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# GCSE URDU

Unit 1 Listening  
Report on the Examination

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4645  
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**General Comments**

This year the students performed exceptionally well across the papers as a whole. Both Foundation and Higher Tier papers offered students an opportunity to show their ability and gain credit. The students scored quite high marks in both tiers and their overall performance was better when compared to last year. Most of the students were able to handle the demands of the paper.

As it has been stressed in previous reports on the examination, students should be encouraged to write their answers as clearly and as legibly as possible. If they do not do this then they will unnecessarily fail to score marks. It is a good idea, for example, for teachers to tell the students to use capital letters in the multiple choice style questions. If they decide to amend an answer then the new response needs to be indicated clearly.

Similar to last year, fewer students were entered for the Foundation Tier and most were entered for the Higher Tier. The students were well prepared for various test type questions.

**Foundation Tier**

This year's paper was quite accessible for most of the students entered for this tier.

**Question 1**

This question was reasonably well answered by the students. There were a few who did not understand the word "village" in Urdu and failed to score a mark.

**Question 2**

No problems encountered. Almost everyone scored a mark here.

**Question 3**

This was also well answered by most students.

**Question 4**

This question was very well attempted by the majority of students. Almost everyone gave the correct answer which was "reading books".

**Question 5**

The overall performance of students answering this question was very good. The less able students who wrote "nani" or "nanny" instead of "grandmother" failed to score a mark. However, the students who wrote "nan" were credited.

**Question 6**

This was a very straightforward question and was well attempted by the majority of students.

**Questions 7 – 10**

These questions were related to school life, hence within students' experience. As a result they were accessible to most of the students and very well attempted.

**Question 11(a) & (b)**

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

**Question 12(a)**

This question caused some problems for some less able students who failed to understand the term “window”. Some of the incorrect responses given were “near the door” and “behind the cupboard”.

**Question 12(b) & (c)**

No problems encountered. Almost everyone managed to give correct responses.

**Question 13(a, b, c & d)**

This was a multiple choice question and it was very well attempted by the vast majority of students.

**Question 14(a & b)**

This question proved to be accessible for the majority of students. Those with a good understanding of Urdu were able to select the correct answers and acquired the full two marks.

**Question 15**

The overall performance of the students answering this question was reasonably good. Most of the students managed to score at least two out of three marks.

**Question 16**

This question proved to be more demanding for most of the students. The Urdu term for “physical education” caused problems. This question attracted some unusual and unexpected responses: for instance, the students thought the subject is either “biology”/“Study of the human body” or “health and social care”, because they heard the word “health”.

**Question 17**

This question was designed to test students’ understanding of different free-time activities. Most of the students handled this question very well, achieving the full four marks.

**Question 18**

This question was very badly attempted by students. Only the most able students managed to secure a mark for this question. The answer required was “in the winter” but the majority of students wrote “summer” simply because the Urdu word for “winter” is “sirma”. It was clear that the students were listening to the initial sound of the word rather than understanding the meaning.

**Question 19**

Again this question proved quite demanding for most of the students. It differentiated well between the more able and less able students. Only a few able students who listened carefully to the recording managed to attain a mark. The students displayed their unfamiliarity regarding the terminology used for different relatives.

**Question 20**

This question was generally well answered. Students who wrote “she met the rest of the extended family” instead of “she met her relatives” were credited.

**Question 21**

This question proved to be accessible for the majority of students. Those with a good understanding of Urdu managed to write two correct details and scored two marks.

**Higher Tier****Question 1**

The overall performance of the students answering this question was reasonably good. Most of the students managed to score at least two out of three marks.

**Question 2**

This question proved to be more demanding for most of the students. The Urdu term for “physical education” caused problems. This question attracted some unusual and unexpected responses: for instance, the students thought the subject is either “biology”/“Study of the human body” or “health and social care”, because they heard the word “health”. Students cannot rely on answers being accessible through one keyword. They must listen to the gist of each utterance.

**Question 3**

This question was designed to test students’ understanding of different free-time activities. Most of the students handled this question very well, achieving the full four marks.

**Question 4**

This question was very badly attempted by students. Only the most able students managed to secure a mark for this question. The answer required was “in the winter” but the majority of students wrote “summer” simply because the Urdu word for “winter” is “sirma”. It was clear that the students were listening to the initial sound of the word rather than understanding the meaning.

**Question 5**

Again this question proved quite demanding for most of the students. It differentiated well between the more able and less able students. Only a few able students who listened carefully to the recording managed to attain a mark. The students displayed their unfamiliarity regarding the terminology used for different relatives.

**Question 6**

This question was generally well answered. Students who wrote “she met the rest of the extended family” instead of “she met her relatives” were credited.

**Question 7**

This question proved to be accessible for the majority of students. Those with a good understanding of Urdu managed to write two correct details and scored two marks.

**Question 8(a) & (b)**

This question was very well attempted by the majority of students.

**Question 9**

Although most of the students managed to give the correct answer for an advantage, quite a substantial number of students struggled to write about the disadvantage, which was the “lack of public transport”.

**Question 10**

The majority of students found this question very accessible.

**Question 11(a)**

Most of the students made a good attempt to answer this question and acquired a mark. Students who wrote “he is from Britain / England” were not credited because the correct answer was “he was born in Britain / UK”.

**Question 11(b)**

Most of the students answered this question well, but not fully. Some found it difficult to differentiate between the terms “mother tongue” and the “national language”. Students who wrote “mother language” instead of “mother tongue” were given a mark.

**Question 12**

The majority of students handled this question reasonably well, and a proportion of students with good understanding of the language encountered no problem and achieved the full four marks.

**Question 13**

This whole question was based on the environment and the majority of students made a very good attempt to answer this question to score all four marks.

**Question 14(a)**

There were very few problems encountered and the question was very well answered by the majority of students.

**Question 14(b)**

Most of the students made a good attempt to answer this question and acquired at least one mark out of two.

**Question 14(c)**

This question differentiated well between the more able and less able students. There were only a few absolutely correct responses with students showing a good understanding of both details which were required. Most of them failed to understand “Ghalaza’s reaction to Jameela’s advice” and therefore failed to score a mark.

**Question 14(d)**

Again this question differentiated well between the more able and less able students. Quite a number of students failed to give two details to acquire two marks.

**Question 14(e)**

A number of students failed to understand this question. The question was “What is your opinion of Jameela?” but they misinterpreted the question as “What do you think about Jameela’s opinion?” However, the students who provided their opinion, positive or negative with a reason were credited with a mark.

**Mark Ranges and Award of Grades**

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

**Converting Marks into UMS marks**

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](http://www.aqa.org.uk/umsconversion)