Questions matter

GCSE

Urdu

8648/LH Paper 1 Listening Higher Tier

Report on the Examination

8648
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General Comments

The listening higher paper was accessible for the majority of students and differentiated well between students.

In higher paper questions 10, 18, 24 and 28 proved to be challenging and some of the students failed to score. The vast majority of the students could not answer parts of the questions in particular about home, regions and festivals. Question 1, 7-9, 11, 12, 14-17, 20, 21-23, 24-27 were well accessed.

Section A

Questions 1 and 2
Marks were given for correctly identifying an advantage and a disadvantage for each activity. There were two possible answers for each question. In both cases there were certain answers that were given more frequently than the other, namely 'Sleeping till late' and 'missing her friends' for question 1, 'good results' and 'attending maths and English classes' for question 2. Question 1 was well answered, but some students failed to score mark in question 2 because they mentioned only one of the two subjects.

Question 3
Overall this question was well answered. The majority of students answered parts 3.1, 3.2 correctly but part 3.3 provided more challenge.

Question 4
This was a demanding item with less than half of the students achieved two marks.

Questions 5 and 6
These were well answered, with most students achieving both marks.

Question 7
The vast majority of students answered correctly, attaining three marks.

Questions 8- 10
Questions 8 and 9 were well answered. However, for question 10 less than half of students gained the mark. It was clear that many students did not understand the word 'fireworks' in Urdu and instead tried to guess possible answers such as lights, or decorations.

Questions 11-13
Questions 11 and 12 were answered mostly correctly, with almost all students getting the mark. However, question 13 was more difficult with less students achieving the mark that in the previous two questions.

Questions 14-17
These questions had a very good responses, with the vast majority of students getting each of the marks, available.

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Question 18
This question differentiated well between the more and less able students. Around a quarter of students attained 2 marks.

Question 19
Half of the students were able to identify an advantage (happy and sad moments) and a disadvantage (friendship with wrong people).

Question 20
The majority of students obtained full marks and understood the questions well.

Questions 21-23
These questions were answered well, with the vast majority of students getting the mark for each question.

Question 24
Overall students performed well on this question with more than three quarter of students gaining full marks.

Section B

Question 25-27
Most students performed well on this question receiving the vast majority of the marks. However, many found item 26.2 challenging.

Question 28
There was a mixed outcome for this question when compared to other questions in the examination. While the majority of students achieved satisfactory marks for items 28.1, 28.2 and 28.4, item 28.3 posed a greater challenge. The students' performance in this question displayed a range of understanding and highlighted the varying levels of difficulty experienced by individuals.

Advice to teachers and centres

The students need to be trained to:

- Read the questions properly to understand what to do, particularly those in Section B.
- How to make the best use the 5 minutes reading time and translate the Section B into English.
- Look at the marks available for each question and give the required detail or reasons.
- Look at the language of the questions to work out the answer (when, where, what etc.)
- Identify points of view and draw simple conclusions.
- Look for different distracters.
- Listen for the key words.
- Identify problems and what impact these have.
- Identify a negative and a positive attitude together in the text/question.
- Sign-posting Section B where answers in Urdu are required.

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Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.

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