



GCSE

Urdu

8648/LF Listening (Foundation)

Report on the examination

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General Comments

Overall student performance this year was slightly lower than in 2024, primarily due to the paper being well differentiated. The examination provided students with the opportunity to engage with questions that ranged from straightforward to complex, encompassing a broad array of themes.

Questions 1, 2, 3.1, 4, 5-7, 8.2, 9, 13–15, 18, 19, 22.1 and 22.3.1 were generally found to be highly accessible by the majority of students. In contrast, Questions 21 and 23.2 were perceived as particularly challenging. Performance in the remaining questions varied, reflecting a mixed level of understanding and skill across the cohort.

These questions answered well were from the following topics:

- Food and drink
- Celebration
- Dream job
- School
- Free time activities
- Social media
- School subjects

Section A

Question 1 was generally well answered, with the majority of students achieving the mark.

Similarly, Question 2 was also well performed, with most students gaining marks.

Question 3.1 was answered well by majority of the students. However, Question 3.2 proved to be more challenging, as many students misunderstood the Urdu word "*gharee*", which refers to a watch.

Questions 4.1, 4.2, and 4.3 were consistently well answered, with the majority of students securing marks in each part.

Questions 5 and 6 were also well attempted overall. While students found Question 6 slightly more difficult than Question 5, most were still able to respond correctly.

Question 7 was also successfully answered by most students.

Student performance in Question 8 was generally less strong. While the majority of students were able to gain the mark in Question 8.2, Question 8.1 proved to be more challenging. Most students did not achieve the mark in this part, resulting in an overall less successful performance in Question 8.1.

Questions 9.1 and 9.2 were generally well answered, with students performing strongly overall.

In contrast, Question 10 was not well attempted, as the majority of students did not obtain the mark.

Question 11 was answered well, with most students achieving a mark.

Question 12 received a comparatively better response, with over half of the students successfully gaining a mark.

Questions 13, 14, and 15 were generally well answered. In particular, Questions 13 and 15 were answered significantly better, with the vast majority of students selecting the correct response.

For Questions 16 and 17, marks were given for correctly identifying an advantage and a disadvantage of mobile phones. Question 17 was more challenging for students than Q16, but the majority received a mark for each question.

Question 18.1 effectively differentiated student knowledge, highlighting varying levels of understanding. The majority of students selected the correct answer for Question 18.2. Question 18.3 was highly accessible and well understood by most students.

Question 19 was generally well answered, although a small proportion of students encountered difficulty with Question 19.1. Overall, student performance in this question was strong.

Question 20 proved challenging for most students. Although the majority were able to attain at least one mark, many struggled to secure the first mark due to a misunderstanding of the question's requirements. Fewer than half of the students achieved two marks.

Section B

Question 21 produced a wide range of outcomes, largely due to the extended nature of the text and the requirement for students to read and interpret options in Urdu. While the vast majority of students attained at least one mark, only a quarter were able to achieve the full four marks.

Question 22 was challenging for many students, primarily due to difficulties in accessing and understanding specific Urdu words and phrases. Approximately half of the students gained a mark in Question 22.2, while the majority performed better in Question 22.1.

Question 23.2 was not accessible to most students, with fewer than half selecting the correct answer. In contrast, performance in Question 23.1 was notably stronger.

Advice to teachers and centres

Students should be explicitly taught how to approach the examination effectively, particularly in relation to Section B. The following strategies are recommended:

- **Read all questions carefully**, with particular attention to the requirements in Section B, to ensure a clear understanding of what is being asked.
- **Make full use of the five minutes of reading time** at the start of the paper. During this time, students should examine each question and its possible responses, considering what information or reasoning may be required.

- **Analyse the wording of each question** (e.g., *when, where, what*) to help identify the type of response needed.
- **Be aware of signposting in Section B**, where responses are required in Urdu.
- **Translate key options or prompts into English** during the allocated reading time to aid comprehension and accuracy.
- **Use short words or phrases** in responses where appropriate, rather than full sentences, to improve efficiency and clarity.
- **Recognise different points of view** and develop the ability to make basic inferences from the text/recording.
- **Identify potential distractors** in multiple-choice questions and consider each option carefully.
- **Pay close attention to key words** in both the question and answer options.
- **Follow instructions precisely**—if asked for two details, provide only two. Giving more than the required number may result in marks being withheld if incorrect information is included.
- **Remain calm when encountering difficult questions.** The paper is intentionally structured to include a range of difficulty levels. A challenging question is often followed by a more accessible one.
- **Do not leave multiple-choice questions blank.** If unsure, make an educated guess—an incorrect answer has no penalty, but a blank answer will always be marked as incorrect.

Mark Ranges and Award of Grades

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