
GCSE

URDU

8648/LH: Listening Higher
Report on the Examination

8648
June 2019

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2019 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

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 two questions provided a straightforward introduction to the paper. Both performed better than expected, with 96% getting Question 1 correct and around 90% of the students gaining two marks in these questions. There were some clear distractors but it is pleasing to see that many students were able to listen to relatively complex language and pick out the correct answers from what they had heard.

Questions 3–7

Question 3 had a lower degree of success as it was more challenging. Around 63% of the students gained the mark. Question 4 was answered correctly by 92% of students. Questions 5 -7 were correctly answered by 95%, 73% and 94% students respectively. Question 6 discriminated well between good and average performance.

Question 8

For Question 8.1, 90% of students got the correct answer and Question 8.2 was also answered successfully by 96%. Again, it was pleasing to see that students were able to discount the distractors in these questions.

Questions 9–11

Around 83% students correctly answered Question 9, while some wrote a vague answer, such as "lack of rain", which was rejected.

Question 10 had a reasonable level of success with 94% of the students getting the correct answer. Answers such as “lose” or “defeated” were rejected as being too vague.

Question 11 was answered slightly less well. Only 33% of the students scored the mark here, because many students wrote “traffic” as their response. It proved challenging for many students. This question tested detailed understanding of the material heard and students should be discouraged from giving vague answers in response.

Question 12

87% of students got Question 12 correct. The distractors used in this question meant that students had to listen carefully before choosing their answers and this question discriminated well between those who understood fully what was being said and those whose understanding was only partial.

Question 13

Around 70% of the students gained a mark in Question 13.1, perhaps because of the obvious distractors in the question. For Question 13.2, however, about 87% students responded correctly. In the case of Question 13.3, this proved to be more accessible and around 97% of students answered it correctly.

Questions 14–17

In Question 14, around 96% students got a mark. For Question 15, around 98% got the mark while for Question 16 around only 20% students got a mark. This question proved challenging for many students, perhaps because of the distractors. Around 97% of students correctly answered Question 17. Overall, most students coped very well with the positive and negative elements contained in the question and gained marks. Most students were clearly comfortable with the topic of ‘Touring Pakistan’ and were familiar with the vocabulary used to talk about their excursions there.

Question 18

This question was aimed at the higher grades at Higher Tier. Questions 18 and 19 performed better than expected, with 71% getting Question 18.1 correct. Question 18.2 was slightly better answered, with around 84% of the students gaining the mark here. Most students managed to cope with the distractors in these questions and recognised the correct answers.

Question 19

This question was also aimed at the higher grades. For Question 19.1 only 63% students got the correct answer so this discriminated well. Question 19.2 was more accessible and around 95% of students scored the mark, so this part performed better than expected. There were some clear distractors in these questions. It is pleasing to note that many students were able to listen to relatively complex language and pick out the correct answers from among the distractors.

Question 20

This question proved straightforward and accessible, with 95% gaining three marks for this question. The vocabulary used here was relatively simple, but the statements about Ramadan were rather closely related to each other so it is pleasing that students coped well with this.

Questions 21 – 23

There was a mixed performance on this set of questions, which again were aimed at the higher grades. For Question 21, 89% of students got the correct answer while for Question 22, students performed better with around 82% getting the correct answer. For Question 23, only 69% answered correctly, perhaps because the vocabulary used in this question about 'music' was more challenging.

Question 24

This question was straightforward and accessible, with 96% scoring two marks for this question. The vocabulary used here was relatively simple, but it was slightly challenging because the statements about breakfast included complex language.

Question 25

This question was slightly more accessible, with 88% gaining two marks for this question. The vocabulary used here was straightforward; however the statements about Foodbanks were closely related to each other included some complex language.

Section B**Question 26**

The first question in Section B was a straightforward introduction to the Urdu section. Many students were able to listen carefully and discount the distractors, with 86% gaining the mark.

Questions 27 – 28

These questions were overlap questions. 97% of students got Question 27 correct. However, in Question 28.1, 79% were successful and in Question 28.2 around 73% of the students gained the mark here.

Questions 29 – 30

Students responded well to these questions, which were the ones where they had to choose a response in Urdu. In Question 29 only 88% of students managed to score one mark while for Question 30 the success rate was 95% of students scoring one mark. Again, many students were able to listen carefully and discount the distractors. This question discriminated well between those who understood fully what was being said and those whose understanding was only partial.

Questions 31 – 32

These questions were less straightforward. Only 58% students scored on Question 31. This question tested detailed understanding of some complex vocabulary and structures and, although many students understood that the Pakistani cricket star was still keen to help the family of the deceased shopkeeper financially.

Question 32 was successfully answered by around 76% of students scoring two marks. Some students were often unable to use the target language clearly and correctly. There were more gaps or blank spaces compared with Section A.

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.