



PSAC 2021-2022

Examiners' Report – Urdu

Subject code: P160

Introduction

This report examines and clarifies the academic achievement of PSAC students. It also offers some suggestions for all-encompassing learning based on student achievement.

Performance has been satisfactory overall, with a percentage pass of 77.15% being recorded.

Below is a summary of the key aspects of how each question was answered by students.

Question No .1A

This question was based on image recognition testing candidates' knowledge of basic vocabulary words. Many candidates have been reported to have utilised terms like jungli jaanvar جنگلی جانور to denote بندر , some also wrote بندریا, which is a matter of pride. There are some candidates who used words like Aza e jism اعضا جسم and sunna سننا for kaan کان . On the other hand , some candidates were not able to recognise and write these simple words. They wrote ال ماری، ارماری، بندر، مندر، جنور، کهرکی، کرکی، which was wrong.

Educators are encouraged to help students develop their core vocabulary through the use of flashcards and charts.

Question No .1B

This question assesses reading at an elementary level. Candidates must match the appropriate sentence depicting the correct image. It has been noticed that many candidates scored maximum number of marks in this question, indicating that the candidates' performance on this item was satisfactory. Speaking activities (communication skills) should be employed as a tool to help pupils get more familiar with the language and to stimulate their interest in the process of language acquisition.

Question No .2A

This question assesses several linguistic elements. Semantics, phonetics, and syntax of the queries ranged in quality and type. These many grammatical elements were used to assess the candidates' grammatical understanding, and it was found that most students were able to receive all marks. Additionally, it was noted that some straightforward and uncomplicated queries, like:

1. Instead of saying barhai ne khoobsurat kursiyan **banacein**.

بڑھئی نے خوبصورت کرسیاں بنائیں۔

They wrote **banayi** which is wrong because they ignored the use of ne in the sentence. They saw barhi ending with I thus they opted for banai overlooking the agreement with kursiyān.

2. Instead of saying Salman ki choti behen ki panchween saalgira hai, they wrote panchon saalgira.

سلمان کی چھوٹی بہن کی پانچویں سالگرہ ہے۔

In this regard, teachers are asked to strengthen their pupils' grammatical proficiency by having them complete similar assignments. To get pupils used to using ne correctly, they should emphasize on transitive and intransitive verbs.

Question No .2B

It has been observed that a few students received all marks on this vocabulary-related topic.

1. Instead of saying Mein thak gaya houn. Aaj mein jaldi **sooun ga**.

میں تھک گیا ہوں۔ آج میں جلدی سووں گا۔ they wrote **dawroun ga!**

Some students circled any word since they were unable to read the words. To ensure that students can properly use those words in their writing and can recognise and differentiate the words in text, teachers are asked to familiarise students with vocabulary and work out such exercises.

Question No .3

This question tests reading comprehension component. Students were asked to demonstrate explicit understanding of the material in this straightforward passage. The responses provided have demonstrated that pupils are able to comprehend simple texts and locate information. Students' performance was satisfactory. It has been seen that even though the letter was straightforward, a few candidates had trouble responding to the items. In order to encourage slow readers to read, teachers are urged to adopt and incorporate some reading practices into their lessons. It is important to read aloud to pupils and properly explain the passage so that they become absorbed in it and form healthy, active reading habits.

Question No .4

The story was told in an easy-to-understand manner in this reading comprehension exercise, and it was also a brief passage. It seeks to maximize students' capacity for comprehension. There were five straightforward multiple-choice questions and five questions that were crucial elements utilised to hone students' inquisitive mind and boost their capacity for thought in order to answer the questions.

Students should be encouraged not to indulge in indiscriminate lifting which may result in loss of marks. They must carefully choose the information for their answers and provide them in a clear and concise manner.

For ex: Nazia aur us ke walidein kahan gaye the?

نازیہ اور اس کے والدین کہاں گئے تھے؟

Some incorrect answers were as follows:

Nazia aur us ke walidein aik hafte baad Paris se wapas aaye.

- نازیہ اور اس کے والدین ایک ہفتے بعد پیرس سے واپس آئے۔

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.

However, some students answered really well and gave really surprising answers which clearly depicts their understanding and good command over the language-

Question No .5A

The aim of this question was to reassemble the words into the proper sentence. Some pupils performed exceptionally well. There are still candidates who struggled with this task; some of them were unable to rearrange the words into a coherent statement.

Instead of writing baree garee, some wrote baree Iqbal.

Question No .5B

This activity required students to complete the given sentences. Some students performed exceptionally well and provided excellent solutions.

For instance:

Hum jaldi wapas aa gaye kyunke dadi sakht bimaar thi

ہم جلدی واپس آ گئے کیونکہ دادی سخت بیمار تھی۔

Hum jaldi wapas aa gaye kyunke halki halki barish ho rahi thi.

ہم جلدی واپس آ گئے کیونکہ ہلکی ہلکی بارش ہو رہی تھی ۔

Hum jaldi wapas aa gaye kyunke Aslam zakhmi ho gaya.

ہم جلدی واپس آ گئے کیونکہ اسلم زخمی ہو گیا ۔

Hum jaldi wapas aa gaye kyunke raat hone wali thi.

ہم جلدی واپس آ گئے کیونکہ رات ہونے والی تھی ۔

Mein apne kamre mein tha jab achanak mein ne ek awaaz suni.

میں اپنے کمرے میں تھا جب اچانک میں نے ایک آواز سنی۔

Mein apne kamre mein tha jab achanak bijli chali gayee.

میں اپنے کمرے میں تھا جب اچانک بجلی چلی گئی۔

Mein apne kamre mein tha jab achanak meri ma ne kaha ; ‘ao aur kaam karo’

میں اپنے کمرے میں تھا جب اچانک میری ماں نے کہا؛ "آ اور کام کرو"

Dada jaan bazaar nahin gaye halanke woh jana chahte the.

دادا جان بازار نہیں گئے حالانکہ وہ جانا چاہتے تھے۔

Dada jaan bazaar nahin gaye halanke aaj itwaar hai.

دادا جان بازار نہیں گئے حالانکہ آج اتوار ہے۔

Dada jaan bazaar nahin gaye halanke unhein sabziyan khareedni theen.

دادا جان بازار نہیں گئے حالانکہ انہیں سبزیاں خریدنی تھیں۔

Nevertheless, there were some students who seemed to have got confused by the word halanke. Thus, their sentences turned out to be irrelevant.

Question No .6

The aim of the close text is to assess pupils' language and comprehension abilities. The correct response from the provided list of terms was expected of the students. Only students who were proficient in reading comprehension were able to complete the task. Additionally, it has been observed that some pupils tend to pick terms at random, demonstrating their limitations in both understanding and critical thinking.

Question No .7A

Students did a better job on question 7B than 7A. Slow learners, though, didn't try any of them.

Many students lacked basic writing skills.

Candidates who wrote جهٲى instead of چٲٲى were also tested for deletion of dots.

The incorrect location of several dots, such as کامیاتی "instead of, کامیابی" was used.

Many candidates didn't pay attention to the NE in question and frequently struggle with NE-related assignments.

Question No .7B

The five grammatical items in this exercise required students to create the appropriate word form based on the structure of the phrase. Despite the fact that these words were not unfamiliar to them and were recommended in their textbook, the data showed that, with a few notable exceptions, the majority of students found this task challenging.

In addition, slow learners could not write the word barsaati برساتی, kameabi کامیابی, dukaandaar دکاندار,

Students who understood the nuances of language and had a good grasp of grammar performed well. This shows that if pupils are exposed to challenging and in addition to simple and straightforward words, they can do well. Additionally, consistent use of such tasks can promote language learning.

Question No .8

This activity assesses sentence writing using given words and pictures. High performers and average candidates performed well in this question. However, a vast majority lost marks because they struggled with with certain grammatical

elements that affect sentence construction, such as nouns, pronouns, determiners, adjectives, adverbs, verbs, relative clauses, etc.

For instance:

کبھی کبھی دن کی بت ہے
کچھ سال بعد کھل بری وہ کی
قالد روزانہ پودا کو پانی دیتا ہے
ایک روز اسلم نے پودا لگاتا ہے
ایک روز والد پودا لگانا ہے۔

Additionally, it was observed that candidates did not accurately copy the words that were provided. In light of the aforementioned elements, a helpful tool like dictation can be utilised as a teaching strategy to keep an eye on this issue. Teachers should also encourage slow learners to focus on sentence writing. It has been observed that very few students have achieved complete marks.

Below are some examples of sentences produced:

Correct sentences:

Ek roz Aslam apne baagh mein pawda lagane ka faisla karta hai.

ایک روز اسلم اپنے باغ میں پودا لگانے کا فیصلہ کرتا ہے۔

Garmi ke mawsam main Salim aur us ke validein darakht ke neeche baith kar pic nic karte hain aur aam khate hain.

گرمی کے موسم میں سلیم اور اس کے والدین درخت کے نیچے بیٹھ کر پک نیک کرتے ہیں اور آم کھاتے ہیں۔

Kabhi kabhi Salim ke dost phal torne ke liye peir par charte hain.

کبھی کبھی سلیم کے دوست پھل توڑنے کے لئے پیڑ پر چڑھتے ہیں۔

Kabhi kabhi main darakht par charh kar aam torta houn.

کبھی کبھی میں درخت پار چڑھ کر آم توڑتا ہوں۔

Question No .9

For the essay writing, a canvas was provided. A vast majority of candidates were comfortable with the question. It was seen that successful candidates scored highest grades by writing their essays in an articulate and cohesive manner. It is important to note that some students had the opportunity to score full marks on task because they put forward original and creative ideas. Many candidates produced essays that were not only fluid but they properly used idioms and terms.

Some examples are listed below:

Ash ash huwe

عش عش ہوئے

Tarqeeb soujhi

ترکیب سوجھی

Qul hu wallah parhna

قل ہو اللہ پڑھنا

Phulla na samana

پھولا نہ سماتے ہیں

Baagh baagh hona

باغ باغ ہونا

Ankhein laal peeli hoti hain

آنکھیں لال پیلی ہوتی ہیں

Aadat ke mutabiq

عادت کے مطابق

Hawa ke ghore par sawaar hona

ہوا کے گھوڑے پر سوار ہونا

Jaan mein jaan aana

جان میں جان آنا

Woh phir humein goli maarne ki dhamki deta hai

وہ پھر ہمیں گولی مارنے کی دھمکی دیتا ہے

Waqt zaye na karte huwe

وقت ضائع نہ کرتے ہوئے

Some candidates were able to convey their thoughts clearly in words in their well-structured essays. On the other hand, certain weaknesses were noted.

Grammar errors are one of the reasons why students' candidates lost marks. Therefore, it is advised that educators regularly provide essay writing activities. If essays are properly reviewed before writing, students will feel more confident and have the chance to expand their vocabulary. Evaluation and feedback of student essays is an additional crucial phase. Teachers can begin with short phrases to introduce pupils to basic writing skills. Then proceed systematically from simple to complex sentences, short paragraphs to essays.

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

Essay 1

پیر کا دن تھا۔ آج کے لئے پڑھائی ختم ہوئی تھی۔ سبھی بچے خوشی خوشی گھر واپس لوٹ رہے تھے۔ میں اپنے دوستوں کے ساتھ کلاس کے باہر گفتگو کر رہی تھی۔ یکایک ایک چور میرے آنکھوں کے سامنے کلاس میں داخل ہوا۔ وہ الماری سے میری استانی کی ایک اہم چیز چرا رہا تھا۔ میں اور میرے دوست فوراً ہیڈماسٹر کو یہ بری خبر دینے گئے تھے۔ وقت ضائع نہ کرتے ہوئے انہوں نے پولیس کو فون کیا تھا۔ خوش قسمتی سے پولیس صحیح وقت پر جگہ پر آئی تھی۔ چور بھاگنے کی سخت کوشش کر رہا تھا لیکن پولیس نے اسے گرفتار کر لی تھی۔ اس نے چوری ہوئی چیزیں واپس لوٹیں۔ پولیس افسر نے مجھے اور میرے دوستوں کو تہ دل

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 receives a high rating.

Essay 2.

ایک جمعرات میں کلاس میں تھی۔ استانی شریہ اردو سکھا رہی تھی اور ہم سب دل لگا کر سیکھ رہے تھے۔ اچانک ایک آدمی کلاس میں داخل ہوا۔ وہ کالے کپڑے پہن رہا تھا چونکہ کا دروازہ پیچھے تھا اسی لئے استانی نے نہیں دیکھا۔ چور ایک لڑکی کا ہٹوہ چرانے کی کوشش کر رہا تھا۔ میں نے فوراً اپنے کچھ دوستوں کو بھی بتایا۔ ہمیں استانی کو بنانا چاہیے لیکن چور کو پتہ نہ چلے۔ میں نے چپکے سے اپنے کاپی میں "کلاس میں ایک چور ہے اور وہ سارا کے پیچھے چھپا ہے" لکھا اور استانی کو دکھایا۔ وہ فوراً سارا کے پاس گئی اور چور کو پکڑ لیا۔ استانی نے اسے ہیڈماسٹر کے پاس لے آئی اور انہوں نے پولیس کو بلایا۔ مجھے

Essay 2 scored high marks. The storyline has been elaborately developed, with the candidate bringing details that catch the reader's interest. There is evidence of the use of a variety of sentence types. The vocabulary is mostly correct. This is clearly a candidate who can easily develop narratives with proper sentence sequencing and, thus, deserves a high mark. However, grammatical errors

(incorrect use of tenses, difficulty with subject-verb agreement) must be addressed. With fewer errors, this essay could have scored better marks.

Essay 3.

پیر کا دن تھا۔ موسم اچھا تھا۔ سارے بچے کلاس میں تھے۔ استانی دفتر میں تھی۔ اچانک ایک چور کلاس میں داخل ہوئی۔ اس کے کپڑے کالے تھے اور اس کے ہاتھ میں کانٹا تھا۔ اس نے استانی کی فون اور بٹوا چوری کر کے بھاگامیں اور میرے دوستوں نے دیکھ کر دڑ گئے تھے۔ ہم جلدی جلدی ہیڈمسٹر اور استانی کو بلانے کیا۔ استانی بہت پریشانی تھی۔ ہم نے پولیس کو فون کیا۔ پولیس آکر چور کی تلاش کی۔ ہر جگہ دھونڈی لیکن چور نہیں ملی۔ آخر میں بدقسمتی سے مجھے چور نظر آیا۔ پولیس نے اس کو پکڑا اور استانی کو اپنا فون اور بٹوا ملی۔

This essay gets a mid-range score. The story is complete but lack some development. The vocabulary is satisfactory. However, this essay does not score higher because the language is not secure enough. Tenses and structural mistakes in sentence are quite glaring.

Essay 4 .

جمعرات کا دن ہے۔ موسم اچھا ہے۔ کلاس میں ایک چور کا نام احمد ہے۔ اس نے کلاس میں چور داخل ہوا اس نے روٹی کو چوری ہے۔ نازیہ اور سارا کے دوستوں نے چور کو دیکھیں ہیں۔ نازیہ اور سارا کے دوستوں نے دو روٹی کو چور دی۔ احمد کا والدین نے اس کو یسلد ہیں۔ آخر میں نے کہا کہ وہ کر کے، جو کرتا ہے۔

This essay is barely relevant and lacks focus on the subject. The language is clumsy and uncertain throughout, making it difficult for readers to understand what the candidate was trying to say. Furthermore, the essay contains numerous grammatical and spelling errors, implying that it can only score low marks.

Essay 5.

کلاس میں چور داخل ہوا تھا ہیں۔
اس نے چوری ہے۔
آپ اور اسلم کے دوستو نے چور کو دیکھا آپ لوگ۔

This essay scored zero. The candidate copied the canvas and the storyline was hardly developed.

Recommendations:

Through this report, Educators can focus on the areas of weaknesses. By making learning dynamic, implementing methods such as continuous assessment, evaluation, and corrective actions, the teaching and learning process can be improved. Moreover, the acquired skills of candidates can be consolidated. The acquisition of knowledge can be aided by the use of various teaching tools. Reading aloud, skimming and scanning and quiz are, thus, essential techniques to encourage students to learn the language.

Recommendations:

It is important to take advantage of the learners' needs. By making learning dynamic, methods like continuous assessment, evaluation, and corrective 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.

