
GCSE

URDU

8648/LH Listening Higher Tier
Report on the Examination

8648/LH
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General Comments

The Listening Higher paper was accessible for the majority of students and differentiated well between students of different abilities, students' performances were good this year.

Questions 9, 18, 24 and 28 proved to be very demanding and some of the students did not score any marks. The vast majority of the students could not answer parts of the questions, in particular about home, regions and festivals. Question numbers 1-8, 10, 11, 14-17, 19,20, 21-23, 28.1, 28.3 and 28.4 were 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 'all equal' and 'colours not good' for Question 1, 'school identity' and 'someone else decides what you should wear' for Question 2. Question 1 was well-answered, but some students did not score in Question 2.

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

Question 4 was well-answered and majority of students obtained 2 marks.

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 well answered. Question 9 was poorly answered, with less than half of students getting the mark. It was clear that many students did not understand the words پرانے گرجا گھر، عجائب گھر and instead tried to guess possible answers such as old buildings, or things. Question 10 was well-answered in spite of the previous question, with the vast majority of students getting the correct answer.

Question 11,12,13 were answered mostly correctly, with almost all students getting the mark.

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

Question 18 differentiated well between the more and less able students. Around a quarter of students attained two marks for 18.1, as very specific language was used. Most guessed that the issue was related to overseas people. 18.2 was answered poorly, with over quarter of students achieved one mark because of specific vocabulary جھوٹے مقدمے، ناجائز قبضے، students did not understand.

For Question 19, most students were able to identify an advantage (friendly staff,) and a disadvantage (long wait, 40 mins wait).

Question 20.1 and 20.2 had 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 very well-answered, almost three quarter of students achieved full marks.

Section B

Question 25-27 were performed well by most of the students, receiving the vast majority of the marks.

Question 28 had a more mixed response. The majority of students achieved the mark for Q28.1, and Q28.2 and Q28.4, whilst Q28.3 posed a greater challenge to students. 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.