



GCSE

URDU

8648/LH: Listening (Higher)
Report on the Examination

8648/LH
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General Comments

The listening higher paper was accessible for most students and differentiated well between students of different abilities, however students' performance is not as good as in 2019.

Questions 18.1 and 20.1 proved to be very demanding and most of the students failed to score. The vast majority of the students could not answer the parts of the questions about technology and fast food. Questions number 1-8, 10, 11, 14-17, 20.3, 21-23, 24.1, 24.4-28.1, 28.3 and 28.4 were easily accessible.

Section A

For Questions 1 and 2, marks were given for correctly identifying an advantage and a disadvantage for each activity. There were two possible answers for each question. In both cases there were certain answers that were given more frequently than the other, namely 'exercise' and 'tiring' for Question 1 and 'given the opportunity to meet new friends' and 'being punished' for Question 2. Both were well-answered, with the majority of candidates attaining two marks for both Questions.

Question 3 was, overall, well-answered. The majority of students answered Questions 3.1, 3.2 and 3.3 correctly, respectively.

Question 4 was an example of a more challenging question, with fewer students getting full marks than the previous question, albeit still over half doing so. Some students struggled with the first part of the question, answering with 'no activity due to bad weather' rather than the activity scheduled (mountain hiking/climbing).

Questions 5 and 6 were well-answered, with most students answering them correctly.

The vast majority of students answered Question 7 correctly, attaining three marks.

Question 8 was a more challenging question that still had a lot of success. Most students attained full marks, with most of the errors coming from students misunderstanding the question. Question 9 was poorly answered, with just less than half of students getting the mark. It was clear that many students did not understand the word تنگ and instead tried to guess possible answers such as an accident, or traffic. Question 10 was well-answered in spite of the previous question, with the vast majority of candidates getting the correct answer.

Question 11 was answered mostly correctly, with almost all students getting the mark. On the other hand, Question 12 was performed very poorly, with very few students able to answer the question correctly. Most students simply found it difficult to understand the Urdu word اعلىٰ نسل کے جانور. Question 13 had a mixed response, with around half of the students getting the mark. There was a lot of misunderstanding with this question, as students answered with money, housing/accommodation, school or similar things.

Questions 14-17 had a very good response, with the vast majority of students getting each of the marks.

Question 18 differentiated well between the more and less able candidates. Around a quarter of candidates attained two marks for 18.1, as very specific language was used. Most guessed that the issue was related to money. The language required to get one of the marks was very specific (ٹیکنالوجی کے بارے جاننے والے افراد). 18.2 was answered better, with over half of students attaining two marks.

For Question 19, most students were able to identify a disadvantage (litter being thrown on the floor/expensive for locals) but struggled to correctly identify the advantage. Some even used expensive (or cheap) as an advantage, and one student said the town was clean.

Question 20.1 and 20.2 has a very mixed performance, with less than half of students getting the marks. 20.3 was answered better, with most students getting the correct answer.

Questions 21, 22 and 23 were answered well, with the vast majority of students getting the mark for each question.

Question 24.1 was well answered by the students, with a high proportion of them getting the correct answer. Q24.2 was not very well understood by the students, with less than half of the students getting the mark. This was commonly due to students mixing up the necessary responses for the questions; only around half of students answered Q24.3 correctly. Q24.4 was mostly answered correctly, with the majority of students getting the mark.

Section B

Question 25-27 were performed well by most of the students.

Question 28 had a more mixed response. The majority of candidates achieved the mark for Q28.1, (some responses were invalid because they wrote 17 instead of 70) Q28.3 and Q28.4, whilst Q28.2 differentiated more with around half the candidates achieving the mark. There were some poor spellings of known words and phrases, but examiners accepted spellings which communicated the correct answer.

Advice to teachers and centres

The students need to be trained to:

- read the questions properly to understand what to do, particularly those in Section B.
- how to make the best use the 5 minutes reading time
- look at the marks available for each question and give the required detail or reasons.
- look at the language of the questions to work out the answer (when, where, what etc.)
- identify points of view and draw simple conclusions.
- look for different distracters.
- listen for the key words.
- identify problems and what impact these have.
- identify a negative and a positive attitude together in the text/question.
- sign-posting Section B where answers in Urdu are required.

Mark Ranges and Award of Grades

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