



## Course Report 2017

Subject	Urdu
Level	National 5

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 assessment. 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 documents and marking instructions.

# Section 1: Comments on the assessment

## Summary of the course assessment

### Component 1: question paper 1: Reading and Writing

The candidates' overall performance in the reading component was good.

#### Reading

There were some questions in the Reading paper which candidates found demanding and many did not gain the marks available, for example:

1c: 'He can save (precious) time, he can run his business easily'

3b: 'To see Historical buildings, you can buy new fashion things/ reasonable price'

3d: 'Serves Pakistani and international food, live entertainment /live singers'

3e: 'They spend time with family/friends, gather at head of family's house, and discuss domestic issues/family problems (any two)'

#### Writing

In bullet-points one to four, there was evidence of a good range of vocabulary and structures, and some very complex language. Markers highlighted a good degree of accuracy and fluency. However, the 'unpredictable' bullet-points (Your specific language skills, and Your IT and communication skills) proved more challenging with some candidates having difficulty with these.

Candidates also showed competence in the use of different tenses, past tense (wrote about past work/work experience), present (what they can do/or good at) and future (how they will be good for the company).

Centres are to be commended in preparing the candidates for the Writing assessment. Many responses were opened and closed appropriately. Some candidates were able to demonstrate accuracy and detail in addressing the two unpredictable bullet points. Many candidates seemed to use memorised material when addressing the predictable bullet points.

### Component 2: question paper 2: Listening

Many candidates attempted to give the appropriate level of details. Most candidates performed well in Urdu Listening paper.

Feedback indicated that Listening was 'as expected' and 'was of an appropriate standard'. For example; It was noted by markers that some candidates had developed very good skills to deal with exam questions: during the time given at the beginning of the exam to read

through the questions they had taken the time to underline key words in the questions. During the listening, they had also used the skill of note-taking rather than attempting to write the full answer while listening.

### **Component 3: performance: Talking**

Sampling of Urdu Performance: talking did not include National 5 for this session.

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

### **Areas in which candidates performed well**

#### **Component 1 – question paper 1: Reading and Writing**

##### **Reading**

Good/detailed answers were given. Some questions were particularly well answered, with most of candidates being able to achieve the marks for the questions. For example:

1(e): 'Has a negative effect on your eyesight/eye-sight becomes weaker & you can get back ache/pain'

2(a): 'To write/make a food diary, write what family members eat and drink'

2(b): was very well answered: 'Walk to school every day, Join one of the school sports clubs'

2(f): 'Raise their awareness on how to keep healthy/fit, they should take care of what they eat'

#### **Component 2 – question paper 2: Listening**

Some questions were particularly well answered, with most candidates being able to achieve the marks allocated for the questions. For example:

1(b): 'Puts the clothes in right order, Hangs fallen clothes on the rails, Keeps the place tidy'

1(d): 'The attitude/behaviour of the owner, He wanted us to work all the time, the lunch break was very short, He used to get tired'

2(a): 'Replied to e-mails, filed important papers, helped those who came to the office with a problem'

2(d): 'She wants to work with small children'

2(f): 'She had to sing songs. It bothers/annoys her '

2(g): 'Be patient/tolerant with children'

**Writing:**

Many candidates seemed to use memorised material, but a significant proportion were not able to match that standard in the two unpredictable bullet points. For a significant number of candidates, there was a marked difference in quality between the predictable and unpredictable bullet points.

It seemed a lot of the responses were rehearsed; some candidates were not able to adjust their responses to meet the bullets. Some candidates were able to pick up hints from the advert (but candidates must be able to read the advert fully/properly to be able to do this).

**Areas which candidates found demanding****Component 1: question paper 1: Reading and Writing****Reading**

In the reading paper, question 3 proved demanding for candidates:

3(b): candidates could not understand 'New fashion things/reasonable price'

3(d): candidates could not understand word 'live' in 'Serves Pakistani and international food, Live entertainment/live singers'

3(e): candidates could not give full detail of 'Gather at head of family's house' or 'discuss domestic issues/Family problems'

**Component 2 – question paper 2: Listening**

In the listening paper, some candidates did not perform well in the following questions:

2b: 'Office environment was very good, People who worked there helped him'

2c: 'This will benefit him when he opens his own office, he has learnt how the office is run, he has learnt about relationship with colleagues/staff/co-workers'

**Writing**

Many candidates seemed to use memorised material, but a significant proportion were not able to match that standard for the unpredictable bullet points.

## Section 3: Advice for the preparation of future candidates

### Component 1: question paper 1: Reading and Writing

It was difficult to read some candidates' handwriting. Candidates should write clearly and leave space between answers.

- ◆ Candidates should continue to be encouraged to provide detailed responses in line with the National 5 marking instructions.
- ◆ Where possible, candidates should receive opportunity to read authentic Urdu texts.
- ◆ Candidates must revise all common grammatical structures and vocabulary.

### Writing

Centres should continue to ensure candidates cover all bullet points — some candidates, although they wrote a good essay, lost marks because they missed one or two bullet points.

- ◆ Candidates should also be reminded that they must include relevant information in their responses. They should imagine that this is a genuine job application.
- ◆ Centres should spend time preparing candidates for the unpredictable bullet points. Candidates should learn how they can adapt a bank of templates/sentence structures to address the unpredictable bullet points.
- ◆ Candidates should be reminded that they must include a variety of grammatical structures and vocabulary to demonstrate their skills and range. Candidates should avoid repeating grammatical structures if possible.
- ◆ Candidates should be encouraged to write in sentences at all times and avoid listing/using bullet points.

### Component 2: question paper 2: Listening

#### Listening

Candidates should be reminded to concentrate on the first couple of questions for the first hearing, and then try to answer middle ones after the second hearing, and last few questions after the third hearing.

Some students got confused and did not write an answer to the linked question.

As stated above, markers noted evidence of highlighting of key words (especially question words) during the silent time on the CD, and also evidence of note-taking during the first playing of the Urdu. This is to be encouraged.

In 'tick box' answers, although most candidates do tick the correct boxes, it would be worthwhile for practitioners to remind candidates that one mark will be deducted for each box ticked over and above the required number of ticks. This also applies to Reading.

## Grade Boundary and Statistical information:

### Statistical information: update on courses

Number of resulted entries in 2016	62
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Number of resulted entries in 2017	74
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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 -				
A	58.1%	58.1%	43	70
B	14.9%	73.0%	11	60
C	9.5%	82.4%	7	50
D	4.1%	86.5%	3	45
No award	13.5%	-	10	-

## 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.