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# GCSE URDU

8648/RF: Reading Foundation  
Report on the Examination

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8648  
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## General comments

The paper was accessible for the majority of students and most did well in the Foundation paper, although the more demanding overlap questions (which also appear on the Higher paper) proved challenging for many, notably questions based on a literary extract. The Section C translation (Question 14) was not attempted by some students; this may suggest that those students did not leave sufficient time to complete this task. Teachers may wish to suggest starting with the Section C translation and then moving on to Sections A and B – it is a decision for individual students in terms of the order they complete the tasks in this paper. Some students did not understand items of vocabulary in common daily use and had to use guesswork to complete their answers.

All three themes were covered in the Foundation paper; students performed particularly well on questions based on the following topic areas:

1. Me, my family and friends
2. Home, town and neighbourhood
3. Life at school/college
4. Technology in everyday life

## Section A

### Question 1

This question was about an exchange student and the majority of students handled this question confidently. It seemed that they prepared for this topic very well. Around two-thirds of responses were correct, which was successful start to the paper.

### Question 2

This question was based on reading a notice at a doctor's surgery and required written answers in English. Some students did not answer Question 2.3 well, probably as they did not read the information in the text carefully enough. Overall, most students answered the other parts of this question very well and the vast majority answered Question 2.4 correctly. The question differentiated well between students of different abilities.

### Question 3

This question was about school activities and students had to select the correct day for each activity. The question proved to be accessible to students who had clearly prepared well on school activities and days of the week. The majority of students did better on Question 3.4 than on other parts of the question. Some found Question 3.3 rather challenging.

### Question 4

This question was on healthy lifestyles, where students were asked to read some tweets and decide who is presenting positive, negative or both positive and negative opinions. To attempt this sort of question, students do need to practise identifying which statements have positive, negative or both positive and negative views. The question proved to be accessible to many students who had clearly been well prepared for this type of task. The vast majority did well in Question 4.4 and for the other parts, the responses were more mixed. Overall, it was a good attempt by students.

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**Question 5**

This question was based on free time activities and students had to read conversation between two friends about an invitation to dinner. This was a challenging question due to the length of the text. Most students had some difficulty answering Question 5.1, with just under half responding correctly and just under a quarter of students answered Question 5.4 correctly. There was distractor in each statement and this is what most students found challenging.

For this type of question it is crucial that students read the question carefully and read the whole sentence in the text, keeping in mind that more demanding questions may well contain distractors. Moreover, in the open response questions, there is no need to write unnecessary information as this can lead to fewer marks being awarded. Examiners will not pick out the correct information from an answer when more than one answer is given. For a one mark question, only one piece of information will normally be necessary.

**Question 6**

This question is new to the 2019 series as this is based on literary text. A large proportion of students misunderstood 6.2, 6.4 and 6.6 but many performed well in the other questions.

**Question 7**

This question was focused on sporting activity; students had to read an email and find the correct statements about the requirements to join the cricket club. Pleasingly, many students scored at least two marks in this three-mark question, with a substantial proportion gaining full marks.

For this type of question, students should be advised to follow the instructions in the rubric carefully and then target the key words in the text to help them answer the questions.

**Question 8**

This question tested the topic of jobs, careers choices and ambitions. Students had to read an advertisement and answer multiple-choice questions. Mostly, students have did well in this question. In Question 8.1, most students answered correctly whereas in 8.3, just under half of students scored the mark so this proved to be a good discriminator between students. Again, familiarity with the theme-related vocabulary is essential for success.

**Section B****Question 9**

In this section, all instructions and questions are in Urdu. Question 9 was a form filling exercise and students had to fill in the missing information in each sentence. The vast majority of the students did well in Question 9.1. However, most of the students found Question 9.2 particularly challenging due to the word "hobby/ مشغلہ" in the question.

**Question 10**

This question was about films and different genres and was slightly challenging. If the student was able to pick out the key words and match them with the table of genres, then it was accessible. Again, knowledge of vocabulary is key. This question differentiated well between students.

**Question 11**

This was a multiple-choice question, based on an advertisement for a clothes shop. The text was short and the questions were also short and direct. The choices in the table were clearly mentioned in the text. Students needed to look at the key words and then choose the correct option. The vast majority of students performed well in this question.

**Question 12**

The text in this question was adapted from Urdu literature. While it can be challenging to answer a literary text-based question in Urdu, the text was simplified and the statements clear. Students had to find four correct statements. The majority of students found deciding between statements E and F challenging; statement F was a distractor and most students thought it was the correct answer. It is recommended that students should read the whole text carefully before deciding on their answers. Pleasingly, the majority of the students scored three marks in this four-mark question, which is very impressive.

**Question 13**

This question was a multiple-choice question about a weather report in a newspaper. It was a multiple-choice question and it was more challenging than many of the other questions. Questions 13.3 and 13.4, which involved distractors, caused the most difficulty.

**Section C****Question 14**

This is a translation question from Urdu to English. This question discriminated very well. The nine sections of the translation demonstrated a wide range of answers; pleasingly, more than half of the students scored at least four marks out of the nine available. It should be stressed, however, that precision is necessary to successfully complete these tasks. Students must accurately transfer the meaning of the Urdu text into English to be able to gain the mark available for each section of the text, as explained in the published mark scheme. The sentence structures have to be correct. All three time frames will feature in this question and therefore it is important that the tenses and pronouns must be conveyed fully in English.

Paraphrasing is to be avoided and students should follow the original text closely. If the student is not using the correct tense, he/she will be not score the mark for that section of the text. Students should be aware that small link words are important in the translation.

پچھلے سال was nearly always correctly translated. On occasions, students missed the connectives. Most students coped well but many chose the wrong tense for the third sentence where they got the wrong tense. Most students translated the last sentence well and translated the future tense correctly, but some had difficulty translating کے لیے پاکستان پڑھائی. Many instances of guesses were evident here.

The best advice for students is to tell them to re-read what they have written to check it makes sense in English.

Overall, the students coped very well with the overall demand of the new examination which was pleasing.

### **Advice to teachers**

- Encourage students to answer every question, especially the multiple choice questions. By having a guess your students could pick up extra marks.
- You may wish to encourage less able students to start the exam by answering the multiple choice questions first.
- Remind students not to copy out whole chunks of Urdu. Read the questions first carefully and then write just the required information for each question.
- Train students to spot distractors and practise this task in class.
- Encourage students to revisit language they learned in their Key Stage 3 studies regularly. Vocabulary relating to food, colours, days of the week, etc may all be tested at GCSE.
- Advise students to re-read carefully what they have written in the translation to check it makes sense.

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### **Mark Ranges and Award of Grades**

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