



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

**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NCE 2024
GRADE 9
URDU**

Subject code: N610

EXAMINERS' REPORT

Introduction

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:
 - Use of verb in different tenses. (Question 1, Item 6)
 - Contrast between transitive and Intransitive verbs. (Question 1, Item 3)
 - Use of conjunctions (Question 1, Item 9).
- In Reading Comprehension
 - Candidates perform well on literal questions since clear and correct answers can be found within the text.
- It is challenging for candidates to answer questions assessing vocabulary words in context.
- In Writing
 - Candidates should be more careful with the use of grammar, spelling and punctuation.
 - Narrative Essays require candidates to have an elaborate 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 meant to evaluate the level of competencies acquired by the candidates. 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 discouraging, a pass rate of 72.7% as compared to 74.6% in 2023. Nevertheless, 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 essays better than descriptive essays. 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 to create an atmosphere in descriptive essays. 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) which needs to be discouraged.

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, pronouns (Personal, Interrogative, Relative and Possessive), linking sentences using coordinating conjunctions, the use of tenses (Past, Past Perfect & Future Tense), re-writing a sentence in the negative form, identifying adverbs, ordinal numbers, Antonyms and spelling exercise.

The best-done items were those dealing with postpositions (Question 1, Items 1 & 7), personal and interrogative pronouns (Question 1, Items 2 & 10), sentence in negative form (Question 1, Item 13) and Quantifiers (Question 1, Item 4).

Candidates had greater difficulty with Items testing the correct form of the verb (Question 1, Items 3 & 6), identifying the appropriate adverb (Question 1, Item 12) and spelling exercise (Question 1, Item 14).

Examiners 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 tests postpositions and their correct usage based on gender and number agreement in Urdu. **شائین** is a proper noun and is often treated as feminine and **ہیں** is also feminine and is singular. The option **کی** correctly indicates possession and agrees with the feminine noun **ہیں**.

Therefore, this item is assessing the understanding of possessive postpositions and their agreement with the nouns they modify.

Item 2 This item tests pronouns and their correct usage in context. The question is asking someone about the time they will come from the office, so it is directed at the person being asked. **تم** is the appropriate choice. Therefore, this exercise assesses the

candidates' understanding of personal pronoun and their correct application in a given context.

Item 3 This item tests verb-object agreement. The verb خریدی (bought) needs to agree with the subject میں (I) and the object گاڑی (car) in terms of gender and number.

Item 4 This item tests quantifiers and contextual understanding. The options represent different quantities and the correct choice should logically fit the context of the sentence regarding how many mice are in the shop. ایک would be the most straightforward and logical choice, indicating a specific quantity. Thus, the item is primarily assessing the candidates' ability to select the appropriate quantifier based on context.

Item 5 This item tests possessive pronouns and their appropriate usage in context. The word میرے indicates possession, meaning 'my' in English. The sentence translates to 'In difficult times, my friends come to help me.' The use of میرے establishes a personal connection between the person and the friends mentioned. Therefore, this exercise assesses the candidates' understanding of possessive pronouns and their ability to use them correctly within a sentence.

Item 6 This item tests verb forms and tense agreement. تھی کی correctly completes the sentence and maintains proper tense agreement with the subject ابو جان which is masculine but in this context, uses the feminine form because صفائی is feminine. Therefore, this exercise is assessing the candidates' understanding of verb conjugation, tense usage and their ability to correctly complete a sentence in Urdu.

Item 7 In this sentence with the correct answer being کے, the item is testing postpositions and their correct usage in Urdu. کے is a postposition used to indicate relationships such as possession or location. The sentence translates to 'we went to the sea's edge in the evening.' Here, سمندر کے کنارے (the edge of the sea) shows a

relationship between the sea and its edge. کئے completes the sentence correctly by indicating the relationship between سمندر and کنارے.

Item 8 This item is testing Future Tense verb conjugation. جائے گا fits the sentence contextually by indicating a future action related to ساجر. Therefore, this exercise is assessing the candidates' understanding of verb forms in the future tense and their ability to apply the correct conjugation based on the subject and tense.

Item 9 This item assesses the candidates' understanding of conjunctions and their ability to use them to connect ideas appropriately in a sentence. بلکہ correctly completes the sentence by linking the two subjects and conveying the intended meaning.

Item 10 With the correct answer being کس, the exercise is testing interrogative pronouns and their correct usage in forming questions in Urdu. The sentence translates to 'At which college does Shakir work?'. The word کس is used to inquire about the specific college related to Shakir's work.

Item 11 This item assesses the candidates' understanding of relative pronouns and their ability to use them to connect clauses in a sentence appropriately. جو correctly completes the sentence by providing a relationship between the reclining chair and the information about its age.

Item 12 ہمیشہ appropriately completes the sentence by reinforcing the idea that washing hands is an essential routine before eating. Therefore, this item assesses the candidates' understanding of adverbs of frequency and their ability to use them correctly to convey the regularity of actions in a sentence.

Item 13 This item tests the candidates' understanding of verb negation in Urdu. This often involves adding words like مت/نہ/نہیں to the verb. The negative form of this sentence would be بچے ہال میں نہیں ہیں۔

Thus, this item is assessing the candidates' ability to understand and apply the rules of verb negation in Urdu sentences.

Item 14 This exercise is testing the candidates' understanding of spelling and orthography in Urdu. The task requires the candidates to identify and correct the spelling of the word ورزش, meaning exercise. The correction demonstrates that the candidates have knowledge of proper spelling and the ability to correct spelling errors.

Item 15 This item assesses the candidates' understanding of antonyms in Urdu. گندہ is the appropriate antonym of صاف, demonstrating that the candidate can identify words with opposite meanings.

Question 2-Basic Vocabulary

This question assesses knowledge of basic vocabulary items in context.

Item 1 This item tests vocabulary and sentence structure. It checks whether the candidates understand the meaning of words and their context in a sentence. The correct answer is **الماری** because the sentence mentions needing something to store clothes and a wardrobe is used for that purpose.

Item 2 This item is testing the ability to understand word meaning and sentence context. The correct answer is **سجایا** because the sentence is about celebrating a birthday and decorating the house with flowers is appropriate in this context. However, some candidates chose **توڑا** as the answer because they focused on the word **پھول**, possibly misinterpreting the context of the sentence.

Item 3 This item tests the understanding of adjectives and their appropriate use in a sentence. The correct answer is **سست** (lazy) because the sentence describes a child who never does his homework, which aligns with being lazy. Other options, such as **ناراض**, **بہادر** and **اچھا** do not fit the context of the sentence.

Item 4 This item assesses the ability to match the context of an activity with the appropriate location. The correct answer is **بازار** because the sentence mentions buying vegetables and the market is the correct place for this activity. Other options like **اسکول**, **ڈاک خانہ** and **ہسپتال** do not fit the context.

Item 5 This item is testing the ability to choose the correct verb based on the context of the sentence. The correct answer is **دوڑنا** because the sentence mentions 'ten miles' which requires a verb that indicates movement or distance and **دوڑنا** fits appropriately. The

word کھلاڑی acts as a clue to the candidates to identify the correct answer, since players are associated.

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 Note and Part B, a Poster.

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, Candidates were able to grasp the basic information given in the note and answered most of the questions correctly.

Item 2 Many candidates answered this item incorrectly by giving **حفظان سڑک پر ایک تقریر منعقد کر رہا ہے**

While the correct answer is **پولیس افسر جناب سلیم خان**.

For this item, even full lifting is acceptable since we do not have surplus information in that sentence.

Item 3 Many candidates wrote both the starting and ending times instead of just 10 o'clock, resulting in loss of marks since excess information was provided.

Question 3 B, a poster about a company offering cleaning services was set. The required information was explicitly stated in the text and most candidates were able to answer the questions correctly. However, some candidates lifted the whole sentence which had excess information and consequently they were penalised.

Item 1 A proper name should have been given to avoid confusion for the noun **گھر**.

Answers received for this item were:

گھر صفائی/گھر صفائی کمپنی/گھر/صفائی

Item 5 Little credit was given to candidates who gave excess information like:

مزید معلومات کے لئے، کمپنی کے مالک جناب اشرف کو اس نمبر ۲۶۸۴۲۵۲ پر فون کیجیے۔

The correct answer was simply: جناب اشرف

Question 4-Word Formation

This question assessed word formation in context. A short passage about how to remain in good health 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 *صحت* to *صحتمند* did not pose difficulty to the majority of candidates.

Item 2

For Item 2, candidates were required to transform the noun *بیمار* into *بیماری*. Most of them managed to do so while some attempted to change it into plural form.

Item 3

For item 3, most candidates provided the correct answer, *زندگی*, but some mistakenly used the plural form, possibly because they noticed the *ے*.

Common mistakes included *بیمارے* and *زندے*.

Item 4

Candidates gave answers like *جسمی* and *جسموں*. However, not many were able to provide the correct answer which is *جسمانی*.

Item 5

Candidates had to transform the adverb ضرور to the noun ضرورت and the managed to do so.

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 1.

Item 1

This item is testing the correct spelling and grammatical form of the word دانت (teeth).

Errors candidates made:

- Using the incorrect singular form دانت instead of دانت.
- Not recognising that دانت is already a plural noun in Urdu (the singular form is دانت and it remains the same in plural).

Item 2

This item is testing the correct usage of the possessive pronoun اپنا in relation to the noun وردی. Since وردی is a feminine noun, the correct possessive pronoun should be اپنی.

A few candidates did not match the possessive pronoun with the gender of وردی, resulting in a loss of marks.

Item 3

This item is testing the correct verb form and its agreement with the subject in terms of number and person. In this sentence, the subject is وہ (he) which is singular. Therefore,

the verb should be in the singular form ہے. Many candidates successfully attempted this item.

Item 4

This item is testing the correct verb form in relation to the subject's gender and number. Candidates did well in general.

Item 5

The correct form should be کی instead of کے because وہ is a feminine noun and the possessive pronoun must agree with the gender of the noun. Candidates did quite well except a few who wrote کا.

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

Most candidates answered this section of the question successfully and the majority of the candidates scored well on this task. Students need to read all the words in the box and read the text before they start to answer in order to get the correct meaning. They also need to take into consideration the grammatical form of the words.

The best-done items were:

Item 1 جب

Item 2 انعام

Item 3 خوشی

Item 4 والدین

Item 5 محنت

In the Item 1, some candidates wrote the word ہمیشہ instead of جب .

Part B of this question is the open cloze text. Many candidates still find it difficult to answer the open cloze text. It is a higher order reading task that calls for the capacity to infer the word that would be most appropriate to fill the provided gaps using contextual cues. Candidates should have a strong receptive and productive vocabulary to be able to handle this type of task. Many struggled with this task mainly due to an inability to make use of the context for meaning. Others provided answers which clearly demonstrated a lack of understanding of the passage.

Item 1 This item was successfully attempted as candidates were able to write the correct answer.

Answers like تک and تلک were correct while میں was rejected.

For Item 2, as a continuity, the word لیکن / مگر / تاہم were fit as answers but پھر بھی was not accepted as only one word should be accepted as per the instruction in the question.

Item 3

Most of the candidates were able to write the correct answer ہمیں .

Item 4

Item 4 also had various appropriate answers and most candidates responded well.

Accepted answers were: سمجھایا/بتایا/کہا:

Item 5

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

Question 7-Functional Writing

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. Given the word limit, candidates were not expected to elaborate on the given points but simply to address them clearly.

This year, the following task was set:

You went to the hospital for treatment. You write a letter of gratitude to the doctor between 50 to 60 words containing the following points:

- When did you go to the hospital?
- Why did you go to the hospital?
- How did the doctor treat you?
- How did you find the doctor?
- Thank the doctor for his help.

Most of the candidates addressed the issue in the letter and limited themselves to the bullet points. Some grammatical, spelling and punctuation mistakes were noted, some candidates even left this question blank. Nevertheless, many candidates showed evidence of good grip and command over the target language and wrote good and accurate letters too.

For example:

صحتیاب ہونا - تہ دل سے شکریہ - پُر درد حالت - معائنہ -
دل سے شکرگزار ہونا - علییل ہونا - بہترین طریقے سے خیال رکھنا

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

Weaker candidates found it hard to provide clear organized 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 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

پیارے ڈاکٹر صاحب! آداب
میں پچھلے ہفتے ہسپتال آیا تھا کیونکہ مجھے تیز بخار تھا۔ آپ نے بہت توجہ سے میرا
علاج کیا اور اچھی دوائیں دیں۔ میری طرف سے آپ کا رویہ اچھا تھا اور آپ ایک مددگار
انسان ہیں۔ آپ کے علاج سے میں مکمل صحتیاب ہوں۔ آپ کی مہربانی کا شکریہ۔ اللہ
آپ کو کامیابی عطا کرے۔ آمین!
شکریہ!
نیک تمنائوں کے ساتھ
آپ کا مریض
پرویز

Functional Writing 2

پیارے ڈاکٹر صاحب!
جمعے کو میں ہسپتال گئی تھی۔ مجھے بخار ہو گیا تھا۔ آپ نے میرا علاج بہت محبت
کے ساتھ کیا۔ مجھے آپ کا طریقہ بہت اچھا لگا۔ آپ کا مریضوں سے بات کرنے کا
انداز بہت اچھا تھا۔ میں آپ کا تہ دل سے شکریہ ادا کرتی ہوں۔ آپ نے میرا بہت
خیال رکھا۔

شکریہ!

آپ کی مریضہ

شبانہ

Functional Writing 3

پیارے ڈاکٹر صاحب! آداب

دو دن پہلے میں ہسپتال گیا تھا۔ میرے سر میں درد تھا۔ جو دوائیں آپ نے مجھے
دیں، انہیں کھا کر میں ٹھیک اور تندرست ہو گیا۔ جس طرح آپ نے میرا معائنہ کیا
اور میرے ساتھ پیش آئے، مجھے بہت اچھا لگا۔ میں آپ کی لمبی عمر کے لئے دعا
کروں گا۔ میں دل سے آپ کا شکریہ ادا کرتا ہوں۔

شکریہ!

آپ کا مریض

احمد

Functional Writing 4

پیارے ڈاکٹر صاحب! آداب

امید ہے کہ آپ خیریت سے ہوں گے۔ پیر کو میں ہسپتال آیا تھا کیونکہ مجھے بخار ہوا تھا۔ آپ نے میرا علاج بہت اچھے طریقے سے کیا۔ مجھے آپ ایک بہت اچھے اور خوش مزاج ڈاکٹر لگے۔ اب میں بالکل ٹھیک ہو گیا ہوں۔ آپ کی مدد کے لئے میں آپ کا ممنون ہوں۔

شکریہ!

آپ کا مریض

جاوید

These functional writing pieces scored very good marks. From the outset, it is obvious that these candidates have a clear awareness of audience and purpose. The candidates were 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. These organised and coherent pieces of writing deserved a very high mark and are in Band 1.

Functional Writing 5

پیارے ڈاکٹر، اسلام الیکم
میں نوریہ ہوں۔ پچھلے ہفتے میں ہسپتال آئی تھی۔ کیونکہ میں بیمار تھی۔ آپ نے مجھے ڈوای دی دے۔ آپ بہت اچھے ہیں۔ میں آپ کی مدد کے لئے آپ کا شکریہ ادا کرتی ہوں۔
آپ کی مریض
نوریہ

Functional writing 5 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. Therefore, it scores a Band 2.

Functional Writing 6

پیارے ڈاکٹر صاحب، اسلام علیکم
امید ہے کہ آپ تھیک ہو۔ میں آپ کا شکریہ ادا کرنے کے لئے یہ خط لکھی۔ آپ کے واجہ سے میں آج۔ میں کھانا بھی تھیک سے کھا سکتی ہوں۔ آپ کے دوا میں جادوں ہے۔ جب میں بیمار پروں گی تو آپ کے پاس ہی آؤں گی۔ خود بافیض۔

شکریہ
آپ کی مرید
شاریہ

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 stay in the lower range of Band 3.

Functional Writing 7

پیارے ڈاکٹر صاحب،
میں پیر وہاں گیا کیونکہ بوخار ہوتا۔ وہ بہت برا ہے۔ ڈاکٹر علاج کرتا ہے۔

شکریہ
آپ کا/کی
احمد

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 staying in Band 4.

Functional Writing 8

<p>پیارے ڈاکٹر صاحب،</p> <p>i was sick and I was dying.</p> <p>میں گیا۔</p>
<p>شکریہ</p> <p>آپ کا/کی</p>

This writing is meaningless as the candidate has not answered in target language. Therefore, it scores a 0 mark and is in Band 5.

Question 8-Comprehension

The extended reading comprehension task assesses comprehension skills in a more varied way and at different levels than the basic reading. This year, a narrative text was set. The passage was about a new friendship between Majid and Sara, both students of grade 8. Candidates generally performed well on questions testing literal understanding. However, questions requiring the ability to make inference and read between lines proved to be problematic for some candidates though it was clearly indicated from which paragraph to find the answers.

It was also noteworthy that questions requiring knowledge of vocabulary in the context proved to be very challenging to even better candidates. 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. Some candidates appeared to be unfamiliar with the requirements of this task.

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.

The following items are worthy of comment.

Item 1 & 2

Whole lift was accepted and was given credit as there was no excess information.

Item 3

For this item, even if the candidate wrote the direct speech exactly as it appears in the passage, full credit was given.

Item 4,5,6,7,8,9(a)

Whole lift was accepted and was given full marks as there was no excess information.

Item 9(b)

For this item, the question was 'How did Sarah and Majid **feel**?'

The emphasis was on the word 'feel'. Therefore, the simple answer was تکلیف ہوئی.

However, candidates who lifted indiscriminately by adding ان کی دوستی نہیں ہوئی, ended up losing marks.

Item 10 & 11

Whole lifting was given full credit and most candidates could answer with satisfactory answers.

Item 12

This part of question was found to be challenging by many candidates. They were not able to figure out the meaning of vocabulary in context. This clearly indicates they should read more and need greater practice with vocabulary in context. Some candidates appeared to be unfamiliar with the requirements of this task. Some translated the words where a few wrote sentences with the given words. Quite a few candidates did not understand the meaning of words. They wrote superfluous and meaningless answers. Spelling mistakes were not penalised for this item. Educators are requested to encourage candidates to write accurately, using appropriate G/S/P so that candidates do not lose marks.

Common answers given were:

زندہ دل: سب سے بات کرنا، جو مشہور ہے اور اس کے بہت دوست ہیں

محنتی: جو محنت کرتا ہے اور امید نہیں چھوڑتا

ساتھ دینا: مدد کرنا، ہاتھ بٹانا

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

The overall performance was satisfactory. Many candidates demonstrated strong translation abilities. However, a few candidates either lacked the skills of translation or ignored this part.

Among the best done items were:

Item 2 Moon چاند

Item 3 Shop دکان

Item 5 Suddenly اچانک

Candidates, however struggled with the following items:

Item 1 Horse گورا، گوری، کھوا

Item 4 Famous اچھا، خوبصورت

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 tested candidates' ability to translate a short paragraph from English to Urdu. A considerable number of candidates managed to translate the paragraph. The most frequent translation errors in this section were that of syntactic and semantic. Few candidates even left some units or whole paragraph blank. Several candidates transliterated some words as they could not write their translation in Urdu. A few candidates even translated the short paragraph in French.

Some common mistakes were:

Holidays wrongly written as عام چھوٹیاں / چھوٹیاں

Delicious was translated as لہیزدار

Candidates omitted some words while translating. For instance, the words 'my' and 'also'. However, overall, candidates demonstrated a satisfactory performance in this translation exercise.

- Students must be trained to apply grammatical rules in translation and to pay attention to correct spelling of words.
- Students must be reminded that translation of each and every word is marked and no transliteration is accepted.

Question 10-Extended Writing

- In this question, candidates were asked to write a composition of about 150 words on one of the topics given.
- They were required to write one composition out of a choice of a narrative/descriptive topics.
- Part 2 (narrative) was the favorite choice of the candidates. However, many had also opted for part 1 (descriptive).
- It was indeed very good and encouraging to see the variety of imaginative writing that the candidates provided in their essays.
- Some excellent scripts with a good mastery of the Urdu Language were found.

There were beautiful expressions and proverbs found in the compositions of some candidates. Few examples are:

مایوسی - اضطراب - حیرانی - گمشگی - دھندلی آنکھوں سے ادھر ادھر دیکھنا -
دل کی دھڑکن تیز ہونا - یقین نہ آیا کہ وہ چیز واقعی غائب ہونا - ہر طرف اندھیرا چھ ا جانا
- ہر لمحہ گھبراہٹ میں اضافہ ہونا - احساس ہوا جیسے زمین قدموں تلے سے کھسکنا وغیرہ۔۔

As was noted last year, there is room for improvement in this task. Being able to write a continuous piece of prose in accurate Urdu remains a skill which has not been mastered by a vast majority. It is noteworthy that this skill offers candidates the foundation to be able to continue their upper secondary education successfully.

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 within the word limit and to check their work thoroughly.
- The use of appropriate and varied vocabulary is strongly encouraged.
- Candidates should be precise in the use of grammar, spelling and punctuation.
- Varied sentence structures should be used in their writing.
- Candidates are recommended to write in a logical and coherent manner. Based on feedback from Examiners, Educators are strongly advised to address spelling more directly in class, as many candidates who otherwise expressed themselves quite clearly

unfortunately struggled to write words as they ought to appear in writing, including basic words.

The majority of candidates chose the narrative essay over the descriptive one. It might be because they could have encountered an event like this before and it was easier to relate to it.

The following samples of essays illustrate the range of answers obtained this year. They are provided to give Educators an insight of the standards and of examiners' expectations. Each essay is provided to highlight the strengths and weaknesses of the writing.

NARRATIVE ESSAY

Extended writing 1

آئیے میں آپ لوگوں کو ایک دلچسپ کہانی سناتی ہوں۔ بدھ کا دن تھا۔ موسم خوش گوار تھا۔ سبھی بچے فرانسیسی کی کلاس میں تھے۔ اس کے بعد اردو کی کلاس شروع ہوئی۔ کچھ دیر بعد گھنٹی بجی کیونکہ وقفے کا وقت تھا۔ اس دن میں پریشان تھی کیونکہ وہ چیز نظر نہیں آئی جس کا میرا جذباتی تعلق تھا۔ وقفے کے دوران ہم سب کھا رہے تھے۔ پھر جب میرے دوست نے مجھ سے وقت کے بارے میں پوچھا تو میری حیرت کی انتہا نہیں رہی کیونکہ میں نے دیکھا کہ میری گھڑی میرے ہاتھ میں نہیں تھی۔

میں ہر طرف ڈھونڈنے لگی۔ میں رونے لگی۔ میرے دوست مجھے تسلی دے رہے تھے کہ وہ نئی گھڑی خرید کر دیں گے۔ لیکن ان کو کیا پتا کہ یہ گھڑی میری مرحومہ دادی جان نے مجھے تحفے میں دیا تھا۔

میں اتنا روئی تھی کہ میری سہیلی نے جا کر استانی کو بتایا۔ جب وہ مجھ سے بات کرنے آئی تو انہوں نے مجھے سمجھایا کہ یہ چیزیں صرف سامان ہیں۔ یہ رشتوں اور اپنے پیاروں کے ساتھ

گزارے وقت کی جگہ نہیں لے سکتے ہیں۔ یادیں دل میں بس جاتی ہیں۔ اس لئے ان کی قدر کرنا چاہیے۔ استانی کی بات سن کر میرے دل کو سکون آیا۔ آخر کار میں نے آنسو پونچھا۔

A clear example of a complex and sophisticated piece of writing. This is undoubtedly a Band 1 essay. The candidate has used an intricate plot and the language is essentially very accurate throughout. The vocabulary used is impressive. The candidate has made use of a variety of sentence structures and the coherence in the ideas is noteworthy.

Extended writing 2

اپنی یادداشت کی گلی میں جا کر دیکھوں تو یہ واقعہ ابھی تک میرے دماغ میں تازہ ہے جیسے کہ یہ کل ہوا۔ میں پریشان تھا کیونکہ مجھے وہ چیز نظر نہیں آئی جس کے بغیر میں زندہ نہیں رہ سکتا ہوں۔

جمعہ کا دن تھا۔ میں بس سے گھر لوٹا۔ نہانے کے بعد میں نے نماز پڑھی۔ پھر صوفے پر بیٹھ کر اپنا فون دیکھنے جا رہا تھا کہ مجھے احساس ہوا کہ میرا فون گم ہو گیا۔ میں دیکھ کر میں ہکا بکا رہ گیا۔ جلد از جلد میں اپنے کمرے میں جا کر فون کو ڈھونڈنے گیا۔ بد قسمتی سے نہیں ملا۔ مجھے پتا چلا کہ اگر ابو کو معلوم ہوگا کہ میرا فون کھو گیا تو وہ آپے سے باہر ہوں گے۔ اسی لئے میں نے ماں سے ان سے یہ بات چھپانے کو کہا۔ امی بھی ان کے غصے سے خوب واقف ہیں۔

اپنے آپ پر قابو پانے کے بعد میں نے اپنے بستے میں پھر سے ڈھونڈنے کا فیصلہ کیا۔ میری خوش نصیبی تھی کہ فون میری کتاب کے بیچ میں گھسا۔ میں فرط مسرت سے جھوم اٹھا جب میں نے اپنا فون دیکھا۔

یہ دن میرے لئے ایک ناقابلِ فراموش دن تھا کیونکہ اگر ابو کو پتا چلتا تو مجھے مار ڈالتا۔

This is a detailed essay and provides range of vocabulary. The grammatical accuracy is good and the language used to describe the trends is well-handled. For these reasons, this essay falls into a Band 1.

Extended writing 3

اتوار کا دن تھا۔ فلک پر آفتاب چمک رہا تھا۔ موسم کافی گرم تھا اور چھٹیاں کے دوران تھے۔ ابو نے پکا ارادہ کیا کہ ہم سمندر کے کنارے جائیں گے۔ اس اچھی خبر سن کر میں اور میرا بھائی باغ باغ ہوئے۔

چیزیں گاڑی میں رکھنے کے بعد ہم موں شوازی کی طرف چلے گئے۔ سفر کے دوران ابو نے ایک خوبصورت گانا بھی گایا۔ ہم سب بہت خوش تھے۔ اس دن امی کی سالگرہ بھی تھا۔ ابو نے صرف مجھ سے کہا کہ سمندر کے کنارے ہم امی کی سالگرہ منائیں گے۔ مجھے ان کا توہفہ بھی رکھنے کے لئے دیا۔

تیرنے کے بعد امی نے سب کو کھانا دیا۔ بس surprise کا وقت آیا۔ میں جلدی سے گاڑی سے وہ توہفہ لانے گئی مگر میں پریشان ہوئی کیونکہ مجھے وہ چیز نظر نہیں آئی۔ میں نے پوری گاڑی میں دھندا مگر نہ ملا۔ ابو کا surprise خراب ہوا۔ لیکن وہ ناراز نہیں ہوئے۔ میں کافی مایوس ہوئی کیونکہ میری وجہ سے امی کی سالگرہ کا surprise خراب ہوا۔ اس دن مجھے اہساس ہوا کہ مجھے زیادہ زمیدار ہونا چاہیے۔

While there is a developed storyline in this response, the language used remains the main issue. Errors occur when complexity is attempted. The vocabulary is satisfactory and simple sentences dominate overall. This essay is in Band 2.

Extended writing 4

ایک دن میں اسکول سے آیا جب میں نے دیکھا کہ میری فون گم ہوا۔ میں بہت در گیا۔ میں بہت پریشان تھا کیونکہ مجھے میرا فون نظر نہیں آ رہا تھا۔ میں نے میری ماں کی فون لی اور میرے فون کو فون کرنے کی کوشش کی۔ لیکن فون بج نہیں رہا تھا۔ میں اور بھی در گیا۔ میں اور میری ماں پولیس کے پاس گئی۔ پولیس افسر جناب ساد نے فون کے بارے میں پوچھا اور میں نے فون کے بارے میں سب کو بتایا۔ اس نے سب ایک کوپی میں دالا۔ گھر میں سب پریشان تھے۔

دو دن بعد پولیس افسر میرے گھر آیا اور مجھے میرے فون واپس کیا۔ اس نے بتایا کہ میں فون اسکول کے آنگن میں بھول آیا۔ میں نے اس کا بہت شکریہ ادا کیا اور وہ دن میں بہت خوش تھا۔

The sentence structure is somewhat repetitive. More descriptive details about emotions and actions could make the narrative more engaging. There are grammatical errors that need correction for better fluency. The conclusion feels rushed and could be expanded for a stronger impact. This essay is placed in a Band 3.

Extended writing 5

آج بدھ کا دن تھے۔ رات میں آٹھ بجے تک میرے والدین گاری سے پورٹ لوٹس گئے۔ میں سوچے کہ میں گھر رہے اور ٹیلیویژن دیکھے لیکن مجھے معلوم نہیں سکتا کہ کیا آؤ۔

بیس منٹ ٹیلیوژن دیکھنے کے بعد میں گھر کا پیچھے دروازہ پر ایک آواز سنا۔ میں پریشان ہوا اور میں اپنے والدین سے فون کیا گیا۔ لیکن وہ جواب نہیں دیا۔ میں پریشان تھا کیونکہ مجھے وہ چیز نظر نہیں آئی۔ میں کھڑکی سے باہر دیکھا اور اچانک میں نے دو لوگ دیکھا۔ وہ کالے کپڑے پہنے تھے۔ میں نے سمجھایا کہ دونوں چور تھے۔ فوراً میں نے پولیس کو فون کیا۔ پولیس جلدی جلدی گھر کے چاروں طرف آئے اور وہ لال پیلے ہوئے۔ اچانک دونوں چور بھاگ گئے لیکن ٹھوڑی دیر بعد پولیس نے دونوں چور پولیس سٹیشن لے گئے۔ دونوں کورٹ سے سزا ملے اور میرے خاندان اور پڑوسیوں باغ باغ ہوئے۔

This essay lacks clarity at the start, making it hard to understand. Events change too quickly and feelings are not explained well. There are grammar mistakes and the ending is too fast. Therefore, this essay can only be placed in Band 4.

Extended writing 6

ایک دن میرا دوست اور میں ہم سمندر جانا پسند ہے۔ ہم نے درخت دیکھتے اور پانی بہت گرم تھے۔ وہاں کے لوگ بہت اچھا

This response is significantly irrelevant and below the word limit. Hence it cannot score highly, placing it in a Band 5.

Extended writing 7

میں پریشان تھا/ تھی کیونکہ مجھے وہ چیز نظر نہیں آئی ----

Question was copied, therefore it falls in a Band 6.

DESCRIPTIVE ESSAY

Extended writing 8

مجھے قدرتی مناظر بہت پسند ہیں اور اس لئے میں پہاڑی علاقوں میں جانا پسند کرتا ہوں۔ جب میں کسی سرسبز پہاڑی مقام پر جاتا ہوں تو وہاں کی خوبصورتی مجھے ایک خوشی کی لہر دیتی ہے۔ بلند پہاڑ، صاف و شفاف بہتے چشمے اور گھنے درخت ایک خوبصورت منظر پیش کرتے ہیں۔ جب شام کو میں وہاں جاتا ہوں، تو پرندوں کی آواز اور ٹھنڈی ہوا کی تازگی مجھے ایک پرسکون احساس دیتی ہے۔ وہاں آس پاس رہنے والے لوگ سادہ ہوتے ہیں۔ ان کی زندگی قدرت کے قریب ہوتی ہے۔ وہ محبت سے بھرپور ہیں۔ پہاڑی علاقوں کا ماحول بہت خوش گوار ہوتا ہے۔ صاف آسمان دیکھنے سے دل خوش ہوتا ہے۔ جب بھی موقع ملے، میں پہاڑی علاقوں کی سیر ضرور کرتا ہوں۔

This essay is a very good piece of work at this level, with mastery of grammar, spelling and punctuation. It fulfils the objectives of this question which is to produce a piece of work using creativity and imagination while making use of appropriate and varied vocabulary. A variety of sentence structures has been used consistently and in a very natural way. This essay scores very highly for these reasons and is in Band 1.

Extended writing 9

مجھے سمندر کے کنارے جانا پسند ہے۔ جب میں وہاں جاتا ہوں، تو مجھے اچھا لگتا ہے۔ میں ساحل پر بیٹھتا ہوں۔ لوگ تیرتے ہیں۔ میں ایسکریم کھاتا ہوں۔ درخت کے نیچے آرام کرتا ہوں۔ کچھ لوگ فٹ بال بھی کھیلنے جاتے ہیں۔ ماحول اچھا ہے۔ بچے ادھر ادھر بھاگتا ہے۔ کچھ لوگ مچھلی پکڑتے ہیں۔

سب خوش نظر آتے ہیں۔ ایک جگہ پر اور تیں کھانا پکاتی ہے۔ پورے خاندان ساتھ کھانا کھاتے ہیں۔ دادا جان آرام کرتے کرتے سوتے ہیں۔ شام کے وقت میں سورج کو دوہتا دیکھتا ہے۔ مجھے خوشی ہے کیونکہ اس کے رنگ اچھے لگتے ہیں۔ اسی وجہ سے میں سمندر کے کنارے جاتا ہوں۔

This response lacks sophistication. While there is an attempt at complexity, the descriptions sound more like a series of events. The language has some accurate vocabulary but punctuation and spelling mistakes are frequent. Hence, this response scores well, but cannot be awarded the best marks. Therefore, this essay falls into a Band 2.

Extended writing 10

میں ایک ایسی جگہ کے بارے میں سوچ رہا ہوں۔ بہت ساری کتابیں ہیں۔ وہاں کھاموشی ہے۔ میرے کمرے میں ایک پرانا درخت ہے۔ وہ ہمیں چلتا ہے۔ میں بلی کے بارے میں سوچتا ہوں۔

The candidate has tried to write some relevant content but the descriptions lack detail. As far as grammar, spelling and syntax are concerned, errors are frequent. The essay comprises simple sentence structures and basic vocabulary which are not always accurate, making it a Band 5 essay.