






PSAC 2023

Examiners' Report – Urdu (P160)

The assessment of Urdu focusses on different linguistic competencies:

 Reading Comprehension	40%
 Grammar and Vocabulary	30%
 Writing	30%

The assessment objectives are in line with the goals and objectives of the National Curriculum Framework (NCF) for Primary Education.

It has been noted that a great majority of students have acquired the essential skills in reading and writing. However, some candidates found it difficult to attain the minimum grade to pass. A significant number of candidates performed well on the basic and intermediate tasks across the competencies assessed.

In reading comprehension, candidates were able to retrieve explicit information from text. However, in higher order reading skills where there were questions requiring reading between the lines and inference-based items, candidates had some difficulties.

In writing, most candidates were able to write simple syntactically correct sentences but a few candidates struggled with the correct structure of sentences using appropriate grammar and varied vocabulary.

The main observations on each question are outlined below.

Question No .1A

Image recognition and the use of basic vocabulary was the basis for this question. It was noted with concern that numerous candidates used words like jaanvar to denote elephant, some also wrote چوہا which is praiseworthy. There are some candidates who used words like aza e jism and sungna for naak. On the other hand, some candidates were not able to recognise and write these simple words. They wrote ہمار which

ہی، ہ، ی، ی، ی، ی which was wrong. They could not differentiate between alphabets like ٹ، ٹ، ت، ر، ہ، ہ

Teachers are advised to help students develop their core vocabulary through repetition method and help them consolidate these words by using them in their sentences. Regular writing practice will help students to know the correct spelling of these words.

Question No .1B

This question assesses reading comprehension at a very basic level. Candidates need to match the right picture with the right sentence. It has been observed that a considerable number of candidates obtained full marks on this particular question, suggesting that their performance on the topic was satisfactory. Speaking skills should be used as an instrument to help students become more conversant in the language and to spark their enthusiasm in the process of learning a language.

Question No .2A

This item is based on multiple linguistic factors. The questions' phonetics, semantics, and syntax varied widely in terms of type and quality. The candidates' grammatical comprehension was evaluated using these several grammatical components, and it was discovered that the majority of pupils were able to obtain all marks. Furthermore, it was observed that a few simple and direct questions, such as:

1. Instead of saying nani jaan ne garam chahi B.

نان جن گم لے ئے۔

they wrote پیپیہا 'this shows that because they were unaware that that chahi is feminine.

2. Instead of saying hum sheet mand Khaana khate hain taake hum tandurust rahein, but many candidates wrote kyunke.

ہم ص م لے ئے ت ہ ہ ک ہ ر ی س ی ہ۔

In this regard, teachers are requested to strengthen their pupils' grammatical proficiency by exposing them to similar assignments. Furthermore, in order to get pupils used to using ne correctly, they should emphasise on transitive and intransitive verbs.

Question No .2B

It was noted that most students performed well in this vocabulary task.

1. Instead of saying mere valid ki gaaree kharaab hogayee hai. woh bus mein kaam par ja rahe hain, they wrote kashti, some even wrote train....which was wrong as my father was unlikely to be the owner of boat or train.

م لے وال ک گڑی خ اب ہ ی ہ۔ وہ ب م کم پ ج ی ہ۔

Some pupils were unable to read the words, and it was observed that they simply circled any word. Teachers are asked to acquaint students with vocabulary and work through such exercises to make sure that students can correctly utilise those terms in their works as well as recognise and differentiate the words in text.

Question No .3

In this short passage, students were expected to show explicit understanding of the text. The responses given have shown that students can find information and understand simple texts. The way the students performed was adequate. We've seen that several candidates found it difficult to react, despite the letter being clear-cut. Teachers are encouraged to adopt and implement some reading strategies into their courses in order to support students who struggle with reading. In order for students to become engrossed in the material and develop active, healthy reading habits, it is crucial to read aloud to them and thoroughly explain it.

Question No .4

This reading comprehension exercise featured a short piece that explained the story in an understandable way. It aims to increase pupils' cognitive abilities to the fullest. There were five multiple-choice questions that were simple to answer and five questions that were important components used to sharpen students' curiosity and increase their ability to think critically.

It is important to remind students not to copy the section of the text that contains the solution at random. They have to be very selective about the data they use for their responses, and they have to be precise and succinct.

We have observed the following responses.

For the question: class mein Sarah kis ke saath baithti thi? the following way of answering has been found:

کس مہی اک کی ہت بت؟

Sarah and ajmal acche dost the. Woh hamesha class mein eik saath baiththe the.

ہی او ای اج اچ وو ست۔ وہ کس مہی ہت بت۔

Such answers are not rewarded.

Students should be taught appropriate reading strategies so they can comprehend any material and read independently.

It is also to be noted that some students answered really well and gave really surprising answers which clearly depicts their understanding and good command of the language-

Question No .5A

Reordering the words into a grammatically correct sentence was the aim of this exercise. Some students did remarkably well. Still, a few of the candidates had significant difficulty completing the task; some were unable to rearrange the words to form a logical assertion.

Instead of writing eik kahani , some wrote eik farooq

Question No .5B

This activity required students to complete the given sentences. A few pupils gave remarkable performances and top-notch solutions.

For instances:

Baarish ho rahi thi issi liye dada ne powdon ko paani nahin diya.

بہشہ ہت اس ل واوان پووون کی ن ت وی۔

Baarish ho rahi thi issi liye ma gaari se kaam jati hain.

مں گڑی س کم ج ت ہ۔ بہشہ ہت اس ل

Baarish ho rahi thi issi liye mein ne ek chathri li.

بہشہ ہت اس ل م ن ای چ ی ل۔

Agar tum kitaabein parho ge toh tum zaheen ho jao ge.

ا گ ت ی ب و ہ گ ی ت ذ ہ چ و گ۔

Agar tum kitaabein parho ge toh tum eik acchi ustaani ban jao gi.

ا گ ت ی ب و ہ گ ی ت ای ا چ ای ن ب چ و گ۔

Agar tum kitaabein parho ge toh tumhari ma khush hogi.

اگت یب وہ گیت یی میں خہ گ۔

Chunke bacche chuttuyon main the iss liye unki ustaani ne unhein ziyada kaam nahin diya

کنب چہ مت اسل ان ای ن ن ا ت ای وہ کم ت وی۔

Chunke bacche chuttuyon main the iss liye woh apne rishtedaaron se milne gaye

کنب چہ مت اسل وہ اپ یش وایوں س م گ۔

Chunke bacche chuttuyon main the iss liye wo ghumne gaye

کنب چہ مت اسل وہ ن م گ۔

Chunke bacche chuttuyon main the iss liye wo apne phone par games khelein ge.

کنب چہ مت اسل وہ اپ فن پ گ ک گ۔

But at the same time there are some students who got confused with the word چونکہ **chumke** thus their sentences turned out to be irrelevant.

Question No .6

The purpose of the cloze text is to evaluate candidates' language and comprehension skills. Students were supposed to select the right word from the given list. The task could only be completed by candidates who were proficient in reading comprehension. Furthermore, it has been noted that certain students have a tendency to choose words at random, indicating some weakness in reading and understanding.

Question No .7A

Many candidates were able to write the correct answers while there were some who faced some difficulty.

Some samples of answers received are as follows:

Instead of writing **pichle** saal Aslam Hindustan gaya tha, some students wrote pichla, some pichli and so forth.

In the same way where ka should be written for adab , students wrote ke and ki, which clearly shows that candidates lack basic writing skills.

Question No .7B

Students had to construct the correct word form for each of the five grammatical components in this exercise by using the phrase's structure as a guide. Based on the data, most students found this exercise difficult, with a few notable exceptions, even though these words were not new to them and were provided in their textbook.

Moreso, slow learners could not write the word chati عتای, izzat daar عزت دار, khatarnaak خطرناک ,

However there are students who gave answers like: gulistan, dulzaar which is praiseworthy.

Students who comprehend the nuances of language and have a good grasp on grammar would perform well in such an exercise. This is achievable if pupils are exposed to challenging and more complicated words in addition to simple and straightforward words. Additionally, consistent use of such tasks can promote language learning.

Question No .8

This question assesses writing using given words and pictures. Some sentences are listed as follows:

پہ س ل گ ے ی شروع ے ت ہ

Pohonchte hi sabhi log khana shuru karte hain

پ ہ ہ د ی ای ے ی ے ت ہ

Pohonchte hi hum mazedaar khana khate hain

اے نیکہ بیش ہتہ

Achanak halki halki barish hoti hai

اے نای س د وہی بیش ہتہ

Achanak ek mawsseladaar barish hoti hai

بالِ خَس لگ میس گ واپ لے

Bil akhir sab log mayoos ghar vapas aaye

بالِ خَوہ گ لٹ ک ل بیش م ب ج تہ

Bil akhir ghar lawtne ke liye barish mein bheek jaate hain

Students appeared to struggle with certain grammatical elements that affected sentence construction, such as nouns, pronouns, determiners, adjectives, adverbs, verbs, relative clauses, etc.

Moreover, it was observed that some candidates did not accurately write the words that were provided. In light of the aforementioned elements, a helpful tool like dictation can be utilized as a teaching strategy to keep an eye on this issue. Teachers should also encourage slow learners to create sentences and not ignore them. It has been observed that very few students have achieved full marks.

Question No .9

For essay writing, it was observed with great concern that many students left the essay unattempted. Some candidates managed to score 70 marks even without writing the essay.

Educators are requested to lay emphasis on essay writing since it is a vital skill to be able to progress to secondary schooling without much difficulty.

Regarding candidates who attempted to write the essay, it was observed that they were comfortable with this activity. It was seen that the candidates who received the highest scores, had produced well-written, coherent stories, using rich vocabulary and varied sentence structures.

Some examples of accurate language used are listed below:

Haath Batana

یات ای

Laal peela hona

لل پ ہ

Khushi ke mare Phulla na samana

خ ش ک م ی ے ل ن ے ت ہ

Baagh baagh hona

Aftaab neele neele falak par chamak raha hai

Kahani gosh guzaar hona

بغ بغه ی

فب ن ف پ چ ی هـ-

ی ن گ ش گ ای هـ

Aab o taab se neele falak par chamak raha hai

آب وہ ب س ن ف پ چ ی ہ

Khareedaree se farigh hona

خ ی ای ی س ف ی غ ہ

Zaroorat ke mutabiq unhein samaan faraham karte hain

ض ر و ی ت ک ق ب ا ت ہ م ن ا ہ ت ہ

Waqt zaye kiye baghair

و ق ع ی ک ب

Students were able to express their thoughts and convey them clearly in these well-structured essays. Students who were having trouble expressing themselves, however, simply duplicated the rubric of the question and merely added the word hai at the end.

Grammatical errors and lack of variety in sentence structure are reasons why students didn't score full marks. Therefore, it is advised that teachers regularly indulge in essay writing activities to give students the confidence to write and have the chance to expand their vocabulary. It is important for teachers to provide regular feedback to students so that they can improve further and consolidate their writing skills. Teachers can begin with short phrases to introduce pupils to basic writing habits, then proceed systematically from simple to complex sentences.

The following sample essays is an illustration of the strengths and weaknesses encountered in this year's paper.

Essay 1

ای یو ام مے والی اوئی م با ای گ۔ کن ع بی ت اس ل ام ک مے خ ی ن م م وف ت اوئی
م مے وال اوئی م س ی خ ی ن م ل ت۔ ہ اپ خ ی ای س فی غ ہ ی ت کا کن ای ض م
ن ہ س م و م ن اوئی ک " م اپ گ م اک ی ہ ہ اوئی م کم ب ت مے س، خ ای ام ی و
مے۔ " کن ی م ن ک م ت اس ل اب ن ل ط ہ پ چ ہ چ مے ک ات ہ ہ ل اپ اک ؤوی کو ع ہ ک۔ م مے
وال اوئی م اک ان ک گ پ ج ی مے ت اوئی ان ک ض وی ت ک ق ب ات ہ م ن ا ہ ک مے ت ت۔ وی ہ
وی وہ ہ ی مے ش و ای ک ط ح ہ گ اوئی ہ ات " و او اول " ری ن ل ل ک ہ ل ب ان کان ل ہ گ۔
ہ ن ان ک ج ا مے و غ ہ کان م ب ک۔
وہ ون م ی ای گ ک س س س غ ون م ست ج ون و او اول کان ل ہ ا۔

Essay 1 At this level, this essay is a sophisticated piece of work with excellent grammar, spelling, and punctuation. It achieves the goal of this question, which is to create a piece of work using creativity and imagination while using appropriate and varied vocabulary. A wide range of sentence structures have been used consistently and naturally. For these reasons, this essay gets a high score.

Essay 2.

ای ای کو ن ہ۔ س ی ج مے ن پ پ چ ی ہ۔ اس گ وال ک ہ ت س ک ک با ای ج ہ ہ۔ ویں وہ ہ ا ہ س یں
خ ی ت ہ۔ اس با ای م فل وہ ب پ ہ۔ اس کم م پ اوئی ل خ ی ت ہ۔ اے ن ای بی م م م و م ن
ہ۔ وہ ک ون پ مے ی ت مے ی۔ و اوئی اس م ک ک پ وی ہ۔ م اس ک ل ای فل وہ ک ب ت وی
ہ۔ گ ج ن س پ و اوئی م س ی ت ہ ک اپ گ مے ی ہ ہ اوئی مے ی ہ ہ۔ م ب خ ش ہ اوئی م ن
م مے ی ہ۔ گ کوہ ی ی ن ب مے ی ہ اوئی پ ب پ ہ۔ اس ک ب وہ و اوئی ک ہ ی مے ی ہ اوئی اس س ی:
ج ہ بی ل گ کم مے ت ہ ی ال خ ش ہ ج ہ ہ۔ " ی ب ت س مے ل گ خ ش ہ ت ہ اوئی
م و م و اپ ج ہ ہ۔

the candidate was trying to say. Furthermore, the essay contains numerous grammatical and spelling errors, this type of essay will score low marks.

Essay 5.

گوالں کھت با ای جی ۵ - سیں خیی ۵ -

This essay scored zero mark. The candidate copied the canvas and the storyline is not developed.

Recommendations:

The general performance of candidates shows that exposure to the language is very important. It is important that the students hear the language and read stories in the language.

By making learning dynamic, methods like formative assessments, and regular feedback and remedial actions can have an impact on the teaching and learning process and help to consolidate it. The acquisition of knowledge can be aided by the use of various teaching tools. Reading aloud, skimming and scanning, quizzing, and playing are thus essential techniques for influencing pupils' attitudes about learning the language.