



# PSAC 2020-2021

Examiners' Report – Urdu

## **Introduction**

This report sheds light on and discusses the performance of PSAC students. Based on the performance of students, it also makes some recommendations for holistic learning. The question paper set to examine the cognitive competency of the candidates was candidate friendly and students' interest and potential were prime factors which were considered during the exercise.

On the whole, performance has been satisfactory. We have had some outstanding performance as well as students at the other extremes.

A salient picture of students' performance in each question is outlined below.

### **Question No .1A**

This question was based on picture identification. It has been noted that many candidates used words like jaanvar جانور and phal پھل to denote the picture which were actually billi بلی and aam, آم thus it is a matter of concern that a few candidates were not able to recognize and write these simple words. On the other hand, there are some candidates who used words like nao ناؤ, for kashti کشتی.

Teachers are encouraged to build the core vocabulary of students through flashcards and charts which will enable them to retain a wide range of vocabulary.

### **Question No .1B**

This question tests reading with understanding at very basic level. Candidates have to match the correct picture with the appropriate sentence. The performance of the candidates for this item was satisfactory and it has been noted that 78.5% of candidates scored full marks for this question Speaking skills should be used as a medium to further acquaint students with the language and to stimulate their interest in the process of language learning.

### **Question No .2A**

This question was based on numerous grammatical items. The quality and type of questions varied in terms of semantics, phonetics and syntax. These various grammatical items were used to diagnose the grammatical knowledge of

candidates and it was noted that very little candidates have been able to score full marks. It has also been observed that candidates could not tackle some simple and easy questions, for example:

1. Instead of saying kutub khana **kahan** hai? Mein ek kitab khareedon ga .

کتاب خانہ کہاں ہے؟ میں ایک کتاب خریدوں گا۔

They wrote **kaise**? کیسے which is wrong because they couldn't understand the sentence which follow or they didn't bother to read the sentence which follows.

2. Instead of saying dood mein **Kuch** shakr miladijiye, دودھ میں شکر ملا they wrote chand چند which is wrong, as chand چند is countable.

3. Instead of saying bacchon ne ek khoobsurat film **dekhi**, بچوں نے ایک خوبصورت فلم دیکھی۔

they wrote dekha دیکھا

In this regard, teachers are requested to reinforce the grammatical competency of students by working on similar exercises. They should stress on transitive and intransitive verb so that students are accustomed to proper usage of **ne** نے .

## Question No .2B

This question deals with vocabulary and it has been noted that very few students scored full marks in this item.

1. Instead of saying mere valid ke joote **gande** hain . unhein jooton ko saaf karna chahiye, میرے والد کے جوتے گندے ہیں۔ انہیں جوتوں کو صاف کرنا they wrote **naye**! نئے

Some students couldn't read the words and just encircle any word. It is requested that teachers acquaint students with vocabulary and work out such exercises to ensure that students can make proper use of those words in their writings and at the same time they are able to identify and differentiate the words in text.

### Question No .3

This question was on reading comprehension. This passage is a simple one and students were expected show explicit understanding of the text. The answers obtained have shown that students can read and locate information from a simple text. The performance of students was satisfactory. We have noted that although the poster was a simple one still there were a few candidates who could hardly answer. Therefore, teachers are requested to adopt and integrate some reading strategies in their practice so that slow learners are motivated towards reading. Reading aloud and proper explanation of the passage should be done so that students get absorbed in the text and develop a good and active reading habits.

### Question No .4

This exercise concentrated on reading comprehension and the story was narrated in a simplified style and it was a short passage as well. It aims to tap the potential of students in comprehension. There were five multiple choice questions which were straight forward and five questions which were essential components used to sharpen students' inquisitive mind and stimulate their thinking capacity to answer the questions.

Students should be encouraged not to do indiscriminate lifting of the part where the answer is found. It is important that they select the answer material and reply in a clear and precise manner.

Some candidates lifted indiscriminately and thus they were penalized.

For ex: Aakhir mein Adil ki dadi ko kaisa laga?kyun?

آخر میں عادل کی دادی کو کیسا لگا؟ کیوں؟

And they answer it this way: Yeh sun kar un ko fakr mehsoos huwa ke kiss tarah choron ko pakarne mein Adil ne police ki madad ki hai.

یہ سن کر ان کو فخر محسوس ہوا کہ کس طرح چوروں کو پکڑنے میں عادل نے پولیس کی مدد کی ہے۔

Such answers are not rewarded.

Appropriate reading strategies should be taught to students so that they are able to read on their own and make sense of any text.

### Question No .5A

This exercise was based on re-arranging the words in order to make a correct sentence. It has been noted that some students did very well. There are still candidates who encountered lots of difficulty in this item, some couldn't re-arrange the words to make a good sentence and they copied all the words as it is in the same order.

### Question No .5B

This exercise was based on completing the sentences given, some students did really well and came up with really good answer.

For examples:

Bacche baarish mein school gaye lekin woh school ke sehen mein nahin kheile

بچے بارش میں اسکول گئے لیکن وہ اسکول کے صحن میں  
نہیں کھیلے۔

Bacche baarish mein school gaye lekin woh bimaar nahin huwe

بچے بارش میں اسکول گئے لیکن وہ بیمار نہیں ہوئے۔

Bacche baarish mein school gaye lekin woh ghar wapas nahin gaye

بچے بارش میں اسکول گئے لیکن وہ گھر واپس نہیں گئے۔

Meri Saheli naraaz thi phir bhi who mere saath samundar ke kinare gayee

میری سہیلی ناراض تھی پھر بھی وہ میرے ساتھ سمندر کے  
کنارے گئی۔

Meri Saheli naraaz thi phir bhi us ne mujhe mithaa'ee di

میری سہیلی ناراض تھی پھر بھی اس نے مجھے مٹھائی دی۔

Meri Saheli naraaz thi phir bhi usne hum se baat ki

میری سہیلی ناراض تھی پھر بھی اس نے ہم سے بات کی۔

Ladke television dekh rahe the jab ma ne darwaze par dastak di

لڑکے ٹیلی وژن دیکھ رہے تھے جب ماں نے دروازے پر دستک  
دی۔

Ladke television dekh rahe the jab ek chooha ghar ke andar aaya

لڑکے ٹیلی وژن دیکھ رہے تھے جب ایک چوہا گھر کے اندر آیا۔

Ladke television dekh rahe the jab Bijli chali gayee

لڑکے ٹیلی وژن دیکھ رہے تھے جب بجلی چلی گئی۔

Ladke television dekh rahe the jab chor ghar mein daakhil huwa

لڑکے ٹیلی وژن دیکھ رہے تھے جب چور گھر میں داخل ہوئے۔

Ladke television dekh rahe the jab ma samousa paka rahi theen

لڑکے ٹیلی وژن دیکھ رہے تھے جب ماں سموسہ پکا رہی تھیں۔

But at the same time there are some students who got confused with the word lekin لیکن and jab, جب thus their sentences turned out to be irrelevant.

#### Question No .6

The objective of the close test exercise is to test students' comprehension skills and usage of the language. Students were expected to select the appropriate answer from the given list of words. Students possessing a good command on reading with understanding were able to successfully attempt the exercise. It has also been noted that some students tend to choose the words at random thus denoting their weaknesses in comprehension and thinking abilities.

#### Question No .7A

For this question, students are supposed to correct the underlined word in each sentence. It has been noted that very few candidates scored full marks in this item. It is a matter of great concern that after six consecutive years of learning the

language candidates are unable to write simple word like sehet **صحت**. They are unable to differentiate when to use hai **ہے** and when to use hain **ہیں**.

Hence, it is proposed that teachers include such exercises in their lesson plans so that students gain more confidence in attempting these.

### **Question No .7B**

This grammatical activity consisted of five grammatical items whereby students had to write the correct form of word depending on the sentence structure. Data showed that, with some exceptions, most students found this activity difficult despite that these words were not new to them and they were prescribed in their textbook. Moreso, slow learners could not write the word zindagi **زندگی**, chowthee **چوتھی**, safa' **صفائی**, zaroorat **ضرورت**. In order to operate well in such exercise students should understand the intricacies of language and have firm grip on grammar. This is possible if along with simple and easy words students are also exposed to difficult and more complex words. Moreover, regular practice of such exercises can foster language learning.

### **Question No .8**

This activity assesses sentence writing using given words and pictures. Students found some pair of words complicated. They are as follows:

badqismati - girna

بدقسمتی - گرنا

kuch deir baad - lautna

کچھ دیر بعد - لوٹنا

Students seemed to have some issues regarding some grammatical aspects such as nouns, pronouns, determiners, adjectives, adverbs, verbs, relative clauses etc. which alter the sentence structure. In addition, it was noticed that students failed to copy even the given words correctly for example badqismati **بدقسمتی**. Bearing in mind the above factors, a useful device such as dictation can be used as a teaching technique to monitor this problem. Moreover, teachers should not neglect slow learners and they should encourage them to write sentences. It is noted that very few students have been able to score full marks.

Examples of sentences are enlisted below:

**Correct sentences:**

Ek din dadi sawda khareed rahi thi

ایک دن دادی سودا خرید رہی تھی۔

Kuch deir baad woh ghar lawt rahi thi

کچھ دیر بعد وہ گھر لوٹ رہی تھی۔

Ma badqismati se gir gayee

ماں بدقسمتی سے گر گئی۔

Achanak badqismati se Sara ki ma sarak par girti hai

اچانک بدقسمتی سے سارا کی ماں سڑک پر گرتی ہے۔

Usi waqt dukaanwale ne ma ki madad ki

اسی وقت دکان والے نے ماں کی مدد کی۔

Usi waqt dada ata hai aur dadi ki madad karta hai

اسی وقت دادا آتا ہے اور دادی کی مدد کرتا ہے۔

Aakhir mein dadi ne unka shukriya ada kiya

آخر میں دادی نے انکا شکریہ ادا کیا۔

**Question No .9**

A canvas was given for the essay writing. The subject was familiar to the students. It was observed that brilliant students wrote their essays eloquently and coherently and they were successful in attaining maximum marks. It is worth noting that some students had the privilege of scoring full marks in this writing



exercise since they harnessed excellent ideas. In a nutshell, some highflyers and average students not only wrote fluent and excellent essays but they made proper use of idioms and expressions. Some examples are listed below:

Bacche baagh baagh the

بچے باغ باغ تھے

Jaan mein jaan aana

جان میں جان آنا

Haath batana

ہاتھ بٹانا

Hawa se baatein karna

ہوا سے باتیں کرنا

These essays were well organized and students were able to interact with their ideas and present them logically. By contrast, students struggling to learn the language just copied the canvas as it is and just added hai ہے at the end.

Another factor due to which students couldn't score more marks is grammatical mistakes. Thus, it is advisable that teachers give essay writing exercises regularly. Students can be empowered to write if their essays are thoroughly discussed before writing as this can enable them to widen the range of their vocabulary. Another important step is to evaluate students' essays and provide them with feedback. To immerse students in good writing practices, teachers can start with short sentences and in the process move systematically from easy to more complex writings.

### **Recommendations:**

The needs of the learners should be exploited. Approaches such as continuous assessment, evaluation and remedial measures can impact on the process of teaching and learning and help to consolidate it by making learning dynamic. The use of different teaching aids can help in knowledge acquisition. Thus, reading aloud, skimming and scanning, quiz, play methods are key elements to sensitize students towards learning the language.