



GCSE

Urdu

8648/WF Writing (Foundation)

Report on the examination

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General Comments

There was a wide difference in the quality of work and the paper discriminated well. Most students were able to gain marks in all questions, and it seemed that the vast majority had been entered at the appropriate tier. Most students showed a good knowledge of the vocabulary required for the tasks and many had the grammatical know-how to deal with the different tasks. Time frames were tested in questions 3 and 4 and, again, there was evidence that a good number of students were confident in this area. Where a student's grammatical knowledge was lacking, this would invariably lead to some loss of clarity which had a negative impact on communication and quality of language. In questions 2 and 4, many students far exceeded the recommended word count and very often, in doing so, made more errors which meant they got a lower mark for quality of language than they may otherwise have done.

Question 1

Marks in this question are for communication only and each of the four sentences written by the student was worth a maximum of two marks. Since clarity of the message is the key element, the students who were most successful in this question were those who used simple language, usually with a verb like **ہے** or **ہیں**, followed by something they could see in the photo. The sentences had to relate to something that was in the photo. If there was ambiguity or a delay in communication in what the student wrote, then a mark of one was given. This included instances where the verb was omitted. Many students scored full marks for this question, with the majority of students achieving one mark for each sentence. The best responses included successful use of phrases such as **'اس تصویر میں ... ہے'**.

There were some instances where students did not write in full sentences. There were also some instances where students wrote answers without joining the Urdu letters and a very few instances where students wrote phonetically using English letters.

In more successful responses, the use of pronoun phrases such as **وہ سب** by **ان کے پاس**, **وہ سب** by students at the beginning of each sentence were complete responses.

Advice to students and teachers

- Include a verb but keep the sentences short and simple to make sure you communicate a clear message.
- Always join the Urdu letters and don't write phonetically using the English alphabet.
- Teachers are reminded that students are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks.
- To prepare students for this question, it is recommended to teach students spellings of pronoun phrases including matching the appropriate verb ending.

Question 2

In this question there are 10 marks for Content and 6 marks for Quality of Language. Students are required to write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but there is no need for equal coverage of the points.

Content

The criteria for assessment addresses both coverage of the bullet points and clarity of communication. The most successful responses were concise and addressed all bullet points. Some students struggled with the second bullet point, 'اپنے گھر والوں کے بارے میں' and rather than writing about their family they wrote 'I live with my family'. The other bullet points proved more accessible, and students addressed them well. Where any bullet points were omitted, this obviously limited the marks that could be awarded. In addition, inaccurate language that led to a delay in communication, and hence 'lapses', had an impact on marks awarded for Content.

Quality of language

In order to score well for Quality of language, students had to show a variety of structures, but there is no requirement for complexity. So, where students gave opinions for each aspect, they could vary their language, for example by using verbs such as 'مجھے پسند ہے، مجھے ناپسند ہے' and adjectives such as 'دلچسپ، زبردست' thus resulting in successful use of varying structures. Those students who kept to simple language like this also tended to produce accurate language, which is the other strand in Quality of language. Many students wrote considerably more than the recommended 40 words. Very often this meant that more errors were made, and the mark was lower as a result.

Advice to students

- Aim to write roughly the number of words required.
- Mention all of the bullet points. Attempt to write something about them rather than omitting them.
- Tick off the bullet points once you have addressed them.

Question 3

For this question, there are 5 marks for Conveying key messages and 5 marks for Application of grammatical knowledge of language and structures. Given that the level of demand of the messages was aimed at covering grades 1 to 5, the question differentiated well, with the vast majority of students able to score some marks.

Conveying key messages

My old school	Some students omitted 'old'
My favourite subject	Some students found the word 'favourite' hard
Last Monday	Some students missed 'last'
I played football	Some students got the tense wrong
Urdu songs	There was a variety of responses for 'songs'

Application of grammatical knowledge of language and structures

Minor errors did not prevent the award of marks for conveying key messages provided they were communicated. Because of this, when awarding marks for application of grammatical knowledge of language and structures, inaccurate language was considered.

Advice to students

- Practise high frequency words and phrases.
- Check carefully that all aspects of the translation have been addressed accurately, particularly the little words as mentioned above.
- If you are not sure how to translate something, have a go as it may score you a mark. Leaving it blank will not.
- Check verb tenses and endings.
- As a general rule, the **wrong person** or **wrong tense** will not receive a tick.

Question 4

For this question, there are 10 marks for Content and 6 marks for Quality of Language. Students are required to write approximately 90 words in total about four different bullet points. All bullet points must be covered, but there is no need for equal coverage of the points. Students were able to achieve full marks by writing in the region of 90 words. Many did this, but others lost marks for Content because they wrote around half that amount or because they wrote too much and made more errors in doing so. This affected the mark for Quality of language. At this tier, it was the students who wrote concisely and accurately who scored the highest marks.

Content

The criteria for assessment focuses on four elements: coverage of the bullet points, development of ideas, clarity of communication and expression of opinions. Students need to be reminded that coverage of the bullet points is key, as misinterpreting or omitting even one means that the award of a mark above 6 is impossible, given that for the award of marks in the range 7 – 10, all aspects of the task must be covered. In addition, although students had no difficulty in developing ideas and expressing opinions, there were occasions when inaccuracy led to a lack of clarity of communication (referred to as 'lapses' in the criteria) and this had an impact on marks awarded. Therefore, students who conveyed information in relation to all four bullet points did not necessarily score a mark of 8 or 9 if there were lapses in clarity.

Question 4.1

All four bullet points were answered well and often more was written in relation to the second and fourth bullet points. The first bullet point was done very well at this tier, but some students repeated the same answer for the third bullet point where they needed to write about the area, not about the house. However, there were some good examples of appropriate responses.

Question 4.2

Many students answered this question and most of them produced a good response, but some did not develop the second bullet point to write about what they did on their last school trip. Overall, the students' performance was good. The majority of students gained 4 or more marks for content.

Quality of language

The key features of the criteria for assessment here are variety of language, attempts at complexity, time frames and accuracy. Students were able to show a variety of vocabulary in relation to the four bullet points of their chosen question. This came automatically as they were asked to write about diverse topics. Both questions elicited language which referred to past, present and future events and students had the opportunity to show a knowledge of different tenses. This was not always done successfully, particularly with the bullet points requiring reference to the past. When giving opinions, many students were able to use different verbs and adjectives which lent greater variety to their writing. Two bullet points per question directly elicited opinions. Complexity at this tier was achieved in various ways: infinitive constructions; subordinate clauses; the use of longer sentences formed using connectives; comparatives; negatives; the use of a range of adjectives and range of tenses.

The other strand in Quality of language is the accuracy of the writing. The more common, major errors were with verbs, either with the wrong person or the wrong tense of the verb. Another major error, which prevented higher marks was spelling mistakes. A good number of minor errors, for example of gender or adjectival agreement, at times led to a lower mark.

Advice to students

- Aim to write roughly the suggested number of words.
- Mention all of the bullet points. Attempt to write something about them rather than omitting them. Tick off the bullet points on the question paper once they have been covered.
- Identify which bullet points target the different time frames and check that your verb formation is accurate.
- Make sure you include opinions as required by the task.
- Make sure you write accurately.
- To ensure that you have answered all 4 bullet points, it is recommended that you start each bullet point response on a new line.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.