

# URDU

**Paper 9686/02**  
**Reading and Writing**

## Key Messages

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

- read the whole paper carefully before answering the questions
- try to write their responses in their own words, as far as possible
- focus on the question set
- make sure that their responses stay within the prescribed word limits.

## General Comments

This paper is designed to test candidates' understanding of written Urdu and their ability to write accurate responses to text-based questions along with their ability to write accurate and concise Urdu in response to given stimuli.

There are two passages of about three hundred and fifty words each on a related theme. The general theme this session was inventions, progress and the resulting problems.

This session's paper was of the same level of demand as previous sessions. Candidates performed particularly well on **Question 4**.

The paper effectively discriminated between the candidates. Stronger performances were characterised by appropriate responses through careful reading and focus on the questions asked.

The overall written performance of candidates was satisfactory to good, with a good proportion of excellent scripts.

## Comments on Specific Questions

### **Question 1**

This required candidates to write their own sentences illustrating clearly the meanings of words taken from the first text. This was mostly well done, with many candidates scoring 4 out of 5 marks. Marks were not awarded for:

Sentences copied directly from or almost identical to the text, e.g.:  
'sainsdan mwhlak bimarian se bachne ke liye hifazati tike istemal karte heyn'

Sentences which do not illustrate the meaning of the word, e.g.:  
'Pakistan men bahwt se alaat istemal hote heyn.' for 'alaat'

An example of an acceptable sentence which illustrates the meaning is 'macchar malaria jeyi mwhlak bimarian pheylate heyn.'

### **Question 2**

This required candidates to find the antonyms to the given words. This was generally satisfactorily done. Candidates needed to be careful to read the instructions and ensure they wrote antonyms, not synonyms.

Candidates must take care to give exact antonyms. Candidates who wrote 'gwzra hua kal' as an antonym to 'mwstaqbyl', 'future', could not score the mark. This is for two reasons: firstly, it is a phrase, and secondly, it does not mean 'past', it means 'yesterday.'



Candidates should take care to use the same grammatical form as the given word. For example, the antonym of the noun '*thandak*', 'cold' is '*garmi*', 'heat,' not '*garam*', 'hot.'

### Question 3

The five questions in this section were based on the given text in Passage A. The theme was inventions and progress.

The quality of candidate responses generally depended on their following the rubric. Candidates are expected to write concise answers, as far as possible in their own words.

**Question 3 (i)** '*mashinon ke elava kys qysm ki dusri baton ka zikr kiya gya hai?*'  
'Apart from machines, what kinds of things are mentioned?'

Many candidates scored 2 out of 3 marks. They correctly wrote that things like ideas in science, maths, evolution, Einstein's theories, medical advances, etc. were mentioned. Candidates needed to understand that motors, planes and the like are machines.

**Question 3 (ii)** '*bunyadi teknaoloji itafaq se vwjud men a gayi hai*' se mwsanyf ki kya murad hai?'  
'What did the author mean by 'basic technology came about by accident?'

Put simply the response should be 'many inventions were made while people were doing something else and had an unexpected result, which proved to be useful. For example, fire came about while man was hammering or sharpening stone.'

This question was well answered by most candidates.

**Question 3 (iii)** '*Line 11 men mwsanyf ne lashu'wari tawr par ka fykra kyon istemal iya hai?*'  
'Why did the author use the phrase 'subconsciously?'

In this question, the incorrect line number was cited. It should have been Line 15, not Line 11. Surveying Candidate responses were carefully monitored. It was noted that no candidate was unable to find the correct line and therefore no candidate was disadvantaged by this.

Many candidates clearly did not understand the meaning of the key word '*lashu'wari tawr par*'. The point of the question was that the author wanted to say that people use modern machines in the home without thinking about their origins, or that how difficult life was without them. The phrase '*la shu'wari tawr par*' alone does not constitute an appropriate answer.

**Question 3 (iv)** '*Mwsanyf ne apne kheyalat ka izhar karne ke liye tybbi ijadat ka hawala kyon diya hai?*'  
'Why did the author refer to medical inventions to express his ideas?'

Most candidates answered this question reasonably well and scored 3 marks. To successfully respond to this question, it was necessary to avoid writing a list of medical inventions without saying why they had been mentioned. They had been mentioned to show that human inventiveness had benefitted everyone and made their lives better.

**Question 3 (v)** '*ybarat parhne ke ba'd ijadat ke hawale se mwsanyf ke kheyalat ke bare men kya pata calta hai?*'  
'What do you gather about the author's ideas about inventions after reading the passage?'

In order to do well on this question candidates should have given the author's point of view, rather than simply summarising what the author had written. Strong answers were particularly characterised by stating that the author's view was an optimistic one. He thought that inventions had created a better life for humankind, and everyone benefitted from them.

Five marks were available in **Question 3** for overall linguistic standard. Most candidates this session scored 4, with a number scoring 5 marks.

#### Question 4

As in **Question 3** the candidates had to write responses to five questions based on Passage B. This passage particularly focused on some of the more controversial results of inventions and progress in general. Candidates tended to do better on this passage than on Passage A.

**Question 4 (i)** *'ybarat ke mwtabyq insaan kyon sochne par majboor hai?'*  
'According to the passage, why is mankind forced to think?'

The required response was: 'Humans are facing many problems and people have to think about them and the solutions'. In order to score both marks, both the problems and solutions needed to be mentioned.

**Question 4 (ii)** *'mahyirin men kya ikhtylafat hain?'*  
'What differences are there between experts?'

This was answered well by most candidates. In order to score full marks for this question it was necessary to include the following: 'every expert has their own opinion', 'some say that problems are man made and we have to give up all the comforts of life', 'others say that technology is the answer to all our problems'.

**Question 4 (iii)** *'sidhi sadi zyndagi gwzarne ki tajwiz kyon pesh ki gayi hai?'*  
'Why has it been suggested that we live a simple life?'

The required responses were: some people thought that technology was the root cause of all our problems (1 mark) and that by giving it up we could return to the simple life lead by our ancestors, (1 mark) and save precious resources (1 mark). It is important that candidates give only the answer required by the question, and not superfluous information from the text.

**Question 4 (iv) and (v)** were very well answered by nearly every candidate.

**Question 4 (vi)** *'teknoloji ke mwta'lyq mwsanyf ki kya rai hai? apne jawab ki vazahat kijiye'*  
'What is the author's opinion of technology? Explain your answer.'

This question required candidates to focus on the author's opinion. He thought that technology is neither bad nor good but it is how it is used that determines the effect. He clearly states that it is our responsibility *'teknoloji ke masbat awr manfi asrat ke zymmedar ham khud hain'* but he is optimistic that technology can provide solutions to our problems. Candidates needed to avoid writing what the author reported (e.g. that we should return to a simple life) rather than what he himself thought.

Again 5 marks were available for linguistic accuracy. Most candidates scored 4 or 5.

#### Question 5

This last question required candidates to write a response to a question referring to both texts and to give their opinion on a question arising from the texts. The quality of these responses was variable. Most candidates performed at least adequately in these tasks.

- (a) The first task was to use information from both texts to comment on the positive and negative aspects of technology. There were many relevant positive and negative points in the texts. Candidates were expected to write no more than seven from any one text. In order to do well, candidates needed to avoid going in to too much detail, which would cause them to go over the word limit. Brief points such as 'technology has made our lives easier', 'it causes pollution', 'there have been amazing medical discoveries' should be used.
- (b) The second task was for candidates to give their opinion on which invention had had the most effect on human life. This was usually well attempted, but again length restricted many candidates' marks. Candidates needed to avoid talking about inventions in general or citing more than one invention.

In order to access the highest marks in **Question 5**, candidates must be careful to adhere to the word limit. Credit cannot be given to what is written beyond the word limit.

# URDU

Paper 9686/03

Essay

## Key Messages

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

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

## General Comments

This paper is designed to test candidates' ability to write a composition in Urdu on one of five topics. Overall, the performance of candidates was good, with a high proportion of excellent scripts. Stronger performances were characterised by an organised and well-structured response to the question itself.

At Advanced Level, not only is a high standard of written Urdu expected but it is equally important that candidates are able to organise and structure their work, present an argument where appropriate, including discussion of both sides, and come to a conclusion. The best responses were those which produced a structured and considered response to the title, with an introduction, several cogent points relating to the title and a concluding paragraph.

Linguistically, responses were generally accurate, with a wide range of vocabulary, complex sentences, containing dependent clauses, use of the passive voice, appropriate use of idiom, metaphor and, where appropriate, relevant quotations.

It is the second part of the assessment criteria, on content, planning and organisation, where candidates could improve most. Where marks are lower here, it is often because the candidate has written well over the word limit. Examiners ignore anything written over 500 words. This means that candidates who write too much generally score lower marks for content and planning because they are unlikely to have reached a concluding paragraph. That being said, very many candidates wrote well-planned and interesting essays in excellent Urdu.

This component is marked out of 40: 24 marks are awarded for quality of language and 16 for content, structure and organisation.

There were five given topics, on which candidates were asked to write between 250 and 400 words. The topics this year were:

'Khandan'

'Family'

- 1 **'baccon ke liye mwshtaryka khandani nizam bahtarin mwstaqbyk ka zaman hai. bahs kijiye'**  
'The joint family system is the guarantee of the best future for children. Discuss.'

'Qanun'

'Law'

- 2 **'qanun tak rasai hare ek ke liye asan honi chahiye. tabsara kijiye.'**  
'Access to the law should be easy for everyone. Comment.'

'Khel'

'sport'

- 3 **'khelon se nawjawanon ki ta'lim awr mwstaqbyl ko kya faeda pahunc sakta hai?'**  
'What benefit can young people get in education and the future from sport?'



**'Rozgar awr berozgari'** *'Employment and unemployment'*

**4** **'mwlaizmat ke liye kya ciz ziada ahm hai. peysa yak am ki no'iyat?'**  
*'What is more important in a job - money or the type of work?'*

**'Technology'** *'Technology'*

**5** **'mobile phone ke faede kam awr nwqsanat ziada hain- bahs kijiye'**  
*'The benefits of mobile phones are few and the disadvantages many. Discuss'*

### **Comments on Individual Questions**

The most popular question was **Question 5**.

**'mobile phone ke faede kam awr nwqsanat ziada hain- bahs kijiye'**  
*'The benefits of mobile phones are few and the disadvantages many. Discuss'*

There were some very good compositions on this topic which contained a balanced discussion of both sides of the argument and concluded with an opinion, frequently giving valid and appropriate suggestions for restrictions upon use, especially for young children. The points for included ease of communication with friends and relatives, and emergency use. Most candidates presented arguments against, such as intrusion into everyday life, harmful effects on ears, brain, etc., and cost.

Weaker responses were little more than a checklist of all the well known points about phones, with little evidence of any personal opinion. Other responses were passionately and sometimes very well written but devoted almost all the essay on one point of view. At this level, candidates must give a balanced presentation of the issues.

The second most popular question was **Question 1**.

**'baccon ke liye mwshtaryka khandani nizam bahtarin mwstaqbyk ka zaman hai. bahs kijiye'**  
*'The joint family system is the guarantee of the best future for children. Discuss.'*

This was generally well answered. What distinguished the very good from the good was the ability to express points of view which were not stereotypical points about all living together in love and harmony and supporting the young within it, but discussed points such as lack of self confidence and ability to make decisions which arguably young people in a joint family environment may lack.

Weaker responses did not focus on the specific question but rather consisted of general essays about family.

The third most popular question was **Question 4**.

**'mwlaizmat ke liye kya ciz ziada ahm hai. peysa yak am ki no'iyat?'**  
*'What is more important in a job - money or the type of work?'*

Responses to this question were generally weak. They were characterised by general compositions on employment and unemployment rather than compositions which addressed the question set.

In order to achieve the highest marks on this question, candidates should focus on the set question giving a balanced view, with attention paid to both sides. Candidates who focused on the question focused mostly on money. Opposing points of view could have included social, economic and cultural implications.

Questions 3 and 2 were the least popular.

***'khelon se nawjawanon ki ta'lim awr mwstaqbyl ko kya faeda pahunc sakta hai?'***  
*'What benefit can young people get in education and the future from sport?'*

This question was satisfactorily answered by most of those who attempted it. Some candidates wrote too much on the point that good sportsmen could achieve fame and wealth from sport rather than the fact that sport helped create a fitter mind and body, attitude, etc. Stronger responses concentrated on the physical and psychological aspects which prepared young people for education and future employment.

***qanun tak rasai hare ek ke liye asan honi chahiye. tabsara kijiye.'***  
*'Access to the law should be easy for everyone. Comment.'*

A small number of candidates attempted this question. Most responses were well-argued and mature.

# URDU

Paper 9686/04  
Texts

## Key Messages

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

- read the instructions carefully
- pay attention to the focus of the question
- give equal attention to all parts of each question in **Questions 1, 2 and 3a**
- in **Question 4b**, elaborate on the positive aspects of society
- focus on the importance of the characters in **Question 6b**, rather than giving a description of them.

## General Comments

The paper this year was of a similar standard to previous years. The candidates made good use of the choice of questions. On the whole, candidates did well on the paper. A minority of candidates did not respond to the focus of the questions.

Candidates answer three questions on this paper. Some candidates submitted answers to more than the required three questions. A few attempted five questions, writing half a page for each answer. This prevented them from doing full justice to the necessary three questions.

## Comments on Specific Questions

### Question 1

- (a) The candidates who attempted this question gave a good explanation. Part **ii** required candidates to focus on Ghalib's philosophy in the given ghazal rather than providing a general essay on the poet.
- (b) Some very good answers were submitted in response to this question. Candidates discussed Dard in detail, giving examples of his poetry. Some weaker responses centred on his 'tasawwaf' which was not in the remit of the question.

### Question 2

- (a) This was a very popular question within the poetry section. Many candidates attempted it and generally scored good marks. Some candidates tried to relate Iqbal's love of nature as expounded in the poem to his nationalism, for which Iqbal is most famous.
- (b) This question was attempted by many, with weaker answers characterised as very general.

### Question 3

- (a) Most candidates performed very well on the first part of **Question 3**, while fewer did full justice to Part **ii**. Some candidates discussed the attitude of the family of the low cast 'chamars' instead of discussing the society in general.
- (b) Many candidates discussed this question very well. Weaker responses reproduced the story without showing understanding the focus of the question.

**Question 4**

- (a) Candidates discussed this question quite well, with most disagreeing with the statement given in the question. Weaker responses were more concerned with telling Umrao's story.
- (b) In order to answer this question, it is necessary to fully understand the word 'musbat'. Candidates who wrote about negative aspects of Lacknou are unlikely to have understood this word. Candidates should be reminded to only choose questions which they fully understand.

**Question 5**

- (a) The majority of those who answered this question gave details of the character of 'Baray chacha' and discussed the question well.
- (b) The candidates who attempted this question discussed Chammi's life and problems in detail and scored good marks.

**Question 6**

- (a) Many candidates answered this question well, discussing Dilaram's influence on Akbar. It was not possible to award high marks to those who only discussed Dilaram's character.
- (b) Those candidates who focused their discussion on the importance of the characters in the play scored high marks. Weaker responses were restricted to descriptions alone.