



*Let the mind manage the body  
Que l'esprit aère le corps*

**MAURITIUS  
EXAMINATIONS  
SYNDICATE**

**NCE 2021-2022  
GRADE 9  
URDU**

Subject code: N610

***EXAMINERS' REPORT***

**July 2023**

## Introduction

The National Certificate of Education (NCE) Assessment is held at the end of the Nine Year Continuous Basic Education (NYCBE) cycle. This assessment is in line with the philosophy defined in the National Curriculum Framework (NCF) Grades 7,8, and 9 and the learning outcomes spelt out in the Teaching and Learning syllabus produced by the MIE and the grammar syllabus produced by the MGI.

The NCE Assessment assessed the proficiency of candidates in reading, writing, grammar and the use of Urdu and translation.

The linguistic competencies are divided as follows:

- Reading (25%)
- Writing (25%)
- Grammar and the use of Urdu (40%)
- Translation (10%)

## Key Messages

- Candidates are advised to read widely to build up their vocabulary in Urdu.
- Candidates need to be familiar with grammatical terms and rules in Urdu.
- In grammar, candidates are still facing problems with the following:
  - Conjugation of verb in different tenses. (Question 1, Item 11 & 14)
  - Difference between a noun and an adjective. (Question 1, Item 13)
  - Contrast between transitive and Intransitive verbs. (Question 1, Item 3)
  - Using sentences in active and passive voice.

- In Reading Comprehension
  - Candidates perform well on literal questions since clear and correct answers can be found within the text.
  - It is challenging for the candidates to answer questions with higher order reading skills like inferential ones, offering personal responses and guessing the meaning of the word in context.
  
- In Writing
  - Candidates should be more careful with the use of grammar, spelling and punctuation.
  - Narrative Essays require candidates to have an elaborated content with wide and precise vocabulary to maintain the reader's interest throughout.
  - Descriptive Essays require candidates to use accurate and appropriate vocabulary to create an atmosphere.
  
- In Translation
  - Candidates generally fared well when finding the appropriate vocabulary for translation
  - Applying rules to the translation proved to be challenging to most.

## General Comments

The NCE assessment in Urdu is to evaluate the level of competencies acquired by the candidates and to identify their academic strengths and weaknesses in view of subsequent remedial action. The tasks set assess reading comprehension, writing skills (Functional & Extended writing), the appropriate use of grammar, word and sentence formations in Urdu and translation.

It is to be pointed out that in this year's session of the NCE assessment, the overall performance of students was encouraging. The strongest candidates were exceptionally competent in Urdu language since they excelled in making accurate use of grammar, spelling and punctuation. They produced polished and eloquent pieces of writing. They were also able to deal with higher order questions in the reading comprehension.

However, it has been observed that for a number of candidates, the proper use of common vocabulary remains a challenge. It was noticeable that in the vocabulary question of the Extended Reading task (Question 8, Item 12), performance of students was disappointing since they could not fulfil the requirements of the task.

As far as writing is concerned, on the whole, candidates wrote narrative essay better than descriptive essay. Far too often, narrative essays were produced instead of descriptive ones. Candidates did not possess a range and depth of vocabulary in order to offer high quality descriptions. For Functional writing, the strongest candidates had a grasp of the content with accurate and appropriate vocabulary. The work produced were well organised and coherent.

In general, for translation, candidates performed relatively well with the exception of some grammatical mistakes. Transliteration of words has been noticed when students had to translate a small paragraph, (Question 9B).

## Comments on Specific Questions

### Question 1- Basic Grammar

Question 1 tests a range of basic grammatical items. It uses multiple choice items and open-ended questions to assess candidate's ability to deal with basic but essential grammatical items in Urdu at this level. In this assessment session, the following points were assessed:

Use of prepositions, linking sentences using coordinating conjunctions, the use of tenses (Past, Past Perfect & Future Tense), re-writing a sentence in the feminine and masculine form, identifying adjectives, ordinal numbers, pronouns (Personal and Interrogative) and spelling exercise.

The best-done items were those dealing with prepositions (Question 1, Item1), personal and interrogative pronouns (Question 1, Items 8 & 10), Masculine and Feminine (Question 1, Item 12) and Quantifiers (Question 1, Item 9).

Candidates had greater difficulty with Items testing the correct form of the verb (Question 1, Items 3, 11, 14), identifying the adjective (Question 1, Item 13) and spelling exercise (Question 1, Item 15).

Examiner would like to draw the attention of candidates to the importance of indicating their answers clearly when making corrections to their answers in the MCQs. Very often, when crossing out an answer and choosing another one, they do not indicate their answer clearly enough. Candidates are therefore encouraged to write out their answers clearly in the space available to them if this happens.

**Item 1** This item evaluated the proper use of preposition میں and was well attempted.

**Item 2** This item tested the use of an appropriate conjunction to link two sentences. اگرچہ is a subordinating conjunction and this was satisfactorily answered.

**Item 3** This item assessed the knowledge of transitive verb and most of the candidates could understand that transitive verbs take a direct object. However, many candidates failed to give the correct answer as they have focussed on the subject **امجد** which is a third person singular noun and therefore wrote **کھایا** as their answer.

**Item 4** This item tested the verb-object agreement in Past tense. **تھی** is a feminine word and that is why the answer is **دعوت**.

**Item 5** This item tested knowledge of conjunction but also to indicate the comparison using the word **جبکہ**.

**Item 6** This item evaluated the use of correct adjective according to the subject. The word **شہرت** is a singular masculine word, the word **بیٹھا** already indicated the gender of the noun **شہرت**, therefore it was not difficult for the majority of the candidates to identify the correct answer which is **ٹھنڈا**.

**Item 7** This item assessed the candidates' ability to choose the appropriate ordinal adverb according to the feminine noun found in the sentence. The word منزل is feminine and the answer is دوسری. The candidates attempted this item correctly.

**Item 8** This item assessed the knowledge on second person plural. The subject of a sentence determines whether is or are should be used and here the subject pronoun is تم and therefore most candidates gave the correct answer ہو .

**Item 9** This item tested the use of the noun تین and it was very well done on the whole.

**Item 10** This item tested the use of interrogative pronoun کس and was well attempted.

**Item 11** This item tested whether candidates could change a sentence from Present Tense to Future Tense. شاہین is the third person singular, therefore taking into consideration the subject-verb agreement, the conjugation is done properly. Common wrong answers included جائیں گے، جائے، جائیں گی، جاگی .

**Item 12** This item tested the knowledge of gender alteration from masculine to feminine. Most of the candidates could figure out the correct answer.

**Item 13** This item assessed candidates' ability to identify adjective.

Many candidates got confused between سمجھدار and سمجھداری .

Eventually opting for سمجھداری made them lose marks.

**Item 14** This item evaluated the subject-verb agreement in Past Perfect Tense. This item was found challenging by many. An

important number of candidates wrote گیا تھا instead of گیا ہے .

**Item 15** This item tested candidates' ability to spell words correctly.

Many students could not write the correct answer صفائی . The

common wrong answers received were صاف، صافائی and ساف . This item was left unattempted by several candidates.

## Question 2-Basic Vocabulary

This question assesses knowledge of basic vocabulary items in context.

The best-done items were:

**Item 1** گرمی ہے۔ چلیے سمندر میں تیرتے ہیں۔



Item 2 اس ہفتے استاد نے ہمیں بہت ہوم ورک دئے۔

Item 5 میں نے یہ کتاب پڑھ لی ہے۔ مجھے کتب خانہ میں واپس کرنا ہے۔

The following items proved to be problematic to some candidates.

Item 3 ہاتھ دھونے کے بعد تولیا سے پونچھنا چاہیے۔

Some candidates wrongly answered گھڑی possibly due to the word

ہاتھ.

Item 4 میرا فون گم ہو گیا ہے۔ مجھے ایک نیا خریدنا ہوگا۔

The word بڑا was a strong distractor here.

### Question 3-Basic Reading Comprehension

Question 3 assessed reading comprehension at a basic level and to locate information and write brief and accurate answers is essential. This exercise was made up of two parts, Part A, a letter and Part B, an advertisement for a poetry competition.

On the whole, this question was well attempted by the majority of candidates as the questions were direct and they have successfully identified and retrieved the information that is relevant to the specific goal of reading or looking for specific ideas.

However, some of the candidates lost marks due to indiscriminate lifting from the text.

Question 3 A, Item 3 posed difficulty to many candidates. They lifted the whole sentence

جب میں ملٹن ہسپتال گئی، تو وہاں کے ڈاکٹر نے بتایا کہ میرا پاؤں ٹوٹ گیا ہے۔

Instead of just writing ملٹن ہسپتال .

Little credit was given to candidates who gave excess information for Question 3B, Item 2. They wrote the whole sentence:

وزارتِ تعلیم کی طرف سے گریڈ ۹ کے طالب علموں کو نظم کے مقابلے میں حصہ لینے کی دعوت دی جاتی ہے۔

The correct answer was only وزارتِ تعلیم .

## Question 4-Word Formation

This question assessed word formation in context. A short passage about a boy's favourite hobby (Football) was set, with the words needing transformation given in brackets. This question was successfully attempted by the majority of candidates, which suggests that the common word formation rules have been generally acquired.

### Item 1

The transformation of the noun کھیل to کھلاڑی did not pose difficulty to the majority of candidates.

## Item 2

For Item 2, candidates were required to transform the noun **بچہ** into **بچپن**. Most candidates managed to do so.

## Item 3

Most of the candidates gave the correct answer for this Item but some made spelling mistakes like **پسنیدرا**.

## Item 4

The transformation of the noun **پیدائش** to **پیدا** was generally well answered.

## Item 5

Candidates had to create the noun **شہرت** from the adjective **مشہور**. This was the most problematic item in this question. Some of the incorrect answers noted were **مشہوریت** and **مشہوری**.

## Question 5-Error Hunt

Question 5 is the error hunt task and assessed candidates' ability to deal with grammar and spelling in context. A short text containing grammatical and spelling mistakes was set. The mistakes were already

identified (through underlining) and candidates were required to correct them. This question was generally answered, with the exception of Item 3.

### **Item 1**

This item assessed whether candidates could use the appropriate preposition and they managed successfully.

### **Item 2**

This item was set to evaluate subject-verb agreement in Present Tense where the subject was a third person plural. It was well attempted on the whole.

### **Item 3**

This item was given to distinguish between the alphabet ک and ق. Candidates often get confused while writing words ending with these two alphabets. Many candidates were confused with this exercise and some even left it blank.

### **Item 4**

This item tested the confusion between ا and ع . Most candidates managed to give the correct answer.

### **Item 5**

This item evaluated whether candidates recognise the Object-Verb agreement, that is the word عمارت should become عمارتیں or عمارات because of ہیں .

## Question 6-Cloze Text

Question 6 is the cloze text, a higher order reading task which assesses candidates' overall knowledge of language (Grammar, Syntax and Vocabulary). It is divided into two parts, both based on same topic. The first part, a closed Cloze Text where the words were already given and candidates had to choose the appropriate word for each gap provided. Part B is an open Cloze Text, requiring candidates to use the given context and draw on their linguistic knowledge to make educated guesses of what word might be suitable in the given gaps.

Part A was satisfactorily attempted where most of the candidates could identify the appropriate words for each gap within the context.

The best-done items were:

Item 1 ہم

Item 2 دوستوں

Item 3 قیمتی

Item 4 کئی

Item 5 نصیحتوں

In the Item 4, some candidates wrote the word قیمتی instead of کئی .

Part B of this question is the open cloze text, with candidates having to give the appropriate words pertaining to the relevant context.

**Item 1 and Item 2**, answers like رات، آدمی کو، ہفتہ، شام، صبح، دن، روز were accepted and the answers were fit for both the items.

**For Item 2**, as a continuity, the word ہمیشہ، زیادہ، صاف and تازہ were also accepted.

### **Item 3**

A number of options were accepted as whatever drinkable product is good for health was good answer. For example شربت and پانی، دودھ .

### **Item 4**

Item 4 also had a wide range of answers which were suitable for the context and a majority of candidates was able to find a plausible word. Generally, well answered gap.

### **Item 5**

This item tested the noun ہوا which is a feminine word with a feminine adjective.

Common correct answers were کھلی and تازہ، صاف، ٹھنڈی .

Question 7 is the basic writing task, with candidates required to write a short text of 50-60 words on a functional task. They are essentially assessed on their ability to write using accurate grammar, spelling and punctuation and showing good awareness of the audience and purpose. Candidates were expected to simply address the points clearly.

## Question 7-Functional Writing

In this question, candidates were asked to write about a neighbour playing loud music at night and disturbing the locality.

The majority of them successfully presented ideas regarding the situation.

A successful answer had to address the following prompts:

- How was the locality disturbed by the loud music?
- What was the impact of the loud music on your study?
- What did you do to solve the problem?
- Seek help from your friend.

For bullet point 1, it was necessary to mention how the locality was disturbed by the loud noise. Candidates were able to write about this idea.

For bullet point 2, Candidates were asked about the effects of loud music on their studies and sleep. Some candidates wrote that they could not sleep at night and the next day, they could not concentrate in class while others wrote that their younger brother or sister cried at night on the sound of music.

For bullet point 3, candidates had to mention what they did to find a solution to their issue. Some candidates wrote that their parents went to talk to the neighbour while others chose to call the police as they have raised the issue multiple times with the neighbour who acted indifferently. However, few candidates did not develop this idea at all.

For bullet point 4, candidates had to seek help from their friend. Some wrote about asking their friend to come and teach the neighbour a lesson. Others asked their friend for advice while some did not mention what help was given to them.

Candidates should be encouraged to respond to all given bullet points in order to gain marks.

Weaker candidates found it hard to provide clear organised thoughts on the subject and in some cases overlooked one or two bullet points.

It is important to note that candidates are not expected to use sophisticated vocabulary nor complex sentence structures. Candidates are assessed on their ability to complete the task correctly in clear and simple Urdu with an accurate use of grammar and spelling.

The linguistic issues are:

- Spelling and punctuation
- Subject-verb agreement
- The coherence of tenses
- Grammatically correct sentences

The following samples illustrate the range of answers obtained this year. They are provided to give Educators an idea of standards and of Examiner's expectations. Each example is provided with comments to highlight the strengths and weaknesses of the writing.

### Functional Writing 1

عزیز اختر/ پیاری شہناز!  
مجھے یہ خط کو تمہارے لئے کو لکھتی ہوں۔ کے ایک دن کو میں نے سناتی کے میری  
پڑوسی نے ایک اجیب سی آواز کیا۔ اور اُس وقت پر میں بہت حیران تھے۔  
تمہاری سہیلی

This writing is relevant, with some attempt at addressing the points briefly but there are multiple linguistic weaknesses in it. Numerous grammatical mistakes are noticed with verbs wrongly conjugated. Hence, this writing scores very low marks, thereby is in Band 4.



## Functional Writing 2

عزیز اختر/پیاری شہناز!

مجھے تم کو ایک بات کہنا تھا کہ میرے پروس کے لوگ اونچی آواز کی موسیقی سے ہم بہت پریشان ہوتے ہے۔ وہ مجھے پڑھائی نہیں کرنے دے رہے ہیں۔ میں نے بہت کچھ کیا اس کو دور رکھنے میں۔ تم ہی مجھے بتاؤں کے میں کیا کروں آپ اس سے دور کرنے کے لئے۔

تمہاری سہیلی

In this piece of writing most of the points have been addressed. The linguistic aspects are accurate enough but errors are noticeable. The vocabulary is almost accurate but simple. Some coherence is noted in the flow of ideas. This writing, despite the effort of being relevant can only be in the lower range of Band 3.

## Functional Writing 3

عزیز اختر/پیاری شہناز!

مجھے امید ہے کہ تم صحت یاب ہو۔ دراصل میں بہت پریشان ہوں۔ میرے پڑوسی رات کو اونچی آواز میں دو سیتی سنتا ہے۔ اس وجہ سے پڑوسی کے لوگوں کو نیند نہیں آتی۔ میری پڑھائی پر بُرے اثرات پڑ رہے ہیں کیونکہ میں اچھی طرح سے دھیان نہیں لگا پا رہی ہوں۔ ہم سب نے اس آدمی سے بات بھی کی لیکن وہ بڑا عجیب

ہے۔ ہماری بات کو نظر انداز کرتا ہے۔ میں تم سے گزارش کرتی ہوں کہ اگر تمہارے پاس کوئی حل ہو تو ضرور بتانا۔

تمہارا دوست / تمہاری سہیلی

This functional writing scored very highly. From the outset, it is obvious that the candidate has a clear awareness of audience and purpose. The candidate was able to develop all required points, bringing a lot of details to the writing. The grammar and spelling are very accurate and the vocabulary is appropriate. This organised and coherent piece of writing deserved a very high mark and is in Band 1.

#### Functional Writing 4

پیاری شہناز!

مجھے پچھلے دو دن سے میرا ایک پڑوسی دیر رات تک موسیقی سنتا ہے۔ وہ بھی اونچی آواز میں، پروس میں رہنے والے لوگ بھی پریشان ہیں اسے۔ اس کی وجہ سے میں اپنی پڑھائی بھی نہیں کر پاتی ہوں چین سے۔ میں نے اور پروس میں رہنے والے لوگوں نے اسے دونوں دن کہا ہے کہ اتنی رات کو موسیقی اونچی آواز میں نہ سونے، لیکن وہ بہت زدی ہے۔ کیا تم اس میں ہماری مدد کر سکتی ہو؟ میں اب تمہارے چچا جو پولیس ہیں، ان سے یہ بات کہوں گی۔

تمہاری سہیلی

Functional writing 4 is a good piece of writing. The candidate showed an awareness of audience and purpose. Most of the points were developed. The linguistic aspects were essentially accurate but occasional slips are apparent. As

far as the vocabulary is concerned, it is accurate. This piece of writing is organised but lacks the overall fluency of a Band 1 script and did not deserve the best marks.

## Question 8-Extended Reading Comprehension

This year, a narrative text was set assessing candidates' ability in reading comprehension. The purpose of this Extended Reading Comprehension task is to assess comprehension skills in diverse ways and at different levels than the basic reading tasks.

The passage was about a new girl who joined a new school where in the beginning did not have any friends. On the whole the performance was good. It has been noted that most of the candidates were able to score good marks since it was clearly indicated in the questions from which paragraph the answers were found. However, a good number of candidates struggled with questions requiring higher order reading skills. Only candidates from the higher ability groups could demonstrate their ability of making inferences and explaining the meaning of words as used in the given context.

Candidates are advised to pay close attention to the following:

- Lifting is acceptable if the question does not ask candidates to answer in their own words.
- Excess information in an answer is not given credit.
- Grammatical and spelling mistakes are not penalised if evidence of understanding is clearly shown.

### Item 1

In this item, candidates had to pick up only specific information from the passage. The expected answer was: بس اسٹاپ پر

Most of them answered correctly.

## Item 2

Candidates could lift the two pieces of evidence from the passage and did not need to write in their own words. However, some candidates gave excess information for this answer and therefore could not get full marks.

For example:

اسکول کی بس میں سبھی بچے اپنے اپنے دوستوں کے ساتھ بیٹھ گئے جبکہ وہ نئی طالبہ اکیلی بیٹھی۔

## Item 3

The expected answer was:

جماعت میں ایک نئی طالبہ ہے۔

Most of the candidates answered this item correctly.

## Item 4

In this item, there were two elements of answers and candidates who mentioned only one piece of evidence were given full credit.

شیرین کو اپنا زمانہ یاد آیا جب وہ بھی کبھی ماریہ کی طرح ایک طالبہ تھی۔  
اس وقت کسی نے اس سے بات نہیں کی تھی۔

## Item 5

The expected answer was:

وہ سب سے الگ دکھتی ہے۔

The lift: - وہ سب سے مختلف دکھتی ہے - was given full credit. However,  
الگ دکھنے میں کوئی پریشانی نہیں ہے was not accepted.

### Item 6

For this item, most of the candidates scored full marks as the answer was direct.

وہ چشمہ لگاتا تھا۔

### Item 7

This was a challenging item. Candidates had to infer the meaning. The expected answers were:

ڈر - ناخوش - غمگین - پریشان - فکرمند - بچے اس پر ہنسیں گے -  
بچے اس کا مذاق اڑائیں گے۔

The lift was accepted. سبھی بچے میرا مذاق اڑائیں گے! پریشان ہو کر ماریہ نے کہا

### Item 8

The following lift was awarded full marks:

جب تم بات کرو گی تو تم صرف اُن لوگوں کو دیکھنا جو تمہارے ساتھ اچھی طرح سے  
پیش آتے ہیں۔

### Item 9,10,11

For these items, lifting of the sentences from the passage were given full credit since the answers were direct.

## Item 12

Item 12 was found to be challenging by many candidates. They were not able to figure out the meaning of vocabulary in context. This clearly indicates that candidates should read more and need greater practice with vocabulary in context.

Candidates were required to explain the meaning of the given words in the given context.

Popular answers are shown below:

- i. الگ / طرح طرح کا / جدا / ایک جیسا نہ ہونا
- ii. دکھی / مایوس
- iii. جسے سب جانتے ہیں / مقبول / معروف

## Question 9-Translation

Part A of this question assessed candidates' ability to translate common English words into Urdu whereas Part B had a short paragraph to be translated from English into Urdu.

Part A

### Item 1 بستر / پلنگ

However, spelling mistakes were often seen such as بستر and بیستر .

### Item 2 باورچی خانہ

Many candidates wrote کھانا for this item as they mistook it as a place where food (کھانا) is prepared.

### Item 3 اڑنا

The answer for this item was written with some spelling mistakes like اورنا and اورنا .

### Item 4 عقلمند / ذہین / دانشمند / سمجھدار

This item was well answered by majority of candidates.

### Item 5 ہمیشہ / سدا

Generally, well answered.

Educators are reminded that spelling mistakes in this Item are penalised. Thus, Educators are advised to lay emphasis on the correct spelling of words in translation exercises at school.

### Part B

This question was well attempted by many of the candidates with the exception of the words subject and sports. While doing translation, grammar and spelling mistakes along with transliteration are penalised.

Some grammatical and spelling mistakes were also noted. Several candidates transliterated some words as they could not write their translation in Urdu.

### Item 1

This item was well translated by majority of candidates. However, while writing ۱۵, some candidates wrote ۵۱.

### Item 2

وہ موکا رہتی ہے۔

This item was correctly answered by most candidates.

### Item 3

The word موضوع and انگریزی proved to be challenging to candidates. Many opted for transliteration for which they were penalised. For example, علم/انگلش

### Item 4

وہ ایک بہت ہی محنتی لڑکی ہے۔

Many candidates wrote مہنتی as محنتی .

### Item 5

In this item, it was observed that there was the transliteration of the word sports, اسپورٹس or it was wrongly translated as کھیل/کھیلنا .

Many blank spaces were noted. However, a considerable number of candidates managed to translate the words in Urdu.



## Question 10-Extended Writing

Question 10 assessed candidates' ability to write a coherent piece of continuous prose of around 150 words. Two types of essays were given to candidates, a descriptive and a narrative essay. Candidates had to choose one from the options given and write an essay of about 150 words in Urdu.

Performance on this question was, on the whole, average. Many candidates did not attempt the question while others tried to write something relevant. It has been noted that the candidates had poor vocabulary and were not accurate in grammar.

The following general advice should be helpful to candidates:

- Candidates should identify the key words in the essay titles so as to satisfy the requirements of the question.
- Candidates are advised to stay in within word limit and to check their work thoroughly.
- The use of appropriate and varied vocabulary is strongly encouraged.
- Candidates should be more precise in the use of grammar, spelling and punctuation.
- Varied sentence structures should be used in their writing.

The majority of candidates chose the narrative essay over the descriptive one.

### Descriptive Essay

The candidates were required to write an essay describing the atmosphere and environment of one's village/town or neighbourhood after a heavy rainfall.

While writing the essay the candidates were advised to focus on the following:

- what they saw
- what they heard

- who was there
- how the atmosphere was

On the whole, not many students opted for this item. Those who attempted this item tried to follow the guidelines given in the question but most of them ended up narrating about a rainy day instead of describing the scene.

Grammatical and spelling mistakes were often noted.

The following samples illustrate the range of answers obtained this year. Each example is provided with comments to highlight the strengths and weaknesses of the writing.

### Essay 1

موسلا دھار بارش تھے اور سبھی لوگ درد لگتے تھے۔ کیونکہ اس بار پر زوروں بارش تھے۔  
اور جن گھر کو خراب کیا۔ کیونکہ اس لوگ غریب تھے۔ بارش کے بعد سب درخت  
سرک پر۔

This essay has little relevant content. The descriptions are unclear. There are many serious errors. The candidate used simple vocabulary with many inaccuracies and made use of mostly simple sentences. There is little interest for the reader. This writing can only score very low marks and is in Band 5.

### Essay 2

موسلا دھار بارش کے بعد بہت سارے گھر اور کھیت تباہ ہو گئے۔ گھروں میں بہت  
سارا پانی جمع ہو گئے۔ لوگوں کے سامان، بستر، الماریاں اور خانہ خراب ہو گئے۔

باہر جانے کے لئے، لوگ پانی میں چل رہے ہیں۔ پیر سڑک پر گر گئے۔ کبھی کبھی  
بجھلی نہیں آتی تھی۔ جو اس منظر میں شامل تھے، ان کو ایک جگہ میں رہنے کے لئے  
سرکار نے ان کو دی۔ کیونکہ اس کے گھروں میں پانی جمع ہو گئی تھی۔

In essay 2, the scenes described are vivid and much details have been given concerning the atmosphere after the rainfall. Occasional slips can be observed. The essay comprises of simple sentences and vocabulary. Since the candidate did not respect the word limit as well, therefore this essay is awarded a Band 4.

### Narrative Essay

This year, candidates were asked to write a story which includes the line ‘**on that day, we left home before sunset....**’

This item was very popular with candidates and a variety of personal experiences in the essays were observed. Many candidates showed a considerable level of language acquisition with the use of many idioms and proverbs. A variety of vocabulary items were used in essays. Nevertheless, some candidates left too many spelling and grammatical mistakes which disturbed the fluency of their work, thus penalising them.

### Essay 1

رات کے گیارہ بج چکے تھے اور ماں میرے کمرے میں داخل ہوئی اور کہا کہ جلدی  
سو جاؤ کیونکہ کل ہم میری بہن سارا کو لینے ہوئی ادا جائیں گے۔ دراصل تعلیم  
حاصل کرنے کے لئے وہ ہندوستان گئی تھی اور کل وہ چھٹیاں گزارنے کے لئے  
موریشس آرہی ہے۔

اس روز، سورج نکلنے سے پہلے، ہم گھر سے نکل گئے تھے اور ہوائی ادے کی طرف جارہے تھے۔ جب ہم وہاں پہنچے، تو سارا باہر ہی ہمارا انتظار کر رہی تھی۔ سارا کو دیکھ کر میرا دل باغ باغ ہوا۔ میں بھاگ کر اس سے گلے ملی۔ وہ بھی ہمیں دیکھ کر بہت خوش تھی۔ جب ہم گھر گئے تو ماں نے اسے آرام کرنے کو کہا کیونکہ وہ بہت تھک گئی تھی۔ شام کو جب وہ اٹھی تو وقت ضائع کیے بغیر ہم دونوں بات چیت کرنے لگے۔ ماں نے سارا کا پسندیدہ کھانا پکایا تھا۔

اس کے دوسرے روز، سارا کو دیکھنے، خالہ زاد بہن اور بھائی آئے تھے۔ اسی وقت سارا نے اپنا بستہ کھولا اور سبھی لوگوں کو اپنے اپنے تعاف دیا۔ ہم سب بہت خوش ہوئے۔ کچھ دیر معد خالو نے کہا کہ جلدی تیار ہو جاؤ کیونکہ ہم آج کا دن سمندر کے کنارے گزاریں گے۔ اس روز ہم نے بہت مزا کیا تھا۔

This essay is a very good piece of work with good mastery of grammar, spelling and punctuation. It fulfils the objectives of this question by providing creativity and imagination with the proper use of a varied vocabulary. A multitude of sentence structures has been used consistently. This essay is in Band 1 since it scored high marks.

## Essay 2

اس روز سورج نکلنے سے پہلے ہم گھر سے نکل گئے۔ ہمیں مچھلی پکڑنے جانا تھا۔ ہم ابو کے دوست سلیم کے ساتھ جارہے تھے کیونکہ وہ ایک ماہی گیر ہے۔

چھ بجے ہم سمندر پہنچ چکے تھے۔ وہاں پہنچ کر ہم سب مچھلی پکڑنے کے لئے روانہ ہوئے۔ ہم نے روٹی کے کئی ٹکڑے پانی میں پھینکا تاکہ مچھلی پاس آئے۔ پہلے میرے بھائی نے ایک مچھلی پکڑی۔ وہ بغلیں بجانے لگا کیونکہ وہ پہلی بار آیا تھا۔ اس کے بعد ایک ایک کر کے سبھی نے مچھلی پکڑی۔ میرے ابو نے سب سے بڑی مچھلی پکڑی۔

مچھلی پکڑنے کے بعد ہم ٹھک گئے تھے۔ ہم ساحل پر گئے اور کچھ آرام کیے۔ امی پکوڑے لائی تھیں۔ ہم سب نے مل کر خوب کھائے۔ میں اپنے بھائی کے ساتھ سمندر میں تیرا۔ ہم نے ساحل پر فٹ بال بھی کھیلے تھے۔ میری زندگی کا ایک بہت اہم دن ہے کیونکہ اس روز میں باغ باغ تھی اور میں نے مچھلی پکڑی۔ میں ہمیشہ اس دن کو یاد کرتی ہوں۔

Essay 2 scored highly as the storyline was well developed. A variety of

sentence structure was noted with proper vocabulary. Idioms like باغ باغ ہونا

and بغلیں بجانے لگا qualify the essay to score high marks. This candidate

mastered this type of essay with fluency and coherence of ideas, thereby deserving a high mark in Band 1 despite few grammatical mistakes.

### Essay 3

اس روز سورج نکلنے سے پہلے ہم گھر سے نکل گئے۔ ماں نے باقی کے والد اسپاٹل میں ہے۔ وہ بہت بار تھا۔ ہم سب والد کو دیکھنا چاہتے تھے۔

This essay has little relevant content with unclear descriptions. Many serious errors along with inaccuracies were noted and candidate did not respect the word limit. There is little interest for the reader. This writing can only score very low marks and is in Band 5.

#### Essay 4

ایک اتوار کا دن تھا جب ہم سب نے سمندر جانے کا پلین بنائے تھے۔ اس روز ہم نے یہ میصلہ کیا کہ ہم سورج سے پہلے ہی ہم گھر سے نکل گئے۔ سب لوگ ایک بجے اوٹھ گئے اور تیاری شروع کی تاکہ ہم دیر نا ہو جائے۔

اس دن میں اور رنویر تین بجے اوٹھ کر شروع کی اور ہم نے نکلنے کا میصلہ کیا جب زارا ہمارے باہن آئی تو اسے بھی اس کا کپڑے بہن مل رہی تھی اور ہم دیر ہو چوک تھے۔

پانچ بجے ہو چوک تھے۔ پھر رنویر نے فرحان کو فون کیا اس نے پوچھا کہ وہ کہاں ہے۔ فرحان نے بولا کہ وہ آ رہا ہے کیونکہ اس کے باپ اس کو چور نے نہیں آرہے ہے۔

پھر سب آگئے اور سمندر جانے کے لئے نکل گئے۔

In essay 4, the candidate has tried to write some relevant content but lacked details. Errors are frequent concerning grammar, spelling and syntax. The essay comprises of simple sentence structures and vocabulary which is not always

accurate. With little interest for the reader, this essay can only score below mid-range mark and is in Band 3.