
GCSE URDU

8648/LF: Listening Foundation
Report on the Examination

8648
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General Comments

This was the first examination for the new specification. The listening paper was accessible for most students and differentiated well between students of different abilities.

Most students were able to respond well to the questions in Section A, where all responses are in English. In Section B, students were expected to respond to questions in Urdu. This section proved to be more challenging because only those students with a good command of Urdu were able to score high marks. Only a few students decided not to attempt the high demand questions in the paper.

Teachers should remind students to make the best use of the 5 minutes' reading time in the listening component by:

- reading all the questions carefully, particularly those in Section B
- looking at any examples given, as these point out the level of detail required
- highlighting or underlining key words in the rubrics/questions
- identifying the questions which have two parts to answer from the same utterance
- sign-posting Section B where answers in Urdu are required
- writing key words or phrases as answers instead of full sentences.

There were some poor spellings of known words and phrases, but examiners accepted spellings which communicated the correct answer.

Section A

Questions 1–2

These questions provided a straightforward introduction to the examination with 98% of the students scoring the marks. It was pleasing to see that students coped well with the distractors.

Question 3

Question 3.1 was answered correctly by 93% of the students. Question 3.2 had a lower degree of success with 65% of the students gaining the mark. It was slightly more challenging and discriminated well between good and average performance.

Questions 4–6

Question 4 had a lower success rate with 83% of students identifying the correct answer. Questions 5 and 6 were answered successfully by many students - 99% and 94% respectively. Again, it was pleasing to see that students were able to discount the distractors.

Questions 7–9

Question 7 was answered correctly by 86% of the students, with many writing every day or every month. Question 8 had a reasonable level of success with 91% of the students getting the correct answer, '*chicken and chips*'. '*pizza*', '*lamb kebab*' was rejected as being too vague. Question 9 was answered slightly less well as only 68% of the students scored the mark here. Many students wrote "fishing or go out" as their response. Questions test detailed understanding of the material heard and students should be discouraged from giving vague answers in response to them.

Questions 10–13

97% of students got Question 10 correct. The distractor used in this question meant that students had to listen carefully before choosing their answer. Although only 89% of the students gained a mark in Question 11, perhaps because of the obvious distractors in the question, they coped very well with the positive and negative elements. Question 12 was generally done well, with 98% of the students getting the mark. Question 13 did not pose too many difficulties for the majority of students and 92% got it correct.

Question 14

For Question 14.1, 78% scored a mark. This question discriminated well, as 73% scored the mark for Question 14.2 while only 46% scored the mark in Question 14.3. Examiners accepted any clear indication of ‘helping elderly people in their homes/houses’ and not ‘in an elderly home’ as the answer.

Questions 15–17

In Question 15, approximately 89% of students got a mark. For Question 16, around 74% got a mark and Question 17 around 96%. These questions proved accessible for many students as they are clearly comfortable with the topic of Free-time activities and are familiar with the vocabulary used to talk about their usual routine and lifestyle.

Questions 18–19

This question was aimed at the higher grades at Foundation Tier. Questions 18 and 19 performed better than expected, with 85% getting Question 18 correct. Question 19 was also particularly well answered, with around 70% of the students gaining the mark here. There were some clear distractors in these questions. It is pleasing to see that many students were able to listen to relatively complex language and pick out the correct answers from additional material contained within the utterance.

Question 20

There was a mixed performance on these questions, which again were aimed at the higher grades of Foundation Tier. Question 20.1 got 86% of correct answers and for Question 20.3, the figure was around 93%. In Question 20.2, only 28% of students got the mark, perhaps because the vocabulary used in this question was more challenging. This question discriminated well between those who understood fully what was being said and those whose understanding was only partial.

Questions 21 – 25

These questions were straightforward and accessible, with 51% gaining a mark for Question 21, 74% for Question 22, 88% for Question 23, 54% for Question 24 and 83% for Question 25. The vocabulary used here was relatively straightforward. Question 23 discriminated well as it was more challenging for example because she travelled to France by sea in a ship.

Section B**Question 26–27**

The first two questions in Section B were a straightforward introduction to Section B, which is questions and answers in Urdu. Again, many students were able to listen carefully and discount the distractors, with 71% gaining the mark for Question 26 and 97% getting Question 27 correct.

Questions 28–31

Students found this final set of questions challenging. There were more gaps or blank spaces in comparison to the previous questions.

In Question 28.1, 79% scored the mark and in Question 28.2 around 73%. Many students were unable to pick the correct response without ambiguity in Urdu. In Question 29, there were many incorrect answers and only 48% students got the two marks because many of them picked up eating fish and avoiding fatty foods. In the case of Questions 30 and 31, although these were targeted at the higher grades, around 85% students got one mark each for both questions which was pleasing.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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