
GCSE

URDU

Unit 2 Reading
Report on the Examination

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Foundation Tier

General Comments

The paper was accessible for the majority of students, and most appeared to be well practised in the required techniques. Some students failed to understand some common daily usage of vocabulary, and completed their answers with guess work.

Topics that were well done included:

- Fashion
- Shopping
- Free-time activities
- Gifts for the family
- Media

The style of assessment which students found challenging included:

- Matching suitable answers to a list of questions (as in Question 6)

Question 1

The majority of students handled this question well and it proved to be an appropriate question at this level. A small number of students were not able to achieve marks for Question1(b) and Question1(c).

Question 2

Students had to write the letter of the correct answer for each item after reading the text. The question proved to be appropriate at this level.

Question 3

It seemed that students had learnt common daily usage of free-time activities vocabulary. The majority of students did very well apart from Question 3(a) where a few students did not differentiate between the words “listening” to music and “singing” to music in Urdu.

Question 4

Once again, the majority of students handled this question very well.

Question 5

This question was based on notices and students were asked to read the text and write the letter of the correct answer in the boxes. This question was accessible for the majority of students.

Question 6

All part-questions on an interview were very well attempted by the majority of students.

Question 7

This question was based on matching the suitable answers with a list of different statements. The majority of students were unable to match the word with the right statement and mixed up the answers.

Question 8

This question was on holidays and students were asked to read the text and answer the question. It was a challenging question. The majority of students did very well apart from only in one part, Question 8(c), where a few students did not give accurate information.

Higher Tier**General Comments**

The paper was accessible for the majority of students, and most appeared to be well practised in the required techniques. Some students failed to understand some common daily usage of vocabulary, and completed their answers with guess work.

Topics that were well done included:

- Media
- News headlines
- Holidays
- School day
- Film industry
- An Asian musical evening

Topics which students found challenging included:

- At the airport
- Education

Question 1

All part-questions on an interview were very well attempted by the majority of students.

Question 2

This question was based on matching the suitable answers with a list of different statements. The majority of students were able to match the word with the right statement and achieved high marks.

Question 3

This question was on holidays and students were asked to read the text and answer the question. It was a challenging question. The majority of students did very well apart from only in one part, Question 8(c), where a few students did not give accurate information.

Question 4

This question was based on 'True', 'False' and 'Not in the text' responses. Again, the majority of students attempted the question very well. All those who scored full marks read the text carefully and selected **T**, **F** or **?** as appropriate.

Question 5

In this question the majority of students wrote "F" as the answer in the fourth answer box instead of "G". It showed that students were unaware of the meaning of "Sanat". Also, in the first answer box, students selected "D" instead of "B", again as they were not aware of the meaning of "Riwaaj".

Question 6

This question was based on “An Asian Musical Evening” and students were asked to read the text and write the letter of the correct answer in each box. There were 6 part-questions and all parts were very well attempted. The majority of students handled this whole question very well.

Question 7

In Question 7(a) the majority of students showed a very good understanding and handled this part-question extremely well and in detail.

In Question 7(b) the majority of students failed to score the full 2 marks because they wrote 70kg instead of 17kg. As the Urdu word for 17 is “satra” and 70 is “satar”, it showed that the students could not distinguish between the slight differences in spelling. Some students failed to score a mark for answering “son’s wedding” instead of “daughter’s wedding”. Again, this was because they could not distinguish the difference between the words “bayta” and “baytee”.

Question 7(c) proved challenging for many students. Most of them mentioned the first option (reduce luggage) correctly but the majority of them were not able to identify the second option correctly, hence failed to score a mark for this question. There was a great variation of incorrect answers for option 2. Instead of writing £25 per kilo or £425, candidates answered just “£25” or “£50” without specifying “per kg”. Some mentioned £450/£400 instead of £425. These variations showed the lack of understanding of numbers and not paying attention to the detail which were required for the correct answer to be achieved.

Question 7(d) was attempted very well by almost all students.

In Question 7(e) students were able to answer how Ahmed helped. But not everyone was clear as to **why** he helped. Many were answering with the following reasons: “felt sorry”, “because of daughter’s wedding”, “he (Ahmed) had 12 kg extra weight” which were all incorrect.

Question 8

Question 8(a) was answered very well by the majority of students. A very few that failed to score marks did so by answering “she could not speak English” which was incorrect.

In Question 8(b), students showed a good understanding of the relevant text and some of the students went into a detailed explanation of the word ‘chachee.’ Some of the students that answered incorrectly mentioned “uncle” instead of “Auntie”.

In Question 8(c), all students did exceptionally well and were able to give both answers correctly.

In Question 8(d), overall most students were able to clearly give two details. Many students were translating ‘raub daab’ as ‘teachers get respected’ which was incorrect.

In Question 8(e) the majority of students were able to provide a good comparison between both countries’ education. Those answers which failed to score a mark were due to a lack of comparison between the two countries’ education.

On the whole, this year, it was clear that the majority of students had worked very hard and did very well in the tests.

Mark Ranges and Award of Grades

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

Converting Marks into UMS marks

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