

FIRST LANGUAGE URDU

Paper 3247/01
Reading and Writing

GENERAL

In this paper there are two passages of about 350 words each on a linked theme. This year the theme was literature and reading. Following the passages, there are two questions: the first directly based upon the texts and the second on a topic leading naturally from it, but which does not depend on it. Both questions require extended responses. Marks are awarded for content (10 marks), language (10 marks) and organisation/structure (5 marks), giving a total mark of 25 for each question. There was equal weighting to each question giving a total for the paper of 50 marks.

The performance of the majority of the candidates was satisfactory, with many of them producing good performances. As in previous sessions, candidates' ability to understand and respond appropriately to the texts and the questions had a profound effect on performance.

QUESTION ONE

'adab awr mutala ke shawq par badalte hue zamane ke asrat.'
donoN ybaratoN ki roshni men is bayan par apne kheyalat ka azhar kijiye.

'The effects of passing time on the pleasure of reading and literature.'
In the light of both passages express your ideas on this statement.

This question required candidates to write their response to this question using the facts and comments discussed in the texts.

Candidates were, as always, expected to:

- (i) Make comments making direct reference to these texts
- (ii) Use their own words as far as possible.

As always, it was a combination of the above two points which discriminated between poor, satisfactory and good performances.

This year's set question was not, as in other years, a '*muwazana*' 'Compare and contrast.' This is in line with the specifications for this paper, which do not specify a '*muwazana*' type task only, but rather allow a variety of questions. Scrutiny of many of the scripts and overall statistics indicates that the less prescriptive question in this year's paper proved advantageous to the majority of candidates, who have performed better on **Question 1** this year in comparison with previous years.

The candidates who scored the highest marks were those who were able to extract the main points from each passage and fit them together in such a way as to make appropriate comments relating to the passage of time. There are points from each text that should be mentioned: the love and popularity of literature and reading in the old days; the fact that poetry was a common interest keenly discussed in cafes and reading books was a very popular hobby for many people; but as time passed poets no longer gathered as they used to; people were attracted to new media, etc. Candidates should remember that content should not be copied 'word for word' from the texts. Where language is copied, lower marks are awarded as the language is not the candidate's own.

As in previous years, the best answers were by candidates who wrote their own response to the question and used 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.

As in previous years, very many otherwise linguistically able candidates wrote what amounted to not much more than a selection of sentences from the texts, mentioning in great detail the Pak Tea House and the comings and goings of poets, whose names and activities were copied straight from the passage. This cannot be given high marks either for content or for language, because firstly the question has not been answered, and secondly much of what is written is not the candidate's own language.

Stronger candidates wrote about the points raised in each passage and then commented on the effect of time on literary and book-reading. They did not merely paraphrase the two passages without comment.

QUESTION TWO

The aim 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 the candidates were asked to write a composition on the following theme:

" aap apne college ke rysale ke liye kitaben parhne ki ahmiyat par ek mazmun likhiye."

'Write an article on the importance of reading books for your college magazine.'

This gave candidates an ideal opportunity to demonstrate their ability to write Urdu in a less restrictive format. Stronger candidates produced well-constructed and often engaging and highly readable compositions on the subject. On the whole, candidates made much better attempts at this question than the first task. This is reflected in the marks achieved.

A high standard of accuracy is required to gain top marks for language. There were very few candidates whose written Urdu was not adequate. There were a small number of scripts which demonstrated a weak grasp of Urdu spelling and orthography, although, by and large, the grammatical details were correctly observed. Presentation of work is also important and some scripts were harder to read than those that were clearly written and neatly presented.

The length of some of the responses was also problematical. The rubric clearly states that answers should be about 250 words. The length of some scripts was well over double that; these scripts will have lost some marks for structure and content. It is very important to follow 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.



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Texts

General comments

Generally the paper was well attempted and the majority of candidates fully understood the rubrics and performed well. Candidates demonstrated their ability to write fluently. There was good use of grammar and appropriate and colloquial expressions were used, showing good command of the Urdu language.

In this session, a number of candidates tried to answer more than two questions while others attempted two essay type questions. The rubrics state that candidates should answer just two questions (one from each section) and that one question should be passage-based and the other an essay question. Candidates are advised to read the instructions carefully.

Comments on specific questions

Section 1: POETRY

Question 1

This question, which was less popular than others, was about the Ghazal غزل by Allama Iqbal and gave candidates the opportunity to demonstrate their knowledge of the poet and his poetry.

- (a) Those candidates who attempted the question wrote very good answers, showing they were fully prepared for this type of question.
- (b) This part of the question was also very well attempted by candidates, although a number of candidates wrote more generally about the question but did not refer to his other poems from the syllabus. Those who answered the question including references to his other poems achieved high marks.

Question 2

This question was very popular and most candidates understood the demands of the question. A few candidates wrote only about one poet instead of two and could therefore only be awarded a maximum of half of the marks available for this part. Candidates are reminded to read the question carefully before attempting to answer.

Question 3

- (a) and (b) This question, from Nazim نظم "اگر مذهب گیا" by Akber Allahabadi, was another very popular choice. A large number of candidates who attempted this question achieved high marks. Most candidates demonstrated their ability to write constructively in Urdu.

Question 4

This question was very straightforward yet there were a few candidates who mixed up the poem of Nazir Akber Abadi with the poem of Akhtar Sherani او دیس سے آنے والے بتا resulting in zero marks for this question. Again, candidates should be reminded to read the question carefully before attempting to answer.

Section 2: PROSE

Question 5

(a) and (b) Many candidates answered this question very well with full reference to the text as well as to society. Candidates who gave descriptive accounts of rich and poor achieved the highest marks.

Question 6

Again this question was very popular with very strong responses. Some candidates tried to summarise the whole essay which was not what the question required and therefore they did not achieve high marks here.

Question 7

Mirat ul Aroos

(a) and (b) This question was very popular and very well attempted. Most candidates grasped the demands of the question fully and were able to explain why Door Andaish Khan دور اندیش خان wrote the letter to his younger daughter Asghari اصغری after she married and not to his other daughter Akaberi اکبری

Question 8

(a) and (b) This question was also a very popular and well attempted. The majority of the candidates who had studied this novel answered very well, achieving high marks. A few candidates, however, summarised the whole novel rather than answering the question and therefore achieved low marks.

Question 9

Dastak Naa Doo

(a) and (b) This question was less popular than other questions. Those candidates who attempted this question discussed all the reasons for Gatee leaving home. Candidates who gave their own opinion with reference to the novel achieved high marks.

Question 10

A good number of candidates attempted this question and achieved very good marks.