



**General Certificate of Secondary Education  
June 2012**

**Urdu**

**46451F/H**

**(Specification 4645)**

**Unit 1: Listening**

***Report on the Examination***

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## **General Comments**

Students generally performed well across the paper as a whole. Most students attempted all the questions on the paper. Most of them managed to score some marks for each question. Both Foundation and Higher Tier papers allowed students across the ability range an opportunity to show and gain credit for what they knew and could do.

At Foundation Tier, the performance of students was very similar to last year. At Higher Tier, the overall performance of students was remarkably good this year. The students were well prepared for various test type questions.

Once again, it needs to be stressed strongly that students should be encouraged to write their answers very clearly and as legibly as possible. In cases where they change their mind over a particular answer, then their final answer should be clearly written. Capital letters should always be used in multiple choice questions in order to avoid any confusion.

Again some of the schools/colleges entered students who found it very challenging to write their answers in English.

## **Foundation Tier**

### **Question 1**

This question was well done. The majority of students scored a mark here. Since most of the students could not write the correct spelling of the city called “Sialkot”, the phonetic spellings were accepted and credited.

### **Question 2**

This question was also well answered by the majority of students. Students who wrote “Inglistan” instead of England did not score a mark.

### **Question 3**

No problems encountered. Almost everyone scored a mark here.

### **Question 4**

This question was answered reasonably well by the majority of students.

### **Question 5**

Almost every student understood the Urdu term for “toys” and gained a mark.

### **Question 6**

This was a two mark question about hobbies. The majority of students managed to score at least one mark out of two. Almost everyone understood the term for “cooking” but there were some incorrect references to “gardening”.

### **Question 7**

This question was very well attempted by more than half of the students.

**Question 8(a)**

Most of the students answered this question correctly.

**Question 8(b)**

A substantial number of students managed to answer this question accurately with no problem.

**Question 8(c)**

This question caused some difficulty and was poorly attempted. Most of the students did not score a mark due to their lack of knowledge of the days of the week. Instead of “Tuesday” they either wrote “Monday” or “Wednesday”. Less than half of the students gave the correct answer.

**Question 8(d)**

Again, this question was not very well attempted. Disappointingly, many students failed to give the correct answer which was “quarter past ten”. Less than half of the students managed to choose the correct time.

**Question 9(a)**

This question was very successfully answered by most of the students. The students who wrote the “mosque” as “masjid” were not credited.

**Question 9(b)**

This question was about understanding relations and proved to be highly accessible, as the majority of students gained a mark here.

**Question 9(c)**

This question was very badly attempted by the majority of students. Only just over a third of students attained a mark by writing the correct answer which was meant to be the “post office”. Many students either gave a totally wrong answer or left the question unattempted.

**Question 9(d)**

This question proved straightforward for most students.

**Question 10**

This question was intended to test students’ familiarity with colours and different items of clothing. Surprisingly, it was very badly attempted by the majority of students. Only a few able students attained the full two marks.

**Question 11**

There were no problems encountered and the question was very well answered by the majority of students. Most of the students acquired two or the full three marks.

## **Foundation/Higher Tier**

### **Question 12(a, b & c) / 1(a, b & c)**

The students did reasonably well in this question and managed to gain at least two out of three marks.

### **Question 13(a, b & c) / 2(a, b & c)**

The majority of students handled this question very well by acquiring the full three marks. However, there were some students who did not comprehend the term “earrings” and opted for “a ring” and lost a mark, mainly at Foundation Tier.

### **Question 14(a & b) / 3(a & b)**

Most of the students made a very good attempt to answer this question, even at Foundation Tier.

### **Question 14(c & d) / 3(c & d)**

The students entered at Foundation Tier tried their best to answer this question correctly by scoring at least one mark out of two. Some of the students who did not understand the term for “bird watching” got distracted by one of the pictures of a “kite” in the question, and wrote “kite flying” and failed to score a mark. Higher Tier students handled this question much better.

### **Question 15(a & b) / 4(a & b)**

This question was well attempted by the majority of students.

### **Question 15(c & d) / 4(c & d)**

This question posed some problems to most of the students at both tiers. The majority of students failed to understand the concept of growing more food to fulfil the demand, due to the increase in the population of the world. Only a minority of very able students managed to write the correct answer.

### **Question 5**

Most of the students managed to give one detail out of two correctly. A lot of them had some difficulty in expressing themselves in writing regarding the second detail, which was the recitation of the Quran. Therefore, due to a lack of English vocabulary for Urdu terms, quite a number of them lost a point here.

### **Question 6 (a)**

This part of the question was very well attempted by the majority of the students. Almost all of them acquired a mark here.

### **Question 6(b)**

The whole question was based on the environment, and able students made a very good attempt to answer this question, thereby scoring the full two marks. Less than half of the students managed to attain at least one mark out of two.

**Question 7(a, b, c & d)**

This question proved to be accessible for the majority of students. Those with a very good understanding of Urdu answered correctly and scored all four marks. Some students got confused between the past and the present tense, and hence opted for a wrong answer and lost a mark.

**Question 8**

There were some excellent, clear responses which demonstrated full understanding by the students. A few students who did not understand the question fully, demonstrated some guess work: for instance, for one of the similarities they wrote that Urdu and Hindi are the national languages of their respective countries. Overall, however, most of the students responded to this question very well.

**Question 9(a, b, c & d)**

This question was based on selecting the news headlines and matching with the corresponding topics and proved to be highly accessible. The students performed very well in it. Most of them scored either full marks or at least three out of four.

**Question 10(a)**

The majority of students struggled to give the correct answer about the school building. The answer required was “It is a modern/latest design building”. The most popular answer was “The building is very big”. Only a few able students attained a mark by writing the correct answer.

**Question 10(b)**

Most of the students made a good attempt to answer this question, and acquired one mark out of two. Students who listened carefully and understood the gist of each utterance managed to score the full two marks.

**Question 11(a)**

This question was about immigration and the majority of students made a very good attempt to answer this question correctly and scored a mark.

**Question 11(b)**

Again most of the students managed to gain at least one mark out of two. More able students, who fully understood the concept of being prepared to take any job at a minimum wage, acquired two marks.

**Question 11(c)**

Only the students who provided a reason for their opinion were credited with a mark. Any reasonable opinion, positive or negative with a reason was accepted.

**Question 11(d)**

The majority of students handled this question reasonably well, and a proportion of students with good writing skills encountered no problem and attained a mark.

### **Question 12**

This question differentiated well between the more able and less able students. There were some but only a few absolutely correct responses with students showing a good understanding of both details which were required. Most of them failed to understand the terms either for “capital city” or for “beautiful natural views”. Less than a fifth of students managed to score the full two marks here.

### **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).