
GCSE URDU

Unit 2 Reading
Report on the Examination

4645
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Foundation Tier

General Comments

The paper was accessible for the majority of students, and most appeared to be well practised in the required techniques. Some students failed to understand some common daily usage of vocabulary, and completed their answers with guess work.

Topics that were well done included:

- Food
- Shopping
- Likes and dislikes
- Daily Routine
- A page from a diary

The style of assessment which students found challenging included:

- Matching suitable answers to a list of questions (as in Question 7)

Question 1

The majority of students handled this question well and it proved to be an appropriate question at this level.

Question 2

Students had to write their answer after reading the text. The question again proved to be appropriate but a small number of students failed to understand 'Tuesday' and wrote 'Monday' or 'Wednesday'.

Question 3

It seemed that students had learnt common daily usage of shopping vocabulary. The majority of students did very well apart from only in one part, Question 3(c), where a few students did not understand the word for "Medicine" in Urdu.

Question 4

Once again, the majority of students handled this question very well.

Question 5

This question was based on a diary page and students were asked to read the text and then select the correct picture for each part-question. This question was accessible for the majority of students.

Question 6

All part-questions on daily routine were very well attempted by the majority of students.

Question 7

This question was based on finding the suitable answer for each question. The majority of students were unable to match the question with the right answer and mixed up the questions: for example, some students wrote answer "G" for question 7(b) and similarly "F" for question 7(d).

Higher Tier

General Comments

The paper was accessible for the majority of students, and most appeared to be well practised in the required techniques. Some students failed to understand some common daily usage of vocabulary, and completed their answers with guess work.

Topics that were well done included:

- Daily Routine
- Shopping
- Free time
- Personality
- Work and education

Topics which students found challenging included:

- Directions
- Trip to Dubai

Question 1

All part-questions on daily routine were very well attempted by the majority of students.

Question 2

This question was based on finding the suitable answer for each question. This question was very well attempted by the majority of students.

Question 3

The majority of students were unable to differentiate between “Right” and “Left” in Urdu and did not attempt this question very well.

Question 4

Students had clearly practised Urdu verbs and therefore, all part-questions were very well attempted by the majority of students.

Question 5

This question was based on ‘True’, ‘False’ and ‘Not in the text’ responses. Again the majority of students attempted the question very well. All those who scored full marks, read the text carefully and selected **T**, **F** or **?** as appropriate.

Question 6(a) & (b)

This whole question was about an account of work experience. Almost all students answered 6(a) and 6(b) very well and scored two marks for both questions.

Question 6(c)

Apart from some students who did not understand this part-question properly, the rest answered very well and scored a mark for this question.

Question 6(d)

A few students answered ‘wanted to be a nurse’ which is the answer to question 6(c). Some students answered ‘work hard, be helpful and caring.’ Some gave their own opinion rather than answering from the text. It seemed that students did not know the meaning of ‘expectation’ hence answered incorrectly.

Question 6(e)

The majority of students were able to give correct answers for both parts. Well attempted.

Question 6(f)

Many students failed to gain full marks as they translated 'badnaami' as 'embarrassed' which was incorrect. Some students answered 'she would get/have a bad name in school' which was also incorrect. There were many variations of incorrect answers for this question.

Question 6(g)

A few students gave their own opinion about her work experience rather than stating her opinion about work experience. The majority of students were able to give two details.

Question 7(a)

The majority of students were able to answer this question correctly.

Question 7(b)

Some students failed to gain full marks for this part-question because they did not mention 'airport' in their answer. Overall, this part-question was very well attempted.

Question 7(c)

A few students answered 'shop till you drop' as it is a popular phrase but which was incorrect. Students were expected to answer from the text. Some students answered 'shopaholic', 'addicted', 'obsessed', 'crazy', 'money waster' which were all incorrect without any proper reason from the text. Students did not read the question properly. The question demanded "Which phrase best describes Sarah's love for shopping?". Able students answered this question well.

Question 7(d)

Many students failed to gain full marks on this question as they were unable to identify what 'chacha zaad behan' was. Students answered 'uncle's sister', 'sister' and 'sister-in-law', which were all incorrect.

Question 7(e)

The majority of students were able to answer this question correctly.

Question 7(f)

The majority of students were able to answer the question with a reason. Those who scored a mark answered with a proper reason from the text. Overall, the question was well answered.

Question 7(g)

The majority of students attempted this question very well and were able to give two details on how Sarah describes Dubai.

Question 7(h)

Many students were able to describe what kind of person Sarah was with a good reason. Those students who failed to gain full marks did so because they did not support their answer with a reason from the text.

On the whole, this year, the majority of students worked very hard and did very well in the tests.

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