

# FIRST LANGUAGE URDU

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Paper 3247/01  
Reading and Writing

## GENERAL

The format of this paper, designed to test the abilities of first-language candidates, includes two passages of about 350 words each, on a linked theme, upon which two questions are set. Candidates are required to read these passages and answer the two questions both of which require extended responses. Marks are awarded for communication (10), language (10), and organisation/structure (5), giving a total of 25 marks for each question. There is an equal weighting to each question giving a total for the paper of 50 marks. This year the theme was the behaviour of people from different parts of the world when they are driving.

The performance of the majority of the candidates was satisfactory, with many producing a good standard of written work. A few candidates however had significant problems understanding and responding appropriately to the texts and questions.

## QUESTION ONE

**'donoN ybaratoN ki roshni men mashriq awr maghrib men traffic ke bare men logon ke ravayya ka muwazana kijiye'**

*'In the light of both passages compare the behaviour of people concerning traffic in the East and West.'*

This question required candidates to write a direct *comparison* of the two contrasting facts and comments discussed in the texts.

Candidates were expected to:

- (i) make comparisons with direct reference to the two texts; and
- (ii) use their own words as far as possible.

This question was satisfactorily rather than well answered by most candidates. The best responses were those that extracted the main points from each passage and fit them together in such a way as to make **appropriate comparisons and contrasts between them**. There are points from each text that should be mentioned: the differing attitudes towards other road users, the traffic police, respect for the law, the acceptance or otherwise of responsibility for accidents. All these points highlight the differences in the behaviour of road users from west to east, but this does not mean that the content should be copied word for word. Such responses containing large chunks of copied material scored lower marks for language because the language written was not their own.

The best examples were from those candidates who wrote their own response to the question, comparing and contrasting the different facts and points of view expressed in the two passages. The most significant problem this year was that far too many candidates simply wrote two lengthy paragraphs, the first paraphrasing Passage A and the second summarising Passage B. Indeed, some even wrote the Urdu word for summary, **'khwlaasa'**, at the beginning of their responses. Because they were asked to compare the two passages, merely summarising them without making any direct comparisons or contrasts did not enable high marks to be achieved. That is not a **'muwazana'**.

The more able candidates wrote about the points raised in each passage and then commented on their differing behaviours. They did not merely paraphrase the two passages without comment.

## QUESTION TWO

The main purpose of this question, although based on the main theme of the texts, is to provide a stimulus for more creative and imaginative writing on a topic deriving its theme from the texts, but not directly so. This time candidates were asked to write a composition on the following theme:

***‘ aap apne college ke riyale ke liye mwqami traffic police ke incharge ka interview lete hayn. donon ybaraton ki roshni men interview ka matan lykhiye. ’***

*‘You interview the local traffic police chief for your college magazine. Write the text of the interview.’*

This gave candidates an ideal opportunity to demonstrate their ability to write Urdu. The format of the composition was not determined, but many candidates chose to present it as a dialogue, which on occasion proved very interesting. The stronger candidates produced well-constructed and often amusing compositions on the subject.

By using the interview format candidates had the opportunity to frame questions and answers which demonstrated that they had understood material from the passages. They were able to make their points using their own words within that framework, unlike weaker candidates who merely rambled from point to point in an unstructured way.

On the whole, candidates performed better in this question than in the first task.

## LINGUISTIC ABILITY

This paper is aimed at first-language Urdu speakers so a high standard of accuracy is required to gain top marks. There were very few candidates whose written Urdu was not up to the task, and a minority of papers displayed a very messy handwriting style with crossings out and scribbled insertions. The length of some of the responses is also problematical. The rubric has been changed this year and states very clearly that answers should be about 250 words. The length of some scripts was well over double that; these candidates will have lost some marks for structure and content. It is very important to follow the rubrics if high marks are to be achieved.

That being said, overall the majority of candidates wrote relevant, interesting and linguistically accurate responses to both questions.

# FIRST LANGUAGE URDU

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Paper 3247/02

Texts

## General comments

Overall the performance of candidates was very good. Most candidates demonstrated the ability to write very detailed responses that were relevant and well illustrated. The majority of candidates had sufficient command of the Urdu language to enable them to express their ideas clearly and competently. A few candidates did not appear to read the rubric carefully and subsequently lost marks. Equally it is important to read the questions carefully before answering to ensure that the specific focus of the question is addressed.

## Comments on specific questions

*Section 1: POETRY*

### **Question 1(a)**

This question was about a ghazal written by Mir Taqee Mir.

There were two parts to this question and candidates were required to answer both parts. The question was attempted by a relatively small number of candidates. Most who did attempt it answered very well and comprehensively. There were a few weaker candidates however who were unable to express themselves in a very coherent way.

### **Question 1(b)**

This part of the question was very well attempted with most candidates achieving full marks. It was clear that candidates knew the difference between a simile and a metaphor.

### **Question 2**

Faiz Ahmed Faiz

This was not a very popular question but those who attempted it showed a very good understanding of the topic. Most candidates were able to discuss the theme of reality in Faiz's poetry, the situation of the country and the natural style he uses. Those who illustrated their answers with direct quotations from his poetry achieved the highest marks

### **Question 3**

POEM

This was a popular question this year with most candidates achieving very good marks.

**(a)** On the whole candidates seemed to have been very well prepared and were able to give quotations from the original text to support the points they made.

**(b)** This part was again very well answered. The majority of candidates discussed all three features of the poem with very good illustrations from the text. A few candidates discussed only two features instead of three and therefore lost marks.

#### **Question 4**

The majority of candidates wrote very well in response to this question and explained and described their own feelings and opinions about society in a way that was relevant to the question. Again candidates who were able to support their points with close and relevant quotations from the text scored the better marks.

*Section 2: PROSE*

#### **Question 5**

(a) This question was based on the passage and the majority of candidates answered this question very well showing their ability to write about the wish the author had in his mind. Some candidates however did not address the specific focus of the question being asked of them and as such the marks awarded to them were limited.

(b) This part of the question was very well attempted and candidates gave their answers with reference to the essay. The question was about characterisation and candidates were asked to write about the character of illusion.

#### **Question 6**

Only a few candidates chose to answer this question but those that did showed that they had studied this essay very well indeed, and included good, relevant references from the text and achieved high marks.

#### **Question 7**

Mirat ul Aroos

This question was a very popular choice.

(a) Candidates who answered this part did so very well, including relevant quotations and references from the text, achieving good marks.

(b) In this part of the question candidates were required to give their own opinion of the character of the mother of Muhammad Aqil, referring to both the present society and to the text. The majority of candidates wrote very convincingly on the topic and achieved very good marks.

#### **Question 8**

Relatively few candidates attempted this question but those who did gave good responses with appropriate references from the text gaining them high marks. The question required candidates to give their own opinion about how realistic both characters are. Again those who answered with examples from the text and with reasons from day to day life scored the highest marks.

#### **Question 9**

Dastak Naa Do

This question proved not to be very popular this year. Those candidates who did attempt the question tended to give very brief responses with little reasoning. However, there were a handful of candidates who had evidently studied this novel thoroughly and answered with relevant examples and giving their own opinion where appropriate.

Although part (b) was a general type of question it also related directly to the novel. The majority of those who attempted it did not answer with close enough reference to the characters featured in the novel.

#### **Question 10**

This question was again not very popular. The few candidates who attempted this question did so quite well, fulfilling the demands of the question, embellishing their answers with quotations from the novel.