

URDU

Paper 3209/01
Composition

General comments

The overall performance for the 2019 Urdu paper was satisfactory. The candidates demonstrated their linguistic ability with a fair amount of confidence. Many candidates showed excellent use of conventions. Attention is drawn to different categories of mistakes, more particularly those related to verbs, tenses, spelling and agreement. Some examples are given below for the guidance of candidates preparing for future examinations sessions.

Comments on specific questions

Section A – Letter, Report or Speech, Dialogue

Candidates were required to write one composition of about 120 words on one of the three titles set under this section. All candidates attempted this section, and their responses were quite good, with a few exceptions. Nearly all compositions were relevant. In some cases, part of some compositions were considered to be irrelevant. Most candidates kept to the recommended length.

- (a) **Letter Writing** was not the most popular choice of candidates. Many candidates who answered this question demonstrated a perfect use of salutation. Many candidates performed well, as they were able to meet the requirements of the question and used a good range of vocabulary. Some candidates wrote letters that contained numerous spelling mistakes. Although many candidates wrote the word اسلام علیکم correctly, in some cases the word was wrongly written. Some wrote اسلام علیکم، اسلام علیکم and سامو علیکم Likewise many candidates' letters were marred by elliptical sentences. Others were marred by the use of Hindi words. Below are some examples:

Spelling mistakes:

wrong	correct
کھراب	خراب
اطلاح	اطلاع
سرکیں	سڑکیں
یقینن	یقیناً

Use of Hindi words:

Hindi	Urdu
دہنتی کرنا	گزارش کرنا
سپنا	خواب
آشنا ہے	اُمید ہے

جانکاری	علم ہونا
دلاسہ	تسلی

Elliptical sentences:

گاڑیوں ان سڑکوں میں پھنس جاتے ہیں
لوگوں کی بہت پریشانی ہوتے ہیں
تکہ بہار نکل سکتے ہیں

(b) **Speech.** As in the past few candidates opted to write a speech. However, those who chose this question wrote exceptionally well. Some candidates did not keep to the recommended length. It is recommended that all candidates should keep to the recommended length.

(c) **Dialogue Writing.** Dialogue writing was the most popular choice of candidates. Most candidates showed that they were familiar with the format and they composed their answers with interesting sentences. Many candidates made use of idiomatic expressions. However, the impression was that many candidates had memorised several idioms/proverbs which they tried to use, irrespective of whether these improved their writing or not. Such practices must be discouraged, as many candidates lost marks for using these idioms incorrectly. The instruction clearly mentioned that the dialogue was to be written between two people. Some candidates composed the dialogue between three or four persons. A few candidates chose to write a small introduction before the dialogue. Such practice should be discouraged.

The following mistakes were noted from some scripts.

Spelling mistakes:

wrong	correct
سروع	شروع
باقر	بخار
متلب	مطلب
ہامی	حامی
ٹیک	ٹھیک

Masculine/Feminine

wrong	correct
میری پڑوسی	میرا پڑوسی
کا اجازت	کی اجازت
کی سر	کاسر

In short, many candidates wrote accurately by using the appropriate postposition (Ne) while constructing the past participle of transitive verbs. Tenses were largely well handled by candidates. The excellent use of vocabulary was also noted.

Examples:

دولت خانہ	گفت و شنید
اُولِ جلول	شفایاب
شہرت یافتہ	آناکانا
تنگ دست	شریکِ حیات
دورانِ تعطیلات	طیب

Some of the idioms/proverbs used correctly by candidates are as follows:

آپے سے باہر ہونا
آسمان سر پر اٹھانا
آگ بگولہ ہونا
آٹھ آٹھ آنسو رونا

Section B – Essay

In this section candidates were given four topics. They had to select one and were expected to demonstrate their ability to describe, narrate, persuade or convince in an essay of 200 words in Urdu. Although candidates were advised to keep to the recommended length many failed to do so. It also occurred that the inclusion of irrelevant material contributed to crossing the word limit. Many candidates earned marks for the excellent use of idioms. However, some lost marks while trying to use these idioms even when this was not entirely appropriate and so did not improve their writing. A few candidates were unable to organise and express ideas clearly in a coherent manner. Educators are advised to instruct candidates that their essay has to be well structured with an appropriate introduction, body and conclusion.

- (a) The narrative option was chosen by many candidates. They demonstrated good command over language usage. Some original and interesting essays caught the attention of the Examiners. Relevant idioms/proverbs and phrases were also used. There were also some instances of essays containing inappropriate idioms. Mistakes relating to gender agreement, spelling and structure were also noticed. Candidates lost marks for using Hindi or English words.

Hindi/English words used:

ایک گھنٹہ بیت گیا

جانکاری

سب لوگ شانت ہو گئے

طورست

شانتی

Educators are therefore advised to encourage their candidates to devote more time to extensive reading. More time must be devoted to communication skills so that candidates can express their ideas, feelings, likes and dislikes in the Urdu language. This will also help the learners to crosscheck their language, especially as they have the tendency to be influenced by Bollywood movies and other Hindustani soap operas.

- (b) Some candidates chose the second topic in this section in which they had to describe what they saw at the exhibition. Spelling mistakes and wrong sentence structure affected their work.

Examples:

آج کل کے بجائے آج کال
سود مند کے بجائے سود من
عیش و آرام کے بجائے ایس و آرام
شور مچانے لگا کے بجائے چور مچانے لگا
خوش نصیبی کے بجائے خوش ناصیبی

On the other hand, some excellent and appropriate words/compound words and phrases were used.

Examples:

فرداً فرداً
بعام خانہ
مسلمہ حقیقت
صراط مستقیم
ناقابل فراموش

Wrong usage of idioms	Correct usage of idioms
آٹھ آٹھ کے آنسو رونا	آٹھ آٹھ آنسو رونا
پیٹ میں چوہے کو دونا	پیٹ میں چوہے دوڑنا
ہم پھولے نہیں سا پارہے تھے	ہم پھولے نہیں سارہے تھے

- (c) Although not very popular, item C in this section was chosen by a few candidates. Most of them chose to start their essay by the famous verse.

قلم بولا شہنشاہ میں بڑا ہوں
جو لکھ سکتا اُسے سلاطین بناؤں

This is commendable as it gives an idea about the scope of teaching of the language. Educators are encouraged to lead learners in this direction.

- (d) In the last item of this section candidates had to argue about the advantages and disadvantages of the internet. It was the preferred choice of a good number of candidates. Many did not have the appropriate word in Urdu in their vocabulary repertoire. However, they grappled with the question

fairly well and their responses gave the impression that they use the internet and they know perfectly well about its advantages and disadvantages. Their essays showed the same weaknesses as in the other items.

URDU

Paper 3209/02
Translation and Reading
Comprehension

General comments

The majority of candidates did well in this paper. Both translations were answered with confidence, while candidates demonstrated a good understanding of the comprehension passage and vocabulary. Many candidates scored good or maximum marks in the comprehension exercise. Some candidates had difficulties with individual items of vocabulary. Some mistakes relating to translation and other aspects of grammar are highlighted in this report.

Comments on specific questions.

Section A: Translation

Question 1: Translate into English

Many candidates scored high or maximum marks translating the Urdu text into English. Some candidates had difficulties translating the word **تربوز**. Some translated it as 'tamarin', 'longan', 'lettuce' or 'grape'. The word **موسم** was sometimes wrongly translated as 'weather'.

The following words, phrases or sentences were not translated correctly by some candidates:

مچھر

تالاب

بجلی چلی جاتی ہے

تالاب سوکھ جاتے ہیں

عموماً پھلوں کی کثرت ہوتی ہے

Many candidates mistook **watermelon** (تربوز) for **melon** (خربوزہ). In other instances they got confused with words like **سردی اور گرمی**. They translated these words as **cold** and **hot** whereas it should have been **winter** and **summer**.

Question 2: Translate into Urdu

A good number of candidates did justice to this item of translation. It was encouraging to note that they were able to translate the following words correctly from English to Urdu.

Facilities	سہولیات
Courts	عدالتیں
Peaceful	پُر سکون

villages	دیہات
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From the scripts of candidates, one had the impression that many candidates knew how to correctly translate the given English words in context. However, they had difficulty writing the words correctly in Urdu, for which they lost marks. Examples:

Court	X	ادالت	✓	عدالت
Cinema	X	سینما	✓	سینما
Facility	X	سہولت	✓	سہولت
Police station	X	پولیس کارخانہ	✓	پولیس سٹیشن
Cities	X	شہر	✓	شہر
Villages	X	گوؤن	✓	گاؤں
School yard	X	اسکولیس میدان	✓	اسکول کامیدان

In other instances, some candidates lost marks for translating into Hindi, or because they tried to transliterate the English word in the Urdu script. Examples:

Facilities	فاسلی تیز
Developed	دیولپ
Pollution	پولوشن
Surprising	سپرائزنگ
Explanation	اکسپلانیشن

Section B: Reading Comprehension

Most candidates found the comprehension passage accessible, and many scored excellent if not maximum marks. Some candidates lost marks since they did not read the instructions carefully. For example, some candidates only gave three elements for **Questions 8 and 9** whereas they were asked to give four. Although candidates are regularly advised to explain the given words of the passage in Urdu, some chose to explain them in English, for which they were penalised. Others opted to explain all five given words in Urdu when they were asked to give the meaning of only three. In other instances candidates could not explain the word **ضعیف** correctly. Some candidates failed to use the appropriate word in context. Consequently instead of **دس سال** they wrote **دس عرصہ** for which they lost marks. In sum, candidates earned marks as their answers showed understanding of the key issues in the comprehension passage.