mark at National 5

Question paper 1: Writing

Teachers and lecturers should ensure candidates:

- practise Urdu writing in class, as it was sometimes difficult to read their Urdu writing
- practise answering all bullets points

Question paper 2: Listening

Teachers and lecturers should ensure candidates:

- practise making notes during the first listening of the recording and then write full answers after listening for the second time
- review all their answers after listening to the recording a third time to check the accuracy of what they have written

Assignment–writing

Teachers and lecturers should ensure candidates:

- avoid writing in pencil or a gel pen
- are aware that the task is on the context of society, learning or culture
- know that the assignment–writing must not be the same as their job application for the writing exam
- read the marking instructions to ensure their assignments demonstrate the correct amount of detail required. Particularly the language resource section, which asks for a range of opinions, ideas and reasons

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](#).