



## Course Report 2015

Subject	Urdu
Level	New Higher

The statistics used in this report have been compiled before the completion of any Post Results Services.

This report provides information on the performance of candidates which it is hoped will be useful to teachers, lecturers and assessors in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published assessment and marking instructions for the examination.

# **Section 1: Comments on the Assessment**

## **Component 1: Question Paper**

### **Reading / Translation: 30 marks**

The reading/translation paper was from the context of Society on the topic of Arooj's uncle's achievements as a politician. The penultimate question of the paper was an 'overall purpose' question.

### **Directed Writing: 10 marks**

Candidates now have a choice of two scenarios for the Directed Writing. The number of bullet points has been reduced from six to four, with the first one being a two-part bullet point.

## **Listening and Writing**

### **Section 1: Listening: 20 marks**

In Section 1, Listening, the monologue and dialogue were from the context of Employability, on the topics of the benefits of further education and study abroad.

### **Section 2: Writing: 10 marks**

Candidates were asked to write about studying abroad, whether they would like to do this and where they would like to study.

## **Component 2: Performance**

The purpose of the performance is to deliver a presentation based on one context from society, learning, employability, culture, and then take part in a natural, spontaneous follow-on conversation, which must develop into at least one other context. The performance is worth 30 marks.

It is understood that centres applied the pegged marks in the Marking Instructions appropriately and used the required Approach (Presentation/Conversation).

## **Section 2: Comments on candidate performance**

### **Component 1: Question paper**

#### **Reading / Translation**

Candidates generally showed a good understanding of the topic, which appeared relevant to both young people and adult learners.

The majority of candidates completed all questions within the time available. Most gained at least one mark in Question 10, the overall purpose question.

#### **Directed Writing**

The majority of candidates successfully completed the Directed Writing task successfully, and relatively few omitted a bullet point or part of a bullet point. The reduction in the number of points from six to four may have helped them in this respect.

#### **Listening and Writing**

Candidates generally coped very well with Section 1: Listening. Most candidates addressed the Writing question successfully.

### **Component 2: Performance: Talking**

It is understood that candidates are coping well with the demands of this component.

## **Section 3: Areas in which candidates performed well**

### **Component 1: Question paper**

#### **Reading / Translation**

Overall candidates found the paper accessible, with questions 1c and 3a eliciting strong responses, although there were aspects of the Reading paper which some candidates found challenging.

#### **Directed Writing**

Candidates generally addressed all bullet points and used learned material appropriately.

#### **Listening and Writing**

Question 1d in Listening was very well answered by the majority of candidates. Candidates were well-prepared for the Writing section.

## **Component 2 Performance: Talking**

Is it understood that candidates continue to cope well with the demands of this component.

## **Section 4: Areas in which candidates found demanding**

### **Component 1: Question paper**

**Reading:** Questions 1a, 1b, 2a, 2b and 3b proved slightly challenging for some candidates.

**Listening:** Questions 1c and 2d proved slightly challenging for some candidates.

## **Section 5: Advice to centres for preparation of future candidates**

### **Reading / Translation**

Encourage candidates to write clearly and to leave space between answers.

### **Directed Writing paper**

Ensure candidates are aware they need to cover all four bullet points. Some candidates wrote a good essay but lost marks because they missed one or two bullet points.

### **Listening and Writing**

Ask candidates to take the time allocated to read the questions in advance of listening to the recording. They should concentrate on first couple of questions for the first listening, then try to answer the middle questions after the second hearing, and the last questions after the third hearing.

Candidates should ensure they write their answers in the correct section.

## Statistical information: update on Courses

Number of resulted entries in 2014	0
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Number of resulted entries in 2015	50
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## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark - 100				
A	76.0%	76.0%	38	70
B	16.0%	92.0%	8	60
C	4.0%	96.0%	2	50
D	0.0%	96.0%	0	45
No award	4.0%	-	2	-

For this Course, the intention was to set an assessment with grade boundaries at the notional values of 50% for a Grade C and 70% for a Grade A. The Course assessment functioned as intended, therefore no adjustment to grade boundaries was required.

## General commentary on grade boundaries

- ◆ While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- ◆ Each year, SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- ◆ The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.
- ◆ An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in, say, Higher Chemistry, this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related, as they do not contain identical questions.
- ◆ SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.