



GCSE

Urdu

8648/WH Writing (Higher)

Report on the examination

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General comments

Strengths observed:

Command of Language: Students demonstrated an impressive ability to use a range of tenses and more complex language.

Expressing and Justifying Opinions: Students were proficient in expressing and providing justification for their opinions.

Areas for improvement:

Inaccuracy in Communication: The primary reason for lost marks was inaccuracy that hindered message communication. This was largely attributed to:

Inaccurate verb formation and spellings.

Overly extended responses that exceeded suggested word counts, thereby increasing the potential for errors.

Bullet Point Issues: Students also struggled when they omitted or misinterpreted the bullet points in questions 1 and 2.

Question Analysis: Question 1

This question allocates 10 marks for content and 6 marks for quality of language. Students were expected to write approximately 90 words in total, addressing four distinct bullet points. While all bullet points needed to be covered, there was no requirement for equal coverage of each.

The general quality of work was good, with many students successfully providing extended responses. This demonstrated their ability to develop ideas, express opinions, and refer to different time frames.

Common reasons for students being less successful included

- Misspelling or omission of bullet points.
- Overly long responses, which increased the likelihood of errors.

Here's a summary of the assessment criteria and common pitfalls for this question:

Content

The assessment for this question hinges on four key elements:

- Coverage of the bullet points
- Development of ideas
- Clarity of communication
- Expression of opinions

It's crucial for students to remember that covering all bullet points is key. Misinterpreting or omitting even a single bullet point makes it impossible to score above 6 marks. To achieve marks in the 7-10 range, all aspects of the task must be covered.

While students generally had no difficulty developing ideas and expressing opinions, instances of inaccuracy sometimes led to a lack of clarity in communication (referred to as "lapses"). These lapses negatively impacted the marks awarded.

Question 1.1

Examiner noted that all four bullet points were generally answered well, with students often elaborating more on the last three.

A specific issue highlighted was the misinterpretation of the first bullet point by some students, who wrote about the area rather than their type of house in the future. This misinterpretation had a knock-on effect, also impacting the responses to bullet points 3 and 4, and clearly led to a lack of clarity in the intended message.

Despite this, the number of students who misinterpreted the first bullet point responded well with good examples for this question.

Question 1.2

Many students answered this question and most of them produced a good response, but some did not develop the second bullet point to write about what they did on their last school trip. Overall, the students' performance was good. The majority of students gained 6 or more marks for content.

Quality of Language

The assessment of Quality of Language focused on four key features: variety of language, attempts at complexity, time frames, and accuracy.

Strengths Observed:

- Time Frames: Students successfully referred to two or three different time frames.
- Verb Usage: Varied use of different persons of the verb was noted.
- Detailed Opinions: Students provided detailed opinions, both negative and positive.
- Complex Structures: Attempts at complex linguistic structures were often successful, including:
 - Infinitive constructions
 - Adjectives
 - Connectives
 - Intensifiers
 - Negatives
 - Use of subordinate clauses
 - Relative pronouns

Areas for Improvement / Less Successful Language:

- Confusion of Tenses and Verb Endings: This was a common issue.
- Problems with Possessive Pronouns: Students struggled with correct usage.
- Spelling Mistakes: These were present in student responses.
- Future Tense Usage: The most frequent problem related to tenses was the incorrect use of the present tense when attempting to refer to a future event.

Advice for Students

To maximize your marks in the examination, keep these crucial tips in mind:

- Stick to the Word Count: Aim to write approximately the suggested number of words. Going significantly over can lead to more errors and doesn't necessarily gain you more marks.
- Cover All Bullet Points: It's essential to address every single bullet point. Even briefly mentioning a point is better than omitting it entirely. A good strategy is to tick off each bullet point on the question paper as you cover it in your answer.
- Master Time Frames and Verbs: Pay close attention to which bullet points require you to refer to different time frames (past, present, future). Double-check that your verb formation is accurate for each time frame. This is a common area for lost marks.
- Include Opinions: Make sure you express opinions clearly and as required by the task. This is a key part of the assessment criteria.
- Prioritize Accurate Spelling: Don't underestimate the importance of correct spelling. Inaccurate spelling can hinder the clarity of your message and impact your overall score.

Question 2

This question was assessed with 15 marks for Content, 12 marks for Range of Language, and 5 marks for Accuracy. Students were expected to write approximately 150 words in total, addressing two distinct bullet points. Both bullet points had to be covered, but there was no requirement for equal coverage.

The quality of responses was generally high, with most students successfully completing both bullet points in each question. This demonstrated a strong ability to express and justify opinions. Many students also produced fluent pieces of extended writing with few lapses and a good variety of language.

The examiner highlighted that the underlying philosophy of the specification is for students to use their knowledge to respond precisely to the task requirements, rather than simply reproducing pre-learned phrases.

Where students were less successful, it was primarily due to:

- Misinterpreting the bullet points.
- Writing overly lengthy responses, which increased the potential for errors.

Here's a summary of the examiner's feedback on the "Content" aspect of Question 2:

Content

The assessment criteria for Content in this question focused on four key elements:

- Relevance and detail (which implicitly includes covering both bullet points)
- Amount of information conveyed
- Clarity of communication
- Expression and justification of opinions

Students generally demonstrated a strong ability in developing ideas and in expressing and justifying their opinions.

However, the report noted that there were instances where inaccuracy led to a lack of clarity in communication, referred to as 'ambiguities'. These ambiguities, in turn, negatively impacted the marks awarded for content.

Question 2.1

Question 2.1 was the evenly popular choice among students, and the vast majority were able to write clearly about the advantages and disadvantages of watching television.

This topic was clearly one with which students were familiar, enabling them to provide a great deal of information. Opinions and justifications were regularly included in their responses.

Consequently, the vast majority of students achieved 10 or more marks for content. The examiner further highlighted that a significant number of students were successful in expressing their opinions and providing justifications.

Question 2.2

Question 2.2 required students to discuss the type of homework in different subjects and the disadvantages of not completing homework.

Students who opted for this question generally addressed both bullet points well. The examiner noted some interesting responses where students effectively expressed and justified their opinions.

Quality of Language - Question 2

The assessment of Quality of Language for this question primarily focused on variety of language and a confident ability to produce complex sentences. While the criteria does not explicitly mention time frames or tenses, their appropriate use is considered an attempt at complexity.

Strengths Observed:

- Variety of Connectives: There was an impressive range of connectives used, including words like 'لیکن', 'کیونکہ', 'اور', 'اس لیے'
- Range of Negatives: Some students successfully attempted a variety of negative expressions

- Wide Range of Tenses: A broad spectrum of tenses was observed, even extending to the conditional tense.

Areas for Improvement:

- Style and Register: While generally not an issue, there were instances where students attempted to incorporate idioms that felt unnatural or didn't align with an appropriate style or register for the writing piece.

Accuracy - Question 2

The assessment criteria for Accuracy primarily focuses on verb and tense formations and the types of errors students make.

It's important to distinguish between errors:

- A 'major' error is one that interferes with communication.
- A 'minor error' is still an inaccuracy but does not impede communication.

The good news is that the majority of students were able to produce work worthy of 4 marks and above in this section.

Common Major Errors:

- Inappropriate use of infinitives.
- Inaccurate formation of the future tense.

Common Minor Errors:

- Gender errors.
- Minor misspellings.

Advice to Students

Here's some essential advice to help you succeed in your examination:

- Stick to the Word Count: Try to write approximately the number of words requested. This helps you stay focused and avoids making unnecessary errors by writing too much.
- Understand the Prompt Fully: Carefully read all the bullet points and the scene-setting information. Make sure you know exactly what each part of the question is asking you to do.
- Stay Relevant: Everything you write should directly relate to the bullet points. Don't drift off-topic.
- Prioritize Accuracy with Complex Language: If you're using more complex language, double-check that your verbs and tense formations are correct, and that your spellings are accurate. Inaccuracies here can really impact your score.

Question 3 - Translation

Question 3, a translation task, was assessed on two main criteria:

- Conveying key messages: 6 marks
- Application of grammatical knowledge of language and structures: 6 marks

The examiner noted that the level of demand for the messages was designed to cover grades 4 to 9, and the question successfully differentiated student abilities. All students were able to score some marks, indicating its accessibility across the range.

Question 3 - Conveying Key Messages

In the translation question, the examiner observed the following regarding the conveyance of key messages:

- *"Two streets away from my house"*: There were some interesting and varied translations for the word *"street"*.
- *"He likes playing football, but I like cricket"*: Most students translated correctly but some might have affected the precision of the message.
- *"Higher education"*: there were some interesting translations provided for the term *"Higher."*
- *"Comedy Film"*: This word proved challenging for some students, leading to its complete omission in some translations.
- *"Fast food"*: A number of students missed the *"Fast food"* part of this phrase in their translations.

Application of Grammatical Knowledge of Language and Structures

Regarding the "Application of grammatical knowledge of language and structures," the examiner noted that minor errors did not prevent marks from being awarded for conveying key messages, as long as those messages were still communicated.

However, these minor inaccuracies were taken into account when determining the final mark for the application of grammatical knowledge and structures. In essence, while they might not completely obscure the message, they did impact the score for linguistic precision.

Advice for Students:

To excel in the translation section, focus on these key areas:

- **Master High-Frequency Words**: Regularly practice common words and phrases, paying special attention to connectives (like "and," "but," "because") and prepositions (like "in," "on," "at," "to"). These small words are crucial for accurate meaning.
- **Thoroughly Check All Details**: After translating, carefully review your work to ensure every single aspect of the original text has been addressed accurately. Don't overlook the "little words"—they often carry significant meaning in translation.
- As general rule, the wrong person or wrong tense will not receive a tick.

Mark Ranges and Award of Grades

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