

GCSE
Urdu
8648/RF

Report on the examination

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General Comments

This year's GCSE Urdu Foundation Reading paper was accessible and suitable for most students, enabling them to effectively showcase their abilities. The majority of students attempted all questions, indicating improved time management. Students generally demonstrated good understanding across various question types. Teachers have clearly guided students well, reflected in fewer incomplete answers. However, some areas require further attention.

Section A

Question 1

Students performed well on vocabulary related to environmental practices. A significant majority accurately matched materials to bins, reflecting strong contextual vocabulary knowledge.

Question 2

Most students successfully identified key details regarding meals and activities. Errors primarily arose from confusing contexts involving family and school-related vocabulary. Continued vocabulary reinforcement around daily routines is recommended.

Question 3

Students were effective at identifying leisure activities, though some struggled with reasons for preferences. Vocabulary terms such as 'dilchasap' (interesting) posed some challenges. Regular practice of descriptive vocabulary is advised.

Question 4

Students demonstrated good tense identification skills, particularly in distinguishing past, present, and future events. Nevertheless, some students misread subtle clues indicating future events, suggesting ongoing practice in tense identification and contextual comprehension is needed.

Question 5

Responses to questions about advantages and disadvantages of school subjects varied. Students struggled slightly with abstract terms like 'difficult' or 'time-consuming.' Additional vocabulary practice in abstract concepts will improve student outcomes.

Question 6

This literary comprehension question proved challenging, with many students missing subtle details. Regular exposure to literary texts and practice in inference-based questions would help address this gap.

Section B

Question 7

Students successfully distinguished between positive and negative reviews about restaurants. The vast majority accurately followed instructions and notation.

Question 8

Students displayed mixed success with the personality questionnaire, highlighting the need for careful reading and attention to context clues when identifying personality traits.

Question 9

Accuracy was high for questions related to holidays, reflecting strong direct comprehension abilities.

Question 10

Responses about birthday celebrations were generally accurate, though occasional confusion about specific details indicated the need for more careful reading practice.

Question 11

This gap-fill task presented moderate difficulty due to distractors and grammatical suitability. Further grammar practice would strengthen student performance.

Question 12

Students navigated adapted literature texts effectively, though misinterpretations occasionally occurred. Continued exposure to simplified literature and multiple-choice strategies will support improvement.

Question 13

Open-ended questions regarding marriage customs and education were well answered. However, providing two answers per instruction was occasionally overlooked, suggesting a need for clearer instruction reinforcement.

Section C

Question 14

Translation into English was challenging for some, primarily due to tense inaccuracies and omitted connectives. Many students performed well, however, suggesting translation practice focused on accuracy and tense consistency is crucial.

Advice to Students:

- Thoroughly read questions, highlighting keywords.
- Manage your time evenly across all sections.
- Avoid ambiguity by answering directly from text.
- Regularly practice vocabulary and abstract concepts.
- Ensure tense accuracy and completeness in translations.

Advice to Teachers:

- Provide consistent vocabulary and grammar exercises.
- Offer regular simplified literary text practice.
- Train students in identifying distractors.
- Emphasize careful, precise translation practice.

Mark Ranges and Award of Grades

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