
GCSE

URDU

8648/RH: Reading Higher
Report on the Examination

8648
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General comments

The paper was accessible for the majority of students and most students coped very well with the demands of this new paper. There were very few unattempted questions and most students seemed to have sufficient time to complete the paper. Handwriting was generally clear.

All three themes were covered in the paper and students performed well in the following topics:

1. Life at school/college
2. Holidays
3. Home, town, neighbourhood and region
4. Healthy living
5. Career choices
6. Technology in everyday life

Question 1

This question was based on literary text on the topic of life at school and students performed well, handling most of the statements confidently. The vast majority of students did extremely well in Q1.1 (81.93% of correct responses), Q1.3 (95.24% of correct responses) and Q1.5 (85.80% of correct responses). However, Q1.4 proved to be challenging for most of students with 65.59% of students choosing the incorrect response).

Question 2

This was a question about a holiday in Turkey where students were required to extract key details from the text. Most students found this very accessible and scored full marks. However, Q2.1 and Q2.4 proved more challenging.

Question 3

This question targeted knowledge of the three time frames and students were required to identify which time frame (past, present, future) the English words referred to, according to the text. Most students performed very well on Q3.1 (94.09%) and Q3.5 (93.41%) in particular.

Question 4

This multiple choice style question was based on the topic of healthy living and required students to select the appropriate suggestions from each of the doctors in the text. Most students performed very well, with over 90% scoring full marks.

Question 5

This question related to career choices. Students were required to read the statement in Urdu and then look for the key word in the English statement to identify the job. Students performed very well in this question despite the distractors used in the text and over 90% scored three marks out of the four marks available.

Question 6

This question focused on the importance of mobile phones and the internet. Written answers in English were required and the questions discriminated well between students of different abilities. Questions 6.1 and 6.3 proved to be the most demanding. Unfortunately, some students did not focus sufficiently on the information in the text, missing key details. Others were tempted by the distractors. Student should be advised to read the passage carefully to ensure they identify the information required by the questions.

Question 7

This question was on the topic of home, town, neighbourhood and region with a text about keeping the environment safe and clean. This was a multiple choice question and students had to identify the key information from the text to choose the correct option from a choice of three statements. Most students performed well well in this question.

Section B**Question 8**

The stimulus in this question was adapted from an Urdu literary text. It is important for students to be aware that, although the text is from a literary source, all of the information required to answer the questions is in the text. Students had to find four correct statements out of a choice of eight and it is recommended that students read the text and the statements carefully before choosing their answers.

Students found statements E and F challenging, particularly statement F as it was a distractor with many students choosing it. It was pleasing, however, that most students scored two marks out of four in this question.

Question 9

This question was about a weather report in a newspaper. It was a multiple-choice question and was targeted at the higher grades. The vocabulary relating to weather is very accessible if learned well. Almost all students scored highly on this question.

Question 10

This Urdu text was in a form of a letter to a friend and was a multiple choice question with three possible answers. These questions proved to be challenging with Question 10.5 proving the most demanding with only 58.42% of students choosing the correct answer because of the distractor.

Question 11

This question required students to choose the name of the person who has expressed their interest in the summer camp activities. The majority of students did very well on this question, with only a few guessing without fully reading the text. Parts 11.1, 11.2 and 11.3 discriminated well.

Section C

Question 12

This section proved particularly challenging for most students, with some students not attempting parts of the translation. A good number of students scored well and some created answers from the few words they did know, but what they wrote unfortunately often bore very little relation to the original text.

This question discriminated very well and the nine sections of the translation demonstrated a wide range of answers. Students must translate each part of the text correctly to able to gain a mark in each section. All three tenses are targeted in this question and it is important that the tenses are conveyed accurately. Pronouns must be conveyed fully in English and the sentence structure should be correct.

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. Some students did not attempt the translation, perhaps because they did not allow sufficient time. Students should be reminded that they can attempt the different sections in any order.

The final sentence proved to be the most challenging with many choosing the wrong English word for the Urdu word پیشہ.

Overall, students coped very well with the 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.

Mark Ranges and Award of Grades

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