



GCSE Urdu

8648/RF Paper 3 Reading Foundation 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.

Students are becoming familiar with the requirements of the different question types and, consequently there were fewer cases of students leaving blank answers. It is clear 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. In fewer cases, some students wrote the answers in English and Phonics for the Urdu section as well which invalidates the answers. Marks were not awarded where errors in spelling, punctuation or grammar led to a failure to communicate the key ideas without ambiguity. Students should be discouraged from giving alternative or additional information in their answers in Urdu as this may make the key idea ambiguous and therefore the marks will not be awarded. When the question style requires a letter in a box, students should be advised to make sure that they write the correct letter.

The paper was accessible for the majority of students, and most of the students did well in the foundation paper, except the questions that were ‘overlapping’ with higher question paper. Specifically, the literary-text question: it was fairly accessible and with careful reading it was possible to find the statements which are correct, incorrect, and not in the text. However, a significant amount of responses for Q6.3 and Q6.7 literary questions, where the students had to answer NT, were incorrect as there were distractors in the text and mostly students missed out to pick the key idea. Section C, question 14 was not attempted by few of the students; this may suggest that those students did not leave sufficient time to complete this question. The best option was to start on Section C first, which was the translation question to secure highest possible marks and then move on to other sections, leaving sufficient time for Section B, which is generally slightly harder than other sections. Moreover, some students did not understand common daily usage of vocabulary and completed their answers with guesswork.

Section A

Question 1

This question was attempted very well by most of the students. This question was testing the vocabulary from Theme 2 and mainly from free time activities. Students should read the instructions carefully and should have matched the description of the movies with the genre, eg **Bank mein chori** which relates to crime.

Question 2

This question was about use of technology and majority of students in Q2.4 did not get the correct response due to lack of understanding, mostly it was just guessing, therefore, the responses were incorrect. Table type questions are mainly just matching exercises so strong vocabulary knowledge is required to attempt these types of questions.

Question 3

Overall, mostly Q3.2 was done very well by all students, but some students did not show clear understanding in Q3.1 due to lack of knowledge for the words used in Urdu for Pharmacy, eg the job as a pharmacist, the word **dawakhanay mein kam kerna** was used.

Question 4

This question was attempted very well, this question was a tenses-exercise. The majority of the responses in Q4.1, 4.2 and Q4.3 were correct. Q4.4 wasn't attempted well, although it was very clear in the text which tense was required. Students had to read carefully and understand distractors in the text.

Question 5

This question targeted the advantages and disadvantages of travel and tourism, and, unfortunately, a large percentage of students did not attempt the question. It is advised that students should allocate equal amount of time throughout the paper, so all questions are completed in full. The ones who attempted the question had one of the parts correct and the other incorrect. The students have to look for the hints in the text which shows that this is a clear advantage and a disadvantage.

Question 6

This is a literary-text question targeted at grade 5 and is an overlapping' question with Higher tier paper. The students have done well in most of the statements. A vast majority of students have misunderstood Q6.3 and Q6.7. The reason being was that the statements weren't 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. It was a reasonable attempt from foundation level students.

Advice to centres/students: To prepare for this type of question the students need to read Urdu literary texts and familiarise themselves with some of the writers' work in the past.

Question 7

This question was done very well which is very pleasing. It is advisable that all students should follow the rubrics and instructions in the questions, eg putting "P" for 'positive' rather the word "positive."

Question 8

This question was an open response question. The students had to read a passage about healthy living and answer questions according to the text. Mostly the students have not done well in Q8.1 and 8.4 as most of them missed the key information and did not read the paragraph carefully. Some students have gained full marks, overall, this question was slightly demanding. Again, it is vital that the students should revise the vocabulary related to this theme. Read the question carefully and look for key words to identify the correct answer.

Section B**Question 9**

This question was about the correct statements from the text and students did very well.

Question 10

Question 10 was about the social issues of young people and some of the statements were a bit challenging and differentiated well. This question was attempted very well by most of the students. However, it is advised to look for key words and match them with the text, also the students need to ensure they look for the inference which is given mostly in these types of questions to test the understanding.

Question 11

Question 11 required filling in the gaps with the help of appropriate words. In this task the students have to make sure that they know the meanings of the words given in the table and only the grammatically suitable words will fit in the text. They have to also avoid distractors to make sure they score full marks in this question.

Question 12

The text in this question was adapted from Urdu literature and an overlap from Higher tier. Although, it is difficult to attempt a literary-text question in target language but the text was simplified and multiple options in the answer with the facility of having key words glossed has helped most of the students to score good marks. The students had to find one correct answer from three options in target language. During the marking, majority of the students have found statement 12.2 slightly tougher because the alternative word was used for black colour, so a large number of the students have scored no marks. It is advised that the students should read the text carefully. Pleasingly, a vast majority of the students have scored three marks in this four-mark question, which was very impressive.

Question 13

This was an open response question in target language, and it was very well attempted by most of the students, students are advised that they should provide two answers for each question as mentioned in the rubrics to avoid losing marks. Unfortunately, a small number of students answered in English which is unacceptable in section B as it asks for answers in Urdu.

Section C**Question 14**

This was a translation question from Urdu to English. This question discriminated very well. The nine sections of the translation demonstrated a wide range of answers; pleasingly, more than 50% of the students scored at least five marks out of the nine available. It should be stressed, however, that precision is necessary in successfully completing these tasks. The students must translate the key words in English in each sentence to be able to gain a mark each. The sentence structures have to be correct. Only two tenses are tested 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, they will not score marks. During marking, it was evident that many have not attempted this section at all because they did not allow sufficient time to attempt this section.

There were occasions where the students missed the connectives. The students who have attempted this question provided very good answers, except for the second sentence where they got the wrong tense. Many instances of guesses were evident here.

Advice to centres/students: This is best advice to students is to tell them to re-read what they have written to check it makes sense.

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 (P, N or P+N) (T, F, NM) or (P, N, F)
- 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

- Train students to spot distractors and practise this in class.
- Draw attention to the list of important verbs, nouns and adjectives 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.