



GCSE Urdu

8648/RH Paper 3 Reading Higher Tier

Report on the Examination

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General comments

Changes were made to the 2024 papers to reflect the removal of the regulatory requirement to test vocabulary outside of the published vocabulary list.

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. 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 is a literary-text type question targeted at grade 5 and is an ‘overlapping’ question with Foundation tier paper. The students have done well in most of the statements. Some students have misunderstood Q1.3 and Q1.7. The reason being was that the statements were not in the text and there was a close distractor, therefore, the students did not perform well in these subquestions. However, they have done well in the rest of this question. 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 question was an open response question, many of the responses from students were incorrect for Q2.5 due to the lack of understanding and vocabulary knowledge. The rest of the subquestions were attempted very well.

Question 3

A big majority of the students showed excellent understanding in this question and did very well.

Question 4

This question was attempted very well in all parts.

Question 5

This question required filling in the blanks, students had to choose the words from the table and fill them in. This question tests the vocabulary knowledge and grammar. A large number of the students scored full marks. It is recommended that the students should check if the words make any grammatical sense in the text or not, as an answer strategy.

Question 6

This was an open response question with a text about leisure activities and between 70-80% of the students scored marks in Q6.2 and Q6.3. However, in Q6.1 students have given mixed responses, which showed that they were not sure what to write as an answer. Some of them predicted or guessed the answers from their pre-knowledge. Therefore, it is recommended to read the passage and the question carefully and make sure to write what is required in the question and to be very specific. Follow the passage rather making assumptions.

Question 7

This question was about advantages and disadvantages, students had to make sure that they wrote specific information for an advantage and a disadvantage. A good number of students scored full 2 marks in Q7.1 and about half of the students scored only one mark in Q7.2 which demonstrated the lack of understanding of the text.

Section B**Question 8**

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

Question 9

Students did very well in this open response question. Couple of responses were in English, which was not marked, as it was not in target language, as required in section B.

Question 10

Question 10 required work with the correct statements from the text on festivals and customs, and it was very encouraging to see that a majority of students scored full marks.

Question 11

This question was a multiple-choice question in Urdu and most students answered it correctly. This showed their excellent understanding of the language and vocabulary knowledge.

Section C

Question 12

This translation section proved particularly challenging for most students, with many omissions which affected 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 bore 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 for each section. 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, he/she will not score marks. During marking, it was evident that some students did not attempt this section because they did not allow sufficient time. During marking it was noticed that the students who attempted this question performed very well. A large number of students scored 9 marks in this question. It is advised that students should read the text carefully, try to translate the key words and then structure their sentences 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, eg (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 and that half of the available marks will test those grades.
- Train students to spot distractors and practice this in class.

- 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.