

# URDU

**Paper 8686/02**  
**Reading and Writing**

## **Key messages**

- The language used was generally very good and to a high quality.
- Candidates who did not do well needed to understand the focus of each question by reading the rubric carefully. Some candidates wrote well but the response did not meet the demands of the question.
- It is important to answer what exactly was asked in the question. Any other or irrelevant information was not accepted.
- A few candidates did not attempt some questions in **section 3** and **4** that caused automatic deduction in the Content as well as the Language marks.

## **General comment**

The theme of the passages was about 'the protection of minority languages by the government: its pros and cons' which was extremely interesting and informative for most candidates. However, average responses needed to be extra careful while reading about the nature of comprehension questions to respond precisely and appropriately. This required candidates for being extra vigilant in choosing what exactly to write as their response for each question.

The Urdu text passage in **Section 1** supports 'The protection and promotion of the minority languages by the government' and considers it a great tool for candidates to connect to their past. The text passage in the **Section 2** talks about the disadvantages of the protection of the minority languages by the government' Majority of the candidates understood the passages well and answered the question accurately.

However, with **Question 5a** throughout, some failed to read and understand the focus/keywords of the question to answer appropriately. In average they gained 5 – 6 marks.

Although, majority of the candidates used their time and skills to answer all questions correctly but there were some cases where candidates copied responses from the inserts indiscriminately. In some instances, they prolonged their responses with unnecessary details due to lack of understanding of the focus of the question. In other cases, some candidates wrote very well in terms of vocabulary and grammar, but unfortunately did not keep the focus on the specific details asked in the question.

Some weaknesses and errors in spellings and grammatical structures were still noticeable in lower ability candidates.

## **Comments on specific questions**

### **Question 1**

Most of the candidates were able to make sentences with the given words.

In response to writing sentences for the given words, most candidates understood the words and provided right answers. Some candidates did not know the meaning of some of these words like زبانی. Some candidates used زبانی instead of زبان instead. Some candidates did not fully understand the word قدیم.

Only a few candidates found it difficult to make a sentence from 1(a) مقامی (d) مقبولیت because they did not understand the meaning of these words and so could not construct a sentence. In a few cases, candidates lifted the material from **section 1** insert, word by word and copied it as their own sentence sometimes by omitting one or two words but without attempting any addition or manipulation.

Some candidates used شہرت as مقبولیت and some others used it for negative reasons. A few were confused with the use of the word انتظامات and used it as اقدامات.

## Question 2

The candidates were supposed to find the synonym phrases from the text. Most of the candidates were able to find the right phrases. However, some candidates did not understand the phrases and omitted one or two words from phrases in the text. Similarly, a few candidates still misunderstood the rubric for **Question 2** and end up writing the meanings in their own words rather than choosing from text of passage in **Section 1**.

Less than half of the candidates were able to give correct answers to all five parts of this question.

The most problematic words were 2(a), 2(c), 2(d). Candidates' responses showed that they did not have an exact understanding of the synonyms given in the question. Similarly, correct spellings were missing on most of the required phrases, but some failed on phrases (جانے کے لیے) and word (ممکن نہیں ہو گا).

## Question 3

(a) A few candidates responded to **Question 3(a)** in which only one point was correct, not both. Instead of writing minority languages or little/less spoken languages they wrote the names of those languages which was not asked.

(b) Most candidates were able to write all 4 points. Other candidates mostly missed تخلیقی معلومات and (اگلی نسلوں تک منتقل ہو جائے گی). While some missed on عمل.

(c) Most candidates were confused about the 3rd point (ماضی سے تعلق قائم رہتا ہے). Instead of writing 'if the language is protected, it keeps people connected with their past' they mostly wrote 'if the language is not protected then they are disconnected with the past'. The candidates did not understand that the answer had to be in the positive format; instead, they wrote in a negative format.

(d) Most of the candidates attempted this question very well. However, some did not cover the first point and lost one mark.

(e) Most candidates missed the point that it is not government duty, or the locals should do it while some got confused on (لوگوں میں اسے سیکھنے اور بولنے کا شوک پیدا ہوگا) due to lack of understanding of the focus words in the rubric (حکومتیں کیا کر سکتی ہیں؟) in the question. Some candidates who understood the question demands scored full marks.

## Question 4

Again, more than half were able to give correct answers for all parts of **Question 4**, and these candidates were able to achieve language marks of 4 and 5.

(a) Most of the candidates were able to give both points for this question. Very few candidates missed one point (اسے استعمال کرنے والوں کی تعداد سے).

(b) Most of the candidates, who could not answer all the three points, missed one or both parts of the third point: (معاشی ترقی کے لیے ضروری ہیں) or (بڑھنے لکھنے اور حساب کتاب کی صلاحیت)

(c) Most of the candidates answered this question well by writing all the three points. However, a small number wrote only 2 points (سیکھنے کی کیا ضرورت ہے).

(d) Majority of the candidates answered this question very well. However, some candidates did not mention 'muaasharti taur pe ' for (معاشرتی طور پر الگ سمجھیں گے) and thus lost a mark.

(e) Most of the candidates answered this question well. However, some candidates lost the mark because they missed the point that it effects the national identity/identity of country (قومی شناخت کے لیے نقصان دہ).

### Question 5

(a) Most candidates were able to achieve 6 to 7 marks for **Question 5(a)**.

(اقلیتی زبانوں کے تحفظ کے فائدے اور نقصانات) Only a few of the candidates did not understand the focus of the question and explained the positive and negative aspects by prepared understanding of general trend of questions from previous years.

Some candidates misunderstood and used a lot of information which was not related to the question hence losing marks on the word count. The points under discussion were specific and needed exact information about the lesser taught languages but some candidates included other information which was not related to the text, hence making the essay longer but included a lot of information which was not relevant.

There was sufficient material available to write at least eight to ten points from both passages to cover advantages and disadvantages.

Some candidates did write an introductory paragraph about the topic which lost a significant number of the word count, while a few candidates copied out irrelevant details from the insert.

(b) Majority of the candidates gained high marks due to inclusion of question demands (اقلیتی زبانوں کے تحفظ میں رائے) within their response.

Their performance was mostly excellent achieving the full content mark. For language most were in the higher brackets and scored 4 or 5 out of 5.

A variety of writing styles appeared in response to this question. Most of the candidates wrote both opinions from outside the passages.

# URDU

**Paper 8686/03  
Essay**

## **Key messages**

In order to perform well in this paper, candidates should:

- Plan their essay before they start writing in order to produce well-structured and persuasive arguments.
- Write a composition on the essay title, not the general topic heading.
- Stay within the prescribed word limit.

## **General comments**

Overall, the performance of candidates was good, with a high proportion of excellent scripts. The best candidates showed a genuine interest in the question that they had selected and were able to produce an extended piece of writing that was relevant, detailed and showed a solid understanding of the issues raised in the question. Their essays were mature and thoughtful and clearly reflected an in-depth study of the chosen title. A significant number of scripts, however, did not address the precise wording of the question or misunderstood the task set, leading to generalisations and irrelevant answers. It is particularly important that essays should target the precise terms of the question and not merely relate to the general overarching topic area.

Planning is a useful step in writing a good essay as evidenced by the scripts. Candidates who organised the material and their ideas, even briefly, before writing, tended to gain higher marks for content and were more likely to present their arguments logically, using paragraphs and a range of link words. Candidates who were not as deliberate in their planning ended up repeating points already made which affected the overall structure of the essay.

## **Quality of language**

The best essays demonstrated a good level of grammatical accuracy and variety in the choice of vocabulary and structures, including topic-appropriate vocabulary and thoughtful use of linking words, which enabled candidates to communicate their ideas effectively.

The best essays were error-free with evidence of a wide range of clause structures and complex sentences being used. Candidates who achieved the highest marks were very deliberate in their use of sophisticated idioms and metaphors to further enhance their essays. Some candidates showed little grammatical and structural awareness and there were inaccuracies with irregular verbs, subject-verb agreement, articles and basic grammar.

## **Comments on specific questions**

### **Question 1**

Several candidates successfully answered the question, making it the third most popular question attempted on the paper. Notably, the best candidates showcased their ability to present a well-balanced argument regarding the effectiveness of a joint family system in the modern day.

These candidates demonstrated a comprehensive understanding of the topic, highlighting both the advantages and disadvantages and could effectively analyse some of the various factors influencing its functionality. They acknowledged the positive aspects of the system including mutual support for one another, shared responsibilities, and the preservation of cultural values. Simultaneously, they also critically

evaluated the challenges posed by modern lifestyles, including individual autonomy, privacy concerns and the need for adaptability in an ever-evolving society.

In their responses, the top candidates substantiated their arguments with relevant examples and insightful reasoning. They recognised the success of the joint family system depends on various factors such as effective communication, mutual respect and the willingness to adapt traditional practices to suit contemporary needs. Overall, the best candidates skilfully demonstrated analytical thinking, critical evaluation and wrote relevant essays that directly addressed the question.

## Question 2

The candidates who explored this topic recognised the fundamental role that law-and-order play in maintaining discipline within a society. They acknowledged that the rule of law establishes a framework of regulations, consequences and enforcement mechanisms that serve as deterrents of potential misconduct. They understood that without this framework, it becomes challenging to ensure compliance and discipline on a larger scale. The best candidates were able to give alternate mechanisms that did not rely solely on laws. These candidates argued that a strong moral compass, instilled through education, cultural upbringing and personal principles could guide individuals to act responsibly and ethically even in the absence of legal enforcement.

However, it is important to note that while the candidates recognised the potential for discipline without law and order, they also acknowledged the limitations and challenges associated with such a scenario. They acknowledged that relying solely on moral values and social mechanisms could be subjective, open to interpretation, and susceptible to exploitation. They also recognised that in complex societies with diverse populations, varying perspectives on what constitutes discipline could arise, making it difficult to maintain consistency and harmony. Candidates made good points that showed a sound understanding of the issues raised and wrote essays that were accurately written using language articulately and fluently.

## Question 3

This question was attempted by some candidates who were able to show sound knowledge providing well-structured and coherent arguments. The best responses addressed the specific question and considered all aspects of the question in a relevant way, with points that had been elaborated and justified. Many candidates were able to identify that tourism can bring substantial economic benefits to a country. They highlighted the role of tourism in stimulating business growth and development. Candidates argued that an influx of tourists creates a demand for various goods and services, ranging from accommodation and transportation to restaurants, souvenir shops, and local attractions. This increased demand fosters entrepreneurship and encourages the establishment of new businesses, thereby contributing to job creation, income generation, and economic expansion.

Additionally, the candidates acknowledged the need for responsible tourism practices that minimise negative impacts on the environment, culture, and local communities. They emphasised the importance of sustainable tourism development to protect natural resources, preserve cultural authenticity, and ensure long-term economic viability.

## Question 4

This was the second most popular question attempted and garnered significant attention from a large majority of candidates. These candidates displayed a balanced argument, carefully analysing the impact of technology on accessing and gaining new knowledge.

The candidates acknowledged that technology and online platforms have made education widely accessible to people from all walks of life. They highlighted how individuals can utilise tutorials, online classes, and other digital resources to acquire new skills, broaden their knowledge, and enhance personal and professional development. They recognised that these resources have revolutionised education, breaking down barriers such as geographical limitations and financial constraints.

Moreover, the candidates discussed the profound influence of technology, especially during the pandemic. They acknowledged the shift to online classes and remote learning, which ensured educational continuity despite challenging circumstances. They emphasised the flexibility and convenience that technology offers, enabling individuals to learn at their own pace and from the comfort of their homes. This accessibility allowed candidates, professionals, and lifelong learners to engage in education irrespective of their location or daily commitments.

The best responses gave a balanced argument and also highlighted the potential limitations that arise as a result of relying heavily on technology. They considered the missed social opportunities and emphasised the value of face-to-face interactions with peers and educators which could result in social development, teamwork, collaborative learning and networking. The best responses further developed this point and mentioned the impact of increased screen time on an individual's emotional, physical and mental health.

### Question 5

This question was the most popular question answered on the paper and those who were able to answer the question specifically, did well. The best responses addressed the cause-and-effect relationship between industrial progression and pollution. Candidates argued that industrial progression is vital especially in underdeveloped countries and there is a positive impact on a country's economy and general growth because of it. Candidates also recognised that as industries grow and evolve, there is a need to closely monitor and regulate their environmental impact. They argued the need to acknowledge the responsibility of industries to adopt cleaner technologies, implement pollution control measures, and promote sustainable practices to mitigate the negative effects of industrial activities.

Furthermore, successful candidates considered the role of governmental policies and regulations in controlling pollution and promoting sustainable industrial practices. They discussed how effective environmental policies, emission standards, and incentives for clean technologies can encourage industries to reduce their pollution levels and adopt more environmentally friendly practices.

In summary, the question required a balanced argument that acknowledged the positive aspects of industrial progression, such as economic growth and technological advancements, while also recognising the associated increase in pollution levels. Candidates should highlight the need for industries to take responsibility for their environmental impact and the importance of governmental regulations and incentives to promote sustainable industrial practices. By addressing these aspects, candidates can provide a comprehensive and well-rounded analysis of the link between industrial progression and pollution. Many candidates provided a strong conclusion emphasising the main points of their essay and were able to provide their own thoughts and opinions.

There were some candidates however who wrote essays on pollution and the negative impacts of it and only linked their points to the question in a limited capacity. This resulted in their marks being limited to lower bands in the mark scheme.