



**General Certificate of Secondary Education
June 2011**

Urdu

46451F/H

(Specification 4645)

Unit 1: Listening

Report on the Examination

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General Comments

This year, although the demands of the paper were very similar to those of the previous year, the performance of students at Foundation Tier was a little disappointing. However, the students found some of the multiple choice questions reasonably accessible and were well attempted.

Both Foundation and Higher Tier papers offered students across the ability range an opportunity to show and gain credit for what they knew and could do.

Schools/colleges are reminded that scripts for these tests are scanned electronically before they are marked by examiners. Therefore, students should avoid the use of pale ink and should ensure that they write their answers in the appropriate place, either in the box or on the lines provided.

Some of the schools/colleges entered students who struggled to write their answers in English. The overall standard of written English was below average.

Foundation Tier

Question 1

This question was well done. The majority of students scored a mark here.

Question 2

This question was answered reasonably well by the majority of students.

Question 3

This question caused some difficulties. A substantial number of students did not understand the Urdu term for a businessman.

Question 4

This question was designed to test students' understanding of different hobbies. Only half of the students managed to give the correct answers and attained two marks. There were many incorrect references to "swimming". The most popular ones were either "travelling" or "walking".

Question 5

Most of the students answered this question correctly. The less able students did not understand the Urdu word for "rabbit" and wrote "chicken" instead and lost a mark.

Question 6

More than half of the students answered this question correctly. The answer required was "he goes to the seaside". Some wild guesses were made by the students such as, "mountain climbing", "sightseeing", "camping" etc.

Question 7

7(a) This question was very well attempted by the majority of students.

- 7(b)** Most of the students answered this question incorrectly. They failed to comprehend the word “kitchen” and did not score a mark.

Question 8

The students did reasonably well in this question and managed to gain at least two out of three marks. Disappointingly, many students are still failing to recognise the time although they are tested almost every year.

Question 9

- 9(a)** The answer required was the name of a city called “Faisalabad” but almost one third of the students could not give the correct answer. The ones who did get it right could not spell it correctly. Some interesting alternate spellings which were accepted and credited were “Fislabad” and “Pheslabad”. Some of the students displayed confusion in understanding the terms “to” and “from”.

- 9(b)** This question caused some difficulty and was poorly attempted. Only about a third of students managed to give the correct answer which was “she missed the train”.

Question 10

The majority of students obtained one mark out of two. Most of them lost a mark because of their lack of knowledge of the days of the week. Instead of “Sunday” they either wrote “Saturday” or “Tuesday”.

Question 11

A substantial number of students managed to attain at least two out of four marks. There were only a few able students who scored full marks by comprehending the Urdu term for “carpet”.

Foundation/Higher Tier

Question 12/Question 1

This question was about understanding the weather forecast and proved to be highly accessible as the majority of students gained full marks here.

Question 13/Question 2

This question was about healthy diet and the majority of students made a very good attempt to answer this question. Most of the able students managed to score a maximum of six marks. Even the less able students scored at least two marks out of six.

Question 14/Question 3

- 14(a)/3(a)** This question was intended to test students familiarity with different school subjects. Most students were able to score one out of two marks. In the Foundation Tier about half of the students who knew the term for “History” attained the full two marks. Some students failed to score a mark because they misread the question. In the Higher Tier, students did well in this question and the majority of them attained the full two marks.

14(b)/3(b) Again most of the students made a good attempt to answer this question and acquired one mark out of two. Only about a third of students who listened carefully and understood the gist of each utterance managed to score the full two marks. Again, in the Higher Tier, students performed well on this question.

Question 4

This question was not handled well by students. Only about a third of able students scored the full two marks and a significant majority managed to get at least one mark. The answer required was “she feels sick.” Most of them wrote “she feels uncomfortable” or “she feels dizzy” and did not score.

Question 5

There were no major problems encountered and the question was answered very well by the majority of students. Most of the students acquired at least three out of four marks.

Question 6

This question proved to be accessible for the majority of students. Those with a good understanding of Urdu were able to select the right answers and acquired either three or four marks.

Question 7

7(a) This question was very badly attempted by the majority of students. Only a few very able students attained the full two marks by writing the correct answer which was “industrial” and “agricultural”. Both of these terms had been tested before but still students found it difficult to understand them and failed to gain any credit.

7(b) Again, only about a third of students managed to give the correct answer. The majority did not score any marks.

Question 8

8(a) This question was based on personal characteristics. The majority of students gained one mark out of two. Most of them did not understand the Urdu term for “good natured” and wrote “she is a happy/cheerful/jolly girl”. Only a few of students attained the full two marks.

8(b) Again this question was not well attempted. About half of the students scored a mark and only a few acquired the full two marks.

Question 9

This question proved to be difficult for most of the students to understand and as a result it was very badly attempted. Only a few students managed to answer this question correctly.

Question 10

10(a) Almost all students answered this question correctly.

10(b) Most of the students realised that the subject under discussion was about protection from the sun, but failed to understand what damage can be caused from too much exposure to the sun.

Question 11

This question differentiated well between the more able and less able candidates. There were some but very few good responses, with students showing a good understanding of all details. The importance of education and to be independent was understood by many but the notion that one can lead a comfortable life by doing any type of job was totally misinterpreted. Students were supposed to give their own opinion but only half of them managed to succeed in doing so.

Mark Ranges and Award of Grades

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

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below

UMS conversion calculator www.aqa.org.uk/umsconversion.