



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 paper. There were very few un-attempted questions and most students seemed to have sufficient time to complete the paper. Handwriting was generally clear. All three themes were covered in the higher paper and students performed very well.

Teachers had entered their students for the correct tier and it was pleasing to see that exam technique is improving. As a general principle, students were given credit for all answers which conveyed the key idea intelligibly and without ambiguity whether the answer was in English or in Urdu. Students should be discouraged from giving alternative or additional information in their answers in Urdu or English as this may make the key idea ambiguous and the marks will not be awarded. Students should be advised to make sure that they write the correct letters when answering these types of questions. They should also write their letters clearly as any ambiguous letters will be marked as incorrect. If students need to change an answer, they should cross out the incorrect letter and write the new letter clearly. It is advisable to use clear Urdu letters because it makes it easier to read.

Section A

Question 1

This was a literature question targeted at grade 5 and is an overlapping question with a Higher tier one. The students have done well in most of the statements. A vast majority of students have attempted this question very well compared to last exam series. The theme was 'me, my family and friends', the level and demand of the text was appropriate.

Advice to centres/students: To prepare for this type of question the students need to read Urdu literature texts and familiarise themselves with some of the writers work in the past.

Question 2

This is question was open response question, 45% of the responses were incorrect for Q2.1 mainly lack of understanding from the students. The rest of the questions were very good.

Question 3

This question was done very well.

Question 4

This question was MCQ and this was attempted very well.

Question 5

This question was 'fill in the blank', students had to choose the words from the table and fill them in. This question tests the vocabulary knowledge and grammar. More than 50% of the students have scored 3 and 4 marks.

Question 6

This was open response question with a text about TVs. More than 50% did not score a mark in Q6.1 and Q6.3. Students have to read the question carefully and make sure they write what is required in the question which is very specific information avoiding distractors.

Question 7

This question was about advantages and disadvantages, students have to make sure that they write specific information for an advantage and a disadvantage there are distractors and inference and the students have to make sure they understand it clearly and avoid the distractors.

Section B**Question 8**

The text in this question was adapted from Urdu literature. Although, it is difficult to attempt a literary question in target language, but the text was simplified and multiple options in the answer with the facility of having key words glossed has helped most of the students to score good marks. The students had to find one correct answer from three options in target language. During the marking, it was noted that the majority of the students have done exceptionally well in this question which is very impressive. However, it is advised that the students should read the text carefully.

Question 9

This question open response in Urdu and the higher students have done exceptionally well in this type of question. They have written accurate Urdu answers in the paper which was pleasing to read.

Question 10

Question 10 was about the correct statements from the text and the percentage of the scoring marks in this question was high by most of the students.

Question 11

This question was an MCQ in Urdu and the majority of students have answered it correctly.

Section C

Question 12

This translation section proved particularly challenging for most students, with many omissions leading to score to gain particular marks. A good number of students scored well and some were reduced to creating answers from the few words they did know, what they wrote often had very little relation to the original text. This question discriminated very well. The nine sections of the translation demonstrated a wide range of answers. The students must translate the key words in English in each sentence to able to gain a mark each. The sentence structures have to be correct. All three tenses are in this question 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, they will be not score marks. During marking, it was evident that some students have not attempted this section at all because they did not allow sufficient time to attempt this section. During marking, the students who have attempted this question were all very good. More than 50% of the students have scored no marks. It is advised that the students should read the text carefully.

Advice to students

- Read the introduction to the question. This will help you to give appropriate answers.
- Make sure that your letters are clear when you are answering with a letter.
- Use the correct set of letters e.g. (T, F, NT)
- Read forwards and backwards in a text from the key word in the question. Sometimes the answer comes after the key word and sometimes it comes before.
- Do not copy whole chunks of Urdu because you might include the wrong answer as well as the right answer.
- If you are asked to give one reason, only give one.
- Translate every word in the translation.

Advice to teachers

- Continue to bear in mind that the Higher Reading examination tests up to Grades 7, 8 and 9.
- Train students to spot distractors and practise this in class.

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- Draw attention to the list of important verbs in the specification and make sure your students are familiar with them.
- Encourage your students to use capital letters when answering with a letter and to make them legible even if they change their answer.

Mark Ranges and Award of Grades

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