

# URDU

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<p><b>Paper 9686/02</b> <b>Reading and Writing</b></p>
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## **Key messages**

To do well in this examination, candidates should:

- read the passages and the rubrics carefully;
- write concise responses, answering the questions in their own words rather than copying extensively from the texts;
- stay within the prescribed word limits.

## **General comments**

The overall performance was good and the majority of candidates handled both **Sections 1** and **2** of the paper well.

This year most candidates managed their time well in order to answer the questions in an appropriate amount of detail. There were only a few cases where responses were unnecessarily long due to a lack of understanding. There were some errors in spelling and grammatical structures in some of the scripts.

**Question 1** was answered very well by most candidates.

Most candidates gave good responses to **Question 2** although some candidates did not appear to have read the rubric carefully and wrote antonyms for the words provided on the question paper. Others gave their own version of the answers instead of taking them from the text as required.

Many candidates performed well in **Questions 3, 4** and **5**. There were some instances of candidates misunderstanding the question or not including the necessary detail for the mark to be awarded. In answer to **Question 5(b)** many candidates engaged very well with the question and gave interesting personal opinions.

## **Comments on specific questions**

### ***Section 1***

#### **Question 1**

In general, all the words were used in correct sentences by most candidates. In a few cases ambiguous sentences and incorrect use of the words given on the question paper could not score any marks. There were very few instances of copying sentences from the text. Candidates are reminded that marks cannot be awarded for sentences which are simply copied from the text.

#### **Question 2**

Many candidates did well on this question and were able to answer all questions correctly. Some candidates did not appear to have read the rubric or were not able to fully understand the task in which they must match the given phrase exactly with the equivalent phrase in the text. Some wrote their own phrase or identified an incorrect phrase in the text. A few gave an antonym for the given words while others used the phrases in their own sentences, neither of which were the requirements for this question.

In **Question 2(b)** many candidates wrote اضافہ ہو گیا instead of اضافہ ہو جائے گا. In **Question 2(c)** a number of candidates missed out ہے at the end of the response.

### Question 3

- (a) A considerable number of candidates did not include the words عوامی مقامات (public places) in the first part and therefore the answer was not detailed enough to score the mark.
- (b) The overwhelming majority of the candidates got the first mark for this question. However, many seemed to have overlooked the second part of the question about people's opinions. Here they had to give the statements both in favour and against to get the second mark.
- (c) This question was done very well and most candidates got the first point. Many of them did not mention شخصی/ذاتی when describing the freedom, and therefore, did not get full marks. They had to give precise detail for the other points, e.g. loss of personal freedom and loss of trust اعتماد between the principal, teachers, school and parents to get full marks.
- (d) Most candidates appeared to have understood the question but not all of them gave all three of the points required. Many candidates missed out on a mark because they did not mention both ڈرانا دھمکانا and لڑائی جھگڑا.
- (e) A lot of candidates understood this question well and gave all three pieces of information. Some omitted the word اکثر (majority) which was required for the first mark. A minority of candidates misunderstood the requirements of the question and wrote about the behaviour of the students.

### Section 2

#### Question 4

- (a) A number of candidates found this question challenging. Many omitted the words گھر سے باہر for the first mark. A lot of candidates also incorrectly wrote that cameras are used to protect the house. Some gave their own views instead of referring to the information given in the text about how cameras are used to protect us.
- (b) Nearly all candidates answered this question about security camera companies very well.
- (c) This question about how cameras help police proved relatively straightforward. Some candidates missed out the point about better chances of apprehending criminals whilst others did not mention how cameras might help to prove someone's innocence.
- (d) Most candidates were able to identify the correct information about the objections raised by human rights associations about the use of cameras.
- (e) This question was about the government's intentions for the use of security cameras and was answered well by most candidates.

#### Question 5

Candidates are reminded that the two parts of this question ((a) and (b)) should be answered separately as they are marked separately for content. A few candidates considered both parts as one task and merged their own opinions into a summary of the texts.

- (a) Many candidates responded to **Question 5(a)** with confidence, but there was a significant minority who misunderstood the requirements of this question. Instead of summarising the benefits of security cameras, they wrote a comparison of the two articles, which, although sometimes done very well and displaying excellent analytical skills, did not address what was needed. Candidates are reminded to read the questions carefully before answering.

Some candidates started their answer with a general introduction, which, although it made pleasant reading, could not score any marks. In some cases, it also meant that candidates exceeded the permitted word count and therefore could not be credited for any valid points made after the cut-off point.

Many candidates gave their own opinions instead of summarising the information provided in the two texts. Those who just wrote general comments for and against security cameras instead of concentrating on the main advantages from the texts, were limited in the number of marks they could score.

- (b) Most candidates were able to give their own opinions about the use of security cameras where they live, and gave interesting explanations as to why they held those opinions. Almost all candidates were in favour of installing security cameras and provided examples of why they felt this.

### **Quality of Language**

A large majority of candidates scored highly for the quality of the language used in their responses.

There were infrequent minor errors and there were several cases where, although the structure/spelling was correct, the writing was not easily legible. Candidates are reminded that if examiners cannot read what a candidate has written, marks cannot be awarded.

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**Paper 9686/03**  
**Essay**

## **Key messages**

In order to do well in this examination, candidates should:

- plan their essay to produce well-structured and persuasive arguments;
- write a composition on the essay title, **not** the general topic heading;
- stay within the prescribed word limits.

## **General comments**

Overall, the performance of candidates was good, with a high proportion of excellent scripts. The best essays were written in accurate Urdu and in an organised and well-structured way with an introduction, several cogent points relating to the title and a concluding paragraph. Where appropriate, there were also relevant quotations.

Linguistically, many essays were almost error-free, with a wide range of vocabulary, complex sentences, a variety of clause structures, dependent clauses, judicious use of the passive voice and appropriate use of more sophisticated idioms and metaphors.

Many essays could have been much improved by staying within the prescribed word limit. Candidates need to be able to write concisely and if they exceed the upper word limit this is likely to have an effect on the mark awarded for Content as they may not reach a concluding paragraph within the word limit, or may end up repeating points already made which affects the overall structure of the essay.

## **Comments on specific questions**

### **Question 1**

This essay title was answered reasonably well by most candidates who chose to write about it. There were some very good essays which contained a thoughtful and balanced discussion with examples from daily life. Candidates included their own experiences and thoughts as to whether parents could also act as friends. They described in detail the role played by parents in bringing up their children, ways in which parents can offer friendship to their offspring, the age difference between parents and their children, and finally the positive and negative aspects of having a close friendship with parents.

### **Question 2**

This was a very popular question. There were some very good essays, which contained insightful discussions with comparisons between urban and rural life in the twenty-first century. The best responses were almost error-free and contained sophisticated linguistic devices in a well-structured essay which included a clear introduction, a coherent argument and finally a thoughtful conclusion.

There were many interesting essays which provided a detailed comparison between urban and rural life explaining advantages and disadvantages for both. In addition to this, they mentioned modern facilities that are accessible for people living in rural areas in the twenty-first century such as schools, colleges, hospitals, electricity, gas, transport and the internet. They emphasised the fact that the existence of these facilities, which are now available in both villages and cities, closes the gap between the two lifestyles. The best essays mentioned that there was no longer a need for people to move to urban areas in search of jobs as there were many new factories being built in villages resulting in more job opportunities for people living in

rural areas. They were able to link this to problems that urban areas face such as overpopulation due to a high number of people moving to cities in order to earn a living.

Weaker responses provided a general comparison of the differences between urban and rural life but did not relate this to the specific requirements of the question. Candidates needed to discuss precisely how the differences between urban and rural lifestyles were becoming less prevalent in the twenty-first century.

Some responses exceeded the word limit which had a negative impact on the marks which could be awarded. Candidates must address the specific essay title within the word limit. General unspecific essays will not score highly for Content.

### **Question 3**

The majority of candidates who attempted this question interpreted 'elders' as referring only to parents. The best responses were able to use 'elders' more broadly and included examples of students showing obedience towards teachers, scholars and relatives such as grandparents and other family members. These essays provided a more thoughtful discussion, stating that due to the generation gap elders were not always able to understand the predicaments faced by the younger generation. Therefore, because of the older generation's lack of understanding on topics that are relevant to young people, candidates discussed why it was not always advisable to obey one's elders.

### **Question 4**

The majority of candidates who answered this question wrote in detail about the different aspects of tourism in the country including details about tourist attractions. They described the most popular places for sightseeing, safe travelling, facilities available for tourists and the importance of the role played by government agencies to attract more tourism and make the experience more worthwhile for tourists. Most candidates concluded that their country has a very bright future in tourism because of added security, better facilities for travelling, such as the creation of more secure and accessible routes, and that this will have an overall positive effect on the country's economy.

### **Question 5**

This essay was attempted by a very small number of candidates. Those that did attempt this question did so very well and scored highly. They were able to thoughtfully present their discussion emphasising the importance of heritage and how valuable it is for the people of a country. Some candidates further developed their thoughts and stated how culture, values and traditions are the most important gifts left behind for a nation from their ancestors. They also suggested that heritage and traditions are the strong foundation for further development and should be preserved for coming generations.

# URDU

Paper 9686/04  
Texts

## Key messages

- Answer only **three questions**: some candidates attempted more than three questions which limited their ability to access the higher mark bands.
- Before answering each of their chosen questions, candidates must ensure that they understand the particular focus of the question.
- If answering **Questions 1(a), 2(a) or 3(a)** it is important to provide detailed answers to both parts of the question.

## General comments

Generally speaking, candidates performed well although there were some confused responses to **Questions 2(a), 2(b) and 6(b)**. In most cases this appeared to be because candidates had not carefully read and understood the focus of the question.

## Comments on specific questions

### Question 1

- (a) A good number of candidates attempted this question and a few candidates performed very well.

In **part (i)**, the majority of candidates demonstrated very good understanding of the Ghazal and explained it in clear Urdu.

In **part (ii)** some candidates did not discuss the poet's style with regards to the key words in the question (صوفیانہ انداز) and in relation to the Ghazal provided on the question paper, and this affected the marks which could be awarded.

- (b) Only a few candidates attempted this question and again there was a lack of understanding of the focus of the question (کیوں).

### Question 2

- (a) A good majority of candidates attempted this question and performed reasonably well. Most candidates performed better in **part (i)** than **part (ii)** as many candidates overlooked the key words جاگیر دارانہ نظام کے خلاف آواز in the light of the given poem, and instead discussed the poet's life and his other poems on the syllabus. As a result many candidates could not access the higher mark bands because they did not discuss the main focus of this question.

- (b) This was also a very popular question and most of those who attempted it wrote good essays. Others discussed only the poet's life and his contributions rather than addressing the question. Some candidates who understood the demands of the question addressed both قلم and تہنوار, and performed very well.

### Question 3

- (a) Only few candidates attempted this question and many of them simply explained the extract from the poem. Only a minority went on to address the focus *انسانی کی زندگی / نفسیاتی مسائل* with respect to the given poem.
- (b) Not many candidates answered this question but those who attempted it were able to access the higher mark bands by addressing the specific focus of the question.

### Question 4

- (a) A large number of candidates attempted this question and the focus/keywords *گناہ کو گناہ سمجھنا* were addressed well.
- (b) Many candidates also attempted this question but the majority of responses did not discuss the focus *ہر مرد خود غرض* within their response nor did they give examples. Some candidates simply reproduced parts of the text without addressing the question.

### Question 5

- (a) A minority of candidates attempted this question and some of them wrote detailed responses but without addressing the key points *لاچی / مجبور*.
- (b) This was a very popular question and most of those who attempted it fully understood what they were required to do. Some candidates struggled to discuss the particular demands of the question (*معاشرے کا کڑوا سچ*) and simply reproduced the Afsana.

### Question 6

- (a) The majority of candidates attempted this question and performed well. Candidates discussed the focus *دلارام / مغلیہ سلطنت کی تباہی / بچاؤ* through the use of aptly chosen illustrations.
- (b) This question asked candidates to discuss their own opinion regarding Akbar in the light of the given statement with a focus on *اکبر ظالم یا مظلوم؟* Most candidates handled this question very well and there were some excellent answers. Some candidates chose to simply describe Akbar's character and wrote a very good description of it, but that was not what was required and therefore they could not score high marks.