



GCSE

Urdu

8648/LH Listening (Higher)

Report on the examination

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General Comments

The Listening Higher paper was accessible to the majority of students and effectively differentiated between varying levels of ability. However, overall student performance was slightly below that of the previous year.

Students found Questions 1, 2, 3–8, 12–16, 19–24.1, 24.3, 25–27, 28.1 and 28.4 to be generally accessible, whereas Questions 7, 9, 10, 11, and 18.2 were considered particularly demanding. Performance on the remaining questions was mixed.

Section A

For Questions 1 and 2, marks were awarded for correctly identifying one advantage and one disadvantage of mobile phones, respectively. Each question had two possible answers. In both cases, certain responses were more frequently provided than others: for Question 1, “contact with friends” and “eyesight deterioration” were the most common, while for Question 2, “improvement in educational attainment” and “effects on family relationships” were predominant.

Question 1 was generally well answered. However, some students were unable to score marks for Question 2 due to responses that referenced ‘education’ in a manner that did not fully address the question requirements.

Overall, Question 3 was well answered, with the majority of students responding correctly to parts 3.1, 3.2, and 3.3.

Question 4 was also well answered, with the majority of students achieving two marks.

Similarly, Questions 5 and 6 were well attempted, with most students providing correct responses.

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

Question 8 was also well answered. However, Questions 9 and 10 were less successful, with fewer than half of the students achieving marks. It was evident that many students did not understand the Urdu term for “Labourers” and instead guessed answers such as “homeless people.”

Question 12 was mostly answered correctly, with nearly all students obtaining the mark. In contrast, Questions 11 and 13 proved to be more challenging.

Questions 14 to 16 received a very positive response, with the vast majority of students earning marks for each question; however, Question 17 was found to be difficult.

Question 18 effectively differentiated between higher- and lower-ability students. Approximately a quarter of students achieved two marks, and performance in Question 18.1 was notably strong.

For Question 19, approximately half of the students were able to identify both an advantage (good business) and a disadvantage (fewer jobs/less income).

Question 20 was well answered, with the majority of students attaining full marks and demonstrating a clear understanding of the question.

Questions 21, 22, and 23 were also well answered, with the vast majority of students receiving marks for each question.

Question 24.1 was well answered, with a high proportion of students selecting the correct response. However, Questions 24.2 and 24.3 presented challenges for most students.

Section B

Questions 25 to 27 were generally well performed by most students, with the vast majority achieving marks; however, Question 26.2 proved to be a little more challenging.

Question 28 elicited a more mixed response compared to other questions in the examination. While the majority of students attained satisfactory marks in Questions 28.1 and 28.4; 28.2 and 28.3 presented greater difficulty. Student performance in this question reflected a range of understanding and highlighted the varying levels of challenge experienced by individuals.

Advice to teachers and centres

Students should be reminded of the following key strategies to improve performance, particularly in Section B of the paper:

- **Read all questions carefully** to fully understand what is being asked, with particular focus on Section B.
- **Use the five-minute reading time effectively** by previewing the questions and translating key content from Section B into English.
- **Consider the number of marks available** for each question and ensure the level of detail or reasoning in responses is appropriate.
- **Pay attention to the question wording** (e.g., *when, where, what*, etc.) to help determine the required response.
- **Identify viewpoints** and be able to draw basic conclusions or inferences from the content.
- **Be aware of distractors** within multiple-choice or similar questions and read all options carefully.
- **Listen for and identify key words** to support accurate comprehension.
- **Recognise problems presented in the content** and understand their impact or consequence.
- **Be able to identify both positive and negative attitudes** within the text or question.

- **Take note of signposting in Section B**, where responses are required in Urdu.
- **Remain calm when faced with difficult questions.** The paper is designed to include a range of difficulty levels, and a more accessible question will often follow a challenging one.
- **Do not leave multiple-choice questions unanswered.** If unsure, make an educated guess—there is no penalty for incorrect answers, but blank responses cannot be awarded any marks.

Mark Ranges and Award of Grades

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