



**General Certificate of Secondary Education  
June 2011**

**Urdu**

**46452F/H**

**(Specification 4645)**

**Unit 2: Reading**

***Report on the Examination***

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## General Comments

The majority of students handled the new format of the examination reasonably well. Students' performance in the Foundation Tier paper appeared to be not as good as in the Higher Tier paper. Very few students managed to score high or full marks in the Foundation paper. On the other hand, the performance at Higher Tier was very encouraging. However, a significant majority of students with poor literacy could not handle the new format which requires students to write their responses in English. On the other hand, those students who were probably brought up in the UK with Urdu being almost a foreign or second language performed very well.

## Foundation Tier

### Question 1

Surprisingly, many students were not aware of this everyday vocabulary. Only a few scored full marks. "**Chirya Ghar**" were the most difficult words to understand.

### Question 2

Only a few students managed to score full marks in this question. The majority of students failed to understand basic words such as **Ander, Bahir, Waldain, Ejaazat**.

### Question 3

This question caused a few problems. Students were well aware of vocabulary related to food.

### Question 4

Many students were not familiar with various weather symbols. Similarly, a number of students were not aware of the days of the week and guessed their answer.

### Question 5

This question was answered very well by those who attempted it.

### Question 6

**6(a)** Most students were able to write the mother's occupation as mother's occupation while only a few managed to write that the father works in a clothing factory. The word "Kaproon Key Karkhanay" proved to be difficult for students to understand.

**6(b)** Many students answered very well. Many students wrote "smallest person" which was accepted for one mark.

**6(c)** This was answered very well.

**6(d)** "Taking care of and looking after his grandmother" were two popular answers.

### Question 7

Parts (a) and (b) were generally done well and the majority of students managed to score full marks, however many wrote "F" which was an incorrect answer. The correct answer was "?".

Students need to know that this type of question requires **True, False** as well as **?** as an answer. A question mark (?) indicates that the required information is not in the text.

### Higher Tier

#### Questions 1, 2, 3 & 4

All overlap questions were answered very well by the majority of students.

#### Question 5

Many students scored full marks in this question. Only a few lost marks in Question 5a as the correct answer was F, not T.

#### Question 6

This question required students to write their answers in English. Students are required to write their answers in the space provided. Any writing outside the space creates a problem for examiners marking. In many cases students wrote lengthy answers in which correct information was negated by incorrect information. Teachers should emphasise the need for writing answers in the given spaces as well as writing at the beginning of each line.

#### Question 7

**7(a)** Most students were able to answer this question correctly.

**7(b)** Most students did well in identifying the two reasons from the text.

**7(c)** Many students answered the first part of the question correctly. However, a mark was lost due to not understanding the word **Murrammat**. Most interpreted it as “rebuild”.

#### Question 8

This question was generally well done with only (8c) causing some problems. Students were not aware of the words **mazmoon and Nazm**. Teachers need to refer to the vocabulary list in the specification as well as the grammar section during their teaching.

#### Question 9

This question was tackled very well by the majority of students. Some students failed to answer correctly partly because of drawing on their own experience rather than reading the text carefully. Some lost marks because they were not familiar with the complex vocabulary which is expected at this level of the Reading Test.

### Mark Ranges and Award of Grades

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

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion).