



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

**MAURITIUS  
EXAMINATIONS  
SYNDICATE**

**NCE 2025**

**GRADE 9**

**URDU**

Subject code: N610

***EXAMINERS' REPORT***

## Introduction

The NCE 2025 assessment measures candidates' proficiency in four primary linguistic competencies: reading, writing, grammar and usage of Urdu, and translation.

The weighting of these competencies is as follows:

Reading: 25%

Writing: 25%

Grammar and use of Urdu: 40%

Translation: 10%

## Key Messages

### 1. Read broadly.

Candidates are encouraged to read extensively to enhance their Urdu vocabulary.

### 2. Pay attention to keywords.

It is important for candidates to clearly understand the key terms in each question, so they can fully satisfy the task's requirements.

### 3. Language accuracy matters.

As language is central to the exam and accounts for the majority of marks, candidates must ensure consistent use of tense, correct spelling, and proper punctuation.

### 4. Grammar challenges.

Common issues observed among candidates include:

- Conjugating verbs across different tenses
- Distinguishing between nouns and adjectives
- Differentiating transitive vs. intransitive verbs
- Using active vs. passive voice
- Ensuring subject-verb agreement, predicate agreement, and agreement with non-adjectives

### 5. Reading comprehension:

Candidates generally perform well on literal comprehension questions. Many struggle with higher-order comprehension tasks, such as making inferences, giving personal responses, or explaining word meanings in context.

### 6. Writing:

Grammar, spelling, and punctuation remain areas of concern. Weaker candidates especially have difficulty with the functional and extended writing task.

### Time management is crucial:

Candidates should allocate enough time to complete their essay.

For narrative essays, candidates should develop a clear storyline, use a variety of sentence structures, and employ rich vocabulary to keep the reader engaged.

For descriptive essays, accurate and appropriate vocabulary is key to creating a vivid atmosphere.

## **7. Translation:**

Most candidates manage to identify suitable vocabulary. However, many struggle with applying grammatical rules correctly in translation

Overall, most candidates performed well on the basic and intermediate tasks. They made good use of grammar, spelling, and punctuation, wrote strong, well-structured pieces, and handled the higher-order comprehension questions thoroughly.

However, many candidates continue to struggle with the appropriate use of common vocabulary. This was especially evident in the extended reading section (for example, in Question 8 (Items 8, 9, and 10), where performance was often unsatisfactory.

Question 8 — items 9 and 10 were new to the students. Some attempted them correctly, but others found them difficult. As a result, some candidates left the questions blank, while others misinterpreted them.

In writing, students generally produced better narrative essays than descriptive ones. Their descriptive essays sometimes drifted into storytelling, and many did not demonstrate the vocabulary range or depth needed for high-quality descriptive writing. The strongest candidates, by contrast, used mostly accurate language and included some complex sentences to convey their ideas.

For functional writing, the top-performing students demonstrated a solid grasp of content, which enabled them to respond very well when working with the points provided.

In translation tasks, most candidates did reasonably well, but spelling and grammar errors were common. Some also resorted to transliteration (writing Urdu words in Roman script) when translating short paragraphs (notably in Question 9B)

## Question 1 & Question 2

The given Urdu paper consists of multiple MCQ-type questions designed to assess students' understanding of grammar, vocabulary, sentence structure and contextual usage of words. Each question requires the learner to encircle the correct answer, indicating that the test focuses on recognition and application rather than long-form writing.

### Understanding of Possessive Pronouns

Overall, the paper evaluates the following key language skills: understanding of possessive pronouns **ضمیر اضافی**

Several questions check whether students can correctly identify and apply the appropriate possessive pronoun such as **اس کی - اس کا - میرا**

These questions test if the student can match the correct pronoun with nouns according to gender, number and sentence context.

### Correct Use of Prepositions and Connective Words.

Some items assess the students' ability to use prepositions or connective words correctly, for example **لیکن - اور - کا - سے - پر - کے ساتھ**

These ensure that learners understand how words connect logically within a sentence.

### Contextual Vocabulary Understanding

Many questions contain sentences where students must choose the word that logically completes the meaning. Examples include identifying adverbs, conjunctions, and quantity words such as **چند - کچھ - بہت**

This tests whether students can interpret the context and choose the most suitable option.

### Sentence Completion and logical flow

Several items require the student to think about what word would make the sentence meaningful for example :

what did someone ask a question? What action will people perform? Where is something happening ?

These examine comprehension as well as ability to predict logical sentence patterns.

### Gender and Number Agreement ( مذکر - مونث واحد - جمع )

Students also face questions assessing correct agreement between: pronouns, verbs, adjectives. This ensures they understand grammatical consistency.

### Real life language Application

Many sentences are set in daily life scenarios : visiting someone, asking a price, weather description instructions or advice. This reflects practical use of Urdu and not just textbook definitions.

### **Cognitive Skills Being Assessed**

The paper focuses on the following skills:

Recognition : Identifying correct grammar forms

### **Application : using words correctly in context**

Comprehension: understanding meaning of sentences

Critical Thinking: selecting the most logical option among distractors.

### **Behaviour and Emotions:**

Several questions relate to the emotional or behavioural context, requiring words that describe how people feel or act.

### **Completing Expressions:**

Many questions seem to involve completing well-known expressions or proverbs, reflecting common sayings in Urdu. Words that represent social or cultural norms, like respect, love, or manners are likely involved.

The Urdu MCQ paper is well structured and effectively evaluates a wide range of language competencies in lower secondary learners. It tests grammar, vocabulary, comprehension and practical usage through short, clear, context based questions. The questions encourage students to reflect on human emotions, behaviours and situations, requiring them to choose words that align with the context. This type of assessment helps teachers identify areas where students may need reinforcement - particularly in pronoun usage, sentence structure and context based word selection.

Candidates worked well especially Questions based on Postpositions, Personal pronouns and Quantifiers.

Candidates had problems with questions testing the correct form of the verb, identifying the appropriate adverb and spelling exercise..

### **Comments on Specific Questions**

#### **Question 1**

##### **Item 1**

This question checked the student's understanding of the correct post position in Urdu grammar especially for possessive words that change depending on the gender and number of the noun.

This question was well attempted. فردوس کی خالہ ڈاکٹر نی نہیں ہے

##### **Item 2**

This question tested correct pronoun usage ضمائر in a future tense question. A subject pronoun should match the future tense verb آؤ گے

Students are being tested with the subject verb agreement and identification who the sentence is addressing.

Candidates were able to use the appropriate pronoun. تم

### Item 3

This item tested verb agreement with the object **مفعول** in Urdu. The object was **اپنی ماں** which was feminine but the construction **خیال رکھا** was an idiom in Urdu and did not change according to gender. Most of the candidates failed to give the correct answer as they put emphasis on **ماں اپنی**

### Item 4

This sentence tested the students understanding of quantifiers . Choosing the correct quantifying word that fits the noun and sentence context.

Candidates were able to give the correct answer **بہت** since the word **پانی** was a hint noun.

### Item 5

This item assessed the candidate's understanding of possessive pronouns in Urdu. Students had to decide which possessive form correctly fits with the noun and the context of the sentence. The learner had to understand gender relevance, pronoun agreement and subject object relationship.

Candidates were able to give the correct answer. **میرے ساتھ**

### Item 6

This question evaluated the student's understanding of Urdu Verb tenses. The student had to interpret the sentence context and choose the correct tense that completes the meaning naturally.

Most of the candidates attempted this item correctly. **کریں گے**

### Item 7

This item tested correct usage of post positions **حرفِ جار**

Students must determine which **حرفِ جار** in Urdu fits grammatically and understand of noun post position agreement. This item was successfully attempted by most candidates.

### Item 8

This item evaluated the students' understanding of Urdu verb tenses, especially the past tense.

**پچھلے ہفتے نے ایک خوبصورت فلم دیکھی -**

Many students could not give the correct answer.

### Item 9

This item assessed the students' ability to choose the correct connective word that links two clauses logically.

This question was successfully attempted.

Item 10

This item assessed the students understanding of question words in Urdu. Candidates had to choose the interrogative that makes sense when asking about the cost of an item. Most candidates were able to give the correct answer.

اس گھڑی کی قیمت کیا ہے -

Item 11

This item was about choosing the correct relative pronoun Candidates had to provide the word that correctly referred to a singular masculine noun to form a descriptive clause. - جو لڑکا رو رہا ہے وہ میرا بیٹا ہے -

This item was successfully attempted.

Item 12

This item tested the candidates' understanding of subject pronouns and sentence structure.

A vast majority students could not give the correct answer which was ہمیں

Item 13

This is a grammar based item assessing specifically singular to plural conversion in Urdu. Candidates required the ability to identify the underlined word and ability to convert the word correctly in plural form.

Most candidates gave the correct answer. پرندے

Item 14

This item was based on gender conversion. It tested the students ability to transform adjectives or nouns to proper gender.

Most candidates attempted this item correctly. درزی

Item 15

It item assessed the knowledge of antonyms.

Many candidates left this item unattempted but some gave good answers like

فکر مند - اندیش مند - مضطرب - غم زدہ - رنجیدہ

## Question 2

### Item 1

This item tested the understanding of correct Urdu verb usage. This item proved to be very easy as most candidates obtained good answer which was تیر

### Item 2

This item tested the vocabulary related to professions and emergency response. It required the understanding of whom to call when there's an accident that is پولیس  
This item was attempted successfully by the candidates.

### Item 3

This item assessed candidates' knowledge of appropriate reference tools. The correct answer لغت evaluated candidates' understanding that a dictionary is the proper resource for finding the meanings of difficult words.  
Many students wrongly answered this item.

### Item 4

This item tested the skill in recognising the correct Urdu verbs related to urgency or lateness.  
Most students tackled this item correctly.

تمہیں اسکول کے لئے دیر ہو رہی ہے - جلدی کرو -

### Item 5

This item checked the practical understanding of everyday life objects. This item seemed quite problematic for the candidates as many of them gave the wrong answer.

### Question No 3 – Basic Reading Comprehension

Question 3 assessed reading comprehension at a basic level, in particular the ability to locate explicitly stated information.

**Part A** consisted of an advertisement seeking a maid to care for Mrs Shabnam's daughter every Friday and Saturday. On the whole, candidates fared very well, with most candidates showing that the basic reading skill of literal understanding had been acquired. It has to be noted that no credit could be given to those who resorted to indiscriminate lifting as this task required brief and accurate answers.

**Part B** dealt with the celebration of World Book Day, organised by the Ministry of Education. Most candidates attempted this question, and a large number succeeded in identifying the correct answer. However, a number of responses were incomplete and some candidates failed to include all required details. Others relied heavily on copying full sentences directly from the passage, containing excess of information.

While most items were generally well answered by candidates, the following items were less well done:

Item 1

کیا منایا جا رہا ہے ؟  
وزارت تعلیم

Item 3

کس تاریخ کو عالمی یوم کتب منایا جا رہا ہے ؟  
آئیے ہمارے ساتھ عالمی یوم کتب منائیے۔ تاریخ سنپٹر ۳ مئی ۲۰۲۵۔

Candidates are reminded of the importance of answering with precision and avoiding indiscriminate lifting.

Item 4

عالمی یوم کتب کتنے بجے شروع ہوگی ؟  
صبح ساڑھے دس بجے سے شام پانچ بجے تک OR دس بجے۔

Item 5

بہترین کہانی لکھنے والے کو کیا انعام ملے گا ؟  
ہزار روپے

## Question 4 – Word Formation

In this question, candidates were assessed on word formation in context. A short passage was set, with the words needing transformation given in brackets. The kind of exercise is a standard technique in language learning. It tests vocabulary, knowledge of word-formation, grammar, and contextual understanding that is whether the student can pick a correct word (or correct form of a word) that fits the sentence and meaning. In such tasks, students with stronger vocabulary and stronger grasp of context or word-formation rules can supply correct, often more elevated or appropriate words. Weaker or less prepared students may leave the blanks unattempted because they do not know what fits the context. This question was successfully attempted by many candidates, but less able candidates faced difficulty when attempting items 1 and 4.

### Item 1

Some students added the correct suffix **خانه** or **کتب خانہ** while others made mistakes and wrote **کھانا**. It was remarkable to see some candidates using words like

کتب سرا    کتب گاہ    دادالکتب

### Item 2

The transformation of the noun **تعلیم** into **تعلیمی** was an easy task. Most of the candidates managed to get the correct answer.

### Item 3

Most of the candidates gave the expected answer **دوستی**, but it was noted that some wrote **دوستوں** as well.

### Item 4

Candidates were required to transform the adjective **ظاہر** into the noun **اظہار**

A significant number of candidates even wrote **مظاہرہ**

A few students wrote words like **ظاہرا** - **ظاہریت** - **ظاہرہ**

### Item 5

Most of the candidates converted the noun **لوگ** to the plural-oblique form that is **لوگوں کو** correctly.

## Question 5 – Error Hunt

This question assesses whether candidates can correct grammatical mistakes such as errors in plurals, articles, personal pronouns, verb tense, and verb-subject agreement. The candidates were required to correct the underlined mistakes.

This question was satisfactorily done by most candidates. It was encouraging to see that candidates managed to identify most of the mistakes and correct them.

Nevertheless, it was noted that items 3 and 5 posed difficulties to a number of candidates in this task.

### Item 1

The plural form of the noun **دوستوں** was required here which was well-attempted by most of the candidates.

### Item 2

For item 2, which was mostly well done, the candidates were expected to correct the spelling mistake and write **فٹ بال** properly. Candidates, generally had no difficulty in this item.

### Item 3

This item tested subject–verb agreement. Candidates could not recognise that the paragraph was in the past tense, and that they needed to maintain tense consistency throughout. **سب** refers to more than one friend so the verb must be in the plural form.

**دوست**

instead of **تھے** candidates wrote **ہے**

### Item 4

This item assessed knowledge of transitive verbs, and most candidates understood that transitive verbs require a direct object. For example:

**سبھی نے تیزی سے چہت کے نیچے جا کر پناہ لی۔**

However, many candidates failed to give the correct answer because they focussed only on the subject **سبھی** and overlooked the direct object.

## Question 6-Cloze Text

This question is a higher-order task that evaluates the students' ability to depend on context and choose the most suitable word to fill in the gaps. To answer it correctly, candidates must have a strong command of both receptive and productive vocabulary. This year, the passage was set on a rainy day.

**Part A** is a closed-cloze text in which the words are provided and candidates must choose the appropriate word to fill each gap.

**Part B** is an open-cloze text, requiring candidates to use the context and draw on their linguistic knowledge to make an educated guess about what word should fill each gap. Many candidates found this task challenging. Item 2, in particular, was wrongly answered by many candidates.

Words which distorted the meaning of sentences or inappropriate to the sentence structure were penalised. It was noted that some students took words from (Part A) of Question 6. and filled in the blanks for Question 6 (Part B), which resulted in loss of marks.

Candidates are reminded that it is important to use the correct spelling and grammatical form when filling the gaps and they should offer only one answer.

Item 1

Most candidates offered a suitable answer. A number of options were accepted provided they conveyed meaning such as

درجہ - جماعت - کلاس

Item 5

Most candidates offered a plausible answer to this item.

دیر - وقت - مدت - لمحے - منٹوں - گھنٹوں - عرصے

## Question 7 – Functional Writing

Question 7 is the functional-writing task, asking candidates to produce a short transactional text (50 - 60 words). In this task, they are judged on correct grammar, spelling, and punctuation (G/S/P), as well as their awareness of the audience and purpose. They should not over-elaborate but simply address the required points clearly. Many candidates did very well, showing strong command of Urdu and functional-writing skills.

In this task, candidates were asked to write a short note to a friend, inviting him/her to his/her birthday party. The purpose and situation were very straightforward for most candidates. A successful answer had to clearly mention: when and where the party would be held, what time it would start, who was invited, and what activities were planned.

In this year's task, successful candidates addressed all required prompts. Their strongest responses demonstrated a clear awareness of audience and purpose, with each point comprehensively covered. They displayed accurate grammar, spelling, punctuation, and syntax, complemented by appropriately chosen vocabulary. Their writing was well-organised, coherent and logically structured.

In contrast, less successful candidates showed little awareness of audience or purpose. Many omitted most prompts or mentioned them only superficially. Their writing revealed weak linguistic competence limited vocabulary, frequent grammatical or spelling errors, and poor sentence structure which resulted in disjointed, unclear responses.

The sample scripts illustrate the full spectrum of performance observed this year. They provide educators with concrete examples of the standards expected by examiners, and of common shortcomings when those standards are not met.

### Example 1

پیارا دوست سلمان ،  
میری سالگرہ کی تقریب ۵ دسمبر کو شام کے پانچ بجے میری رہائش گاہ پر ہوگی ۔  
تم اور ہماری کلاس کے قریبی دوست مدعو ہیں ۔ ہم کھیل کود ، گانے بجانے ، کیک کاٹنے  
اور مزیدار کھانے کے لطف اٹھائیں گے ۔ جیسا کہ کہاؤٹ ہے خوشی بانٹنے سے بڑھتی ہے ۔  
تمہاری موجودگی سے خوشی دوہلا ہوگی ۔ تمہارا منتظر رہوں گا ۔

شکریہ!  
تمہارا دوست  
شاہ رخ

This is an excellent piece of writing that addresses all the required points. The use of vocabulary is especially commendable . words like

رہائش گاہ ۔ مدعو ۔ لطف اٹھانا ۔ خوشی بانٹنے سے بڑھتی ہے

have been used effectively by the candidate, elevating the quality of the language.

## Example 2

پیارا دوست احمد ،  
آداب و تسلیمات ! امید قوی ہوں کہ تم خدا کے فضل و کرم سے خیریت  
سے ہو ۔ میں الحمد للہ صحتیاب ہوں۔ میں تم کو اپنی سالگرہ کی تقریب میں مدعو  
کرنا چاہتا ہوں جو دس ستمبر ہے آر ایم گردین میں ۔ پارٹی رات کے سات بجے سے  
شروع ہوگی ۔ علاقے کے سبھی لوگ اور میرے رشتیدار اس دن موجود ہونگے ۔ آنکھ مچولی ،  
تیراکی ، محفل شاعری ، ناچ گانا اور اچھے اچھے پکوان ہونگے ۔ تم ضرور آنا ، بہت مستی  
کریں گے ۔

شکریہ!  
تمہارا ہمد اسلم

This response deserves a very high score. It attends to every prompt, demonstrates precise grammar, spelling, punctuation, and displays a clear awareness of the audience and purpose. It shows that even a simple, straightforward answer when well-crafted can earn top marks.

## Example 3

پیارا دوست اسلم ،  
جیسا کہ تمہیں مالوم ہے کہ میری سالگرہ آنے والا ہے جو اس اتوار کو ہے تو  
اس کو منانے کے لئے میرے والدین نے فلاک کے ایک تعام خانہ میں میزیں بک کروائے ۔  
میں تمہیں بھی دعوت دینا چاہتا ہوں۔ صبح کے دس بجے تمہیں آنا ہوگا ۔ بہت لوگ نہیں ہونگے  
بس میرے چند رشتیدار اور کچھ دوست ۔ تمہیں آنا ہی ہوگا ۔

شکریہ!  
تمہارا دوست اقبال

This response demonstrated an awareness of audience and purpose. However, it included occasional slips, and one key point was omitted Factors that prevent this script from reaching the top band.

#### Example 4

پیاری سلمہ ،  
آدب ! میں تمہیں کو اپنی سالگرہ میں بلا رہی ہوں۔ سالگرہ کی تقریب اگلے جمعہ کو ہوتا ہے  
سالگرہ کی تقریب میرے گھر پر ہو۔ سالگرہ کی تقریب تین بجے شروع ہوا ہے۔ تم زور آنا۔

This writing is relevant and shows some attempt to address the required points, but there are significant linguistic weaknesses throughout. The work contains and these numerous grammatical errors; especially incorrect verb conjugations problems seriously impair its quality. As a result, this piece can only deserve low marks and would remain in Band 3.

#### Example 5

پیاری سارا ،  
میں اس خط کو لکھا ہوں کیونکہ یہ پیر میری سالگرہ ہے۔ میں آنا تو آنا وہ آنا  
ہم آنا۔ سرگرمیاں تیار کی گئیں ہیں۔ تم خوش میں خوش۔  
Bring a bowl for excess cake - تم ایک نئی کیرا تیار گئی ہے۔

This writing shows no real sense of audience. It suffers from multiple linguistic weaknesses and disjointed expression. There are numerous grammatical mistakes, and the lack of cohesion makes the text difficult to follow. Consequently, this work can only receive a very low score and would remain in Band 4.

#### Example 6

پیارے ،  
کب ہوگی؟ کہاں پر ہوگی؟ کتنے بجے شروع ہوگی؟ کس کس کو دعوت ہے؟  
کس طرح کی سرگرمیاں تیار کی گئی ہیں؟

It is evident from this writing that it is irrelevant and meaningless. The candidate has merely copied the bullet points. This piece of writing cannot earn any marks and would therefore remain in Band 5.

## Question 8 - Extended Reading Comprehension

The purpose of this question is to measure candidates' comprehension of a substantial Urdu passage through a structured reading-comprehension task. The items evaluated literal understanding, inferential reasoning, vocabulary usage in context, character analysis, and overall appreciation of the text including recognition of stylistic devices and author's purpose. Performance on this task provides insight into the examinee's reading skills, interpretive ability, and sensitivity to language-use and textual nuance.

This year's story focussed on two siblings, Raj and his younger sister Rani, who face hardship after the death of their parents. Raj sacrificed much to support Rani — their deep mutual love and solidarity helped them navigate to life's struggles. Ultimately, Raj achieved academic success, but he was torn by the prospect of leaving Rani behind to study abroad.

Candidates are reminded of the following:

- Lifting is acceptable if the question does not ask candidates to answer in their own words, but must not contain excess information.
- Excess information in an otherwise correct answer is not given credit.
- Grammatical and spelling mistakes are not penalized if evidence of understanding is clearly shown.

Items 8, 9 and 10 were found challenging by a number of candidates.

### Item 8

راج نے رانی سے کیا وعدہ کیا تھا؟

Correct answer was

کہ وہ واپس آئے گا اور اس کا خیال رکھے گا۔

Some incorrect answers included the promise that Salma Chachi made to Raj and many candidates were confused by this.

کہ وہ راج کی غیر موجودگی میں رانی کا خیال رکھیں گی۔

Item 9

پوری عبادت پڑھنے کے بعد یہ بتائیے کہ مندرجہ ذیل کرداروں کے بارے میں آپ کا کیا خیال ہے؟

(الف) - راج

(ب) - سلمہ چچی

Most candidates struggled to understand the new set of questions. Rather than responding as required, many described what they thought might happen to them at the end of the story or simply left the question unanswered.

Item 10

مندرجہ ذیل لفظوں کا مطلب واضح کرنے کے لئے عبارت میں سے ایک لفظ، جملہ یا فقرہ تلاش کیجیے۔

(۱) تیزی سے \_\_\_\_\_

(۲) پہلا \_\_\_\_\_

(۳) پاس \_\_\_\_\_

For Item 10, candidates were required to locate a word, phrase, or clause from the text that clarifies the meaning of a given word. This proved difficult even for many low-ability candidates. While some found the correct answer, others were unable to identify it. Instead, they wrote meanings based on their own understanding, offered the opposite meaning, or translated the word into English. These errors suggest the task was unfamiliar and poorly understood by those candidates.

## Question 9-Translation

Part A of this question assessed candidates' ability to translate familiar English words into Urdu, while Part B required them to translate a short paragraph from English into Urdu.

### Part A

The overall performance was satisfactory. Many candidates demonstrated strong translation skills. However, a few lacked adequate translation ability or simply omitted this part.

Among the most successfully completed items were:

آب - خاموشی سے - رفتہ - بجز

A few candidates wrote

آنکھ لگنا For *To Sleep*

بنانا For *Banana*

Many students confused the word "but" with "because," and consequently mistranslated the word into Urdu.

"But" was translated as

کیوں کہ

Educators should note that spelling mistakes in this item are penalised. Therefore, Educators are encouraged to emphasise correct spelling when conducting translation exercises at school. Ensuring spelling accuracy is essential for clarity and fairness in evaluation.

### Part B

On the whole, Part B did not present much difficulty for most candidates, as words such as "market," "mother," "vegetables," "fruits," and "home" were easily recognised. However, some grammatical and spelling mistakes were common when translating the paragraph. A significant number of candidates resorted to transliteration of certain words ; writing them in Urdu script phonetically because they could not recall or form their proper Urdu translations. This practice should be discouraged, since transliteration, like grammar and spelling errors, is penalised in this exercise.

**Some common mistakes were :**

Some Candidates omitted "different " and translated only things.

Object verb agreement : We bought vegetables and fruits was translated as

ہم نے سبزیاں اور پھل خریدیں  
ہم نے پھل اور سبزیاں خریدے  
ہم سبزیاں اور پھل خریدتے ہیں  
ہم نے سبزیاں اور پھلوں کو خریدے

We returned home after three hours.

Many candidates confused the phrase “**after** three hours” with “**at** three hours,” and mistranslated it.

ہم تین بجے گھر لوٹے ۔

It is essential that students be trained to apply grammatical rules correctly when translating, and that they pay careful attention to the precise spelling of every word.

It should be made clear to students that translation of each and every word is required, and that transliteration is unacceptable.

Educators should formally remind students of these expectations at the outset of any translation assignment, and reinforce them consistently throughout the course.

By ensuring adherence to correct grammatical structure, accurate spelling, and faithful translation (rather than transliteration), the quality and reliability of students' work will be significantly enhanced, promoting linguistic accuracy.

## Question 10 - EXTENDED WRITING

Question 10 assessed writing at an extended level. Candidates were expected to produce a composition of approximately 150 words, choosing between one of two given titles: a narrative or a descriptive topic.

To assist candidates in preparing for this task, the following guidelines are strongly recommended:

- Candidates should carefully identify and attend to the key words in the essay titles, in order to produce writing that is fully relevant to the prescribed subject matter.
- Adherence to the word-limit is important; candidates should aim for roughly 150 words and should review their work at the end to ensure compliance.
- The use of accurate and varied vocabulary is strongly encouraged, to demonstrate lexical range.
- Candidates are expected to be precise in grammar, spelling, and punctuation. Writing should be logically organised and coherent, with clear sequencing of ideas.

It was truly encouraging to see the wide variety of imaginative writing that candidates produced in their essays. Some scripts stood out for their excellent command of the Urdu language: richly expressive, with skilful use of idioms and proverbs that added depth and colour to the compositions. These beautiful expressions testify to the candidates' linguistic sensitivity and creative potential.

## Descriptive Essay

Describe a scene at the seaside on a pleasant day.

### Essay 1

آج سورج نرم ، سمندر پُر سکون اور ہوا تازہ تھی۔ ساحل پر قدم رکھتے ہی ریت کی نرمی نے مجھے خوش آمدید کہا۔ نیلے آسمان اور شفاف پانی کا ملاپ چشم بصیرت کو یکساں مسرت بخشتا تھا۔

لہریں دھیرے دھیرے ساحل پر نکلنا کر واپس لوٹی ، گویا فرشتے محبوب کو سلام کر کے لوٹ رہے ہوں۔ سمندر کی ہوا میں نمک کی خوشبو اور تالاب کی طرح لہروں کی سرسراہٹ نے دل کو چین عطا کیا۔ وہاں بیٹھ کر ساحل پر پھیلی نرگس سی روشنی نے دل کو سکون بخشتا۔

بچوں کا شور و غل ، پانی میں وہ مستی ، لوگوں کی بات چیت ، غروب آفتاب اور نرم ریت پر قدموں کے نشانات ؛ یہ سب مل کر ایک ایسا منظر پیش کر رہے تھے جو روح کی پیاس بجھانے والا تھا۔ ایسے مناظر انسان کو فطرت کی عظمت کا احساس دلاتے ہیں اور دل کہتا ہے : " سمندر کا یہ حسین راز ، دن نیا ہے ، ہر لمس نیا ہے "۔

The candidate demonstrates excellent command of language, imagery, and structure. The essay succeeds in painting a clear, evocative picture of the seaside; the sensory detail is effectively conveyed, and the personal reflections at the end provide a coherent sense of closure. The essay's strengths especially in vocabulary breadth, descriptive power, structural coherence, and grammatical control justify its classification as a Band 1 performance .

## Essay 2

آج میں ساحل سمندر گیا۔ وہاں بہت سے لوگ آئے ہوئے تھے۔ خاندان، دوست، بچے اور بوڑھے سب مل کر تفریح کر رہے تھے۔ ریت پر چادریں بچھائی گئی تھیں اور لوگ پکنک منا رہے تھے۔ کچھ لوگ پانی میں تیراکی کر رہے تھے اور بچوں کی ہنسی کی آواز فضا میں گونج رہی تھی۔ ایک گروہ میوزک سن رہا تھا۔ لوگ ناچ رہے تھے اور دوسرے لوگ تالیاں بجا رہے تھے۔

سمندر کی لہریں ٹکرا کر واپس ہو رہی تھیں اور ریت پر چلتے ہوئے ہر قدم تھوڑی مسرت دے رہا تھا۔ ٹھنڈی ہوائیں اور سمندر کی خوشبو نے ماحول کو پرسکون اور خوشگوار بنا دیا تھا۔ کچھ لوگ ریت پر بیٹھ کر کھانے پینا کر رہے تھے۔ پھل، سمو سے اور ٹھنڈے مشروبات تھے۔ بچے ریت پر کھیل رہے تھے اور بزرگ کنارے بیٹھے سمندر کو دیکھ رہے تھے۔

مجھے وہ منظر بہت پسند آیا۔ لوگوں کی خوشی اور فطرت کی خوبصورتی نے مل کر ایک یادگار لمحہ بنا دیا۔ مجھے یہ احساس ہوا کہ سمندر اور لوگوں کے ملنے سے زندگی کا مزا دوہرا ہو گیا۔

The candidate demonstrates strong command of descriptive writing. The response successfully transports the reader to the seaside scene, allowing them to visualise, hear, smell, taste, and emotionally sense the environment and mood. The combination of vivid detail, broad and precise vocabulary, stylistic ambition, consistent tone, and clear structure makes this a powerful, effective piece of writing. Overall this response meets the criteria typically associated with a Band 1 performance in descriptive writing, especially in terms of atmosphere, sensory engagement, structure, and language proficiency.

### Essay 3

جمرات کا دن تھا۔ موسم سہانا تھا۔ میں اپنے دوستوں کے ساتھ سمندر کے کنارے گیا ہوا تھا۔ پانی میں لوگ تیر رہے تھے چند لڑکے سرفینگ کر رہے تھے۔ آئیس کریم کے دنگ دنگ کی آواز بہت دور سے سنائے دے رہے تھے۔ لوگ بہت خوش تھے۔ دور افق پر کشتیاں تھیں۔ لوگوں ان کشتیاں میں سیر کر رہے تھے۔ کچھ بچے ریت پر گھروندے بنا رہے تھے اور میں یہ تمام چیزیں کا لطف لے رہا تھا۔ اچانک ایک گہرا لہر وہ خوشگوار ماحول بگاڑ لیا۔ ایک بچی پانی کی طرف دوڑ رہی تھی پھسلی اور گہرا پانی گر گئی۔

سب لوگ ڈر گئے۔ چیخیں مچ گئے۔ ایک بدھا اس کی طرف ہاتھ بڑھایا مگر وہ نہیں بچا پایا۔ ایک نوجوان دوڑ کر گیا اور اس بچی کو بچائی۔ وہ ماصوم بے ہوش تھی۔ اس کی والدہ نے اسے فوراً لے گئی۔ سبھی لوگوں کی آنکھوں میں ایک خوف تھا۔ وہ سہانا پل ماتم میں بدل گئے۔ میں بھی بہت ڈر گیا تھا۔ میں نے سوچا کہ میں وہاں سے بھاگ جاؤں اور کبھی نہ آؤں۔ اس دن مجھے ایک سبق ملا کہ سمندر بہت پیارا ہے لیکن بہت خطرناک بھی۔

Although the essay maintains relevance to the prompt and shows decent paragraphing and structure, the number of grammatical slips and awkward phrasing prevent it from reaching the highest standard. These weaknesses detract sufficiently from the overall fluency and polish. As such, the essay aligns with a Band 2 performance. The content keeps the reader's interest, but the execution falls short of top-band quality.

#### Essay 4

اتوار کا دن تھا۔ نیلے فلک پر آفتاب چمک رہا تھا۔ اس دن اسلم خلاف معمول جلدی سے اٹھا کیونکہ سمندر کا پلان تھا۔ نو بجے میں تیاری کر رہا تھا۔ بہت کچھ پکایا۔ ایک فل بستہ تیار کیا۔ دس بجے وہ اپنے دوستوں کے ساتھ نیل مار پہنچ گیا۔ ہم بہت مسرور تھے۔

آناً فاناً وہاں سب کچھ رکھا اور نظارے دیکھنے لگے۔ ساحل پر نہ صرف مقامی لوگ تھے بلکہ سیاح بھی تھے۔ انور کا دل باغ باغ ہو گیا۔ کچھ بچے ایک گندے گیند سے فٹ بال کھیل رہے تھے ہم بھی ان کے ساتھ کھیلنے گئے۔ میں بیمار رہتا ہوں نا اسی لئے میں جلدی تھک جاتا ہوں تو درخت کے نیچے بیٹھ کر ان کو دیکھا۔

بہت دور پانی میں کشتی میں سوار ہو کر مچھلی فروش مچھلی پکڑ رہے تھے۔ میرے دوستوں

نے میچ جیت لیا تو بیچارے دوسرے بچے اوداس ہو گئے۔ بہت لوگ آگئے تھے۔ ہر مودل کی گاڑیاں تھی۔ ہم نے بہت اچھا کھانا کھائے۔ آرام بھی کئے۔ چانک بادل پر کالے بادل نظر دیکھانے لگے۔ بچے جو نہا رہے تھے وہ جلدی پانی سے باہر آئے۔ ہم بھی سب کچھ رکھ کر گاڑی میں چلے گئے۔ کیا دن تھا۔

Given the divergence from the task (narrative-heavy rather than descriptive), combined with linguistic weaknesses (vagueness, repetition, simple sentences, spelling/syntax errors) and insufficient descriptive detail, the essay does not meet the standards expected of a strong descriptive response. While the content remains relevant, these flaws significantly hinder the effectiveness of the piece. Accordingly, the essay aligns with a Band 3 in descriptive writing. The narrative approach and limited descriptive technique prevent it from achieving a higher rating, even though the response demonstrates some organisational effort and basic coherence.

## Essay 5

آج ساحل پر موسم بہت خوشگوار تھا۔ نیلا سمندر میں ہوا ہلکا تھا۔ لوگ چہرے پر مسکراہٹ لے کر آئے تھے۔ بڑے بچے پانی میں کھیل رہے تھے اور کئی جوڑے ریت پر بیٹھے باتیں کر رہے تھے۔ بچوں کی آواز اس ماحول کو جان دے رہے تھے۔ سورج آہستہ نیچے آرہی تھی۔ ابھی تک بچے سمندر میں تھے میں فکر مند تھا۔ کھانا کھا کر ہم بھی گھر آگئے۔

Given the combination of being under-developed, weak organisation and progression, frequent language errors, and limited expressive or descriptive detail, this essay fails to meet the criteria for a strong, well-developed response. While there is some attempt to respond, the execution is too weak to deserve a high band. Overall, the essay fits a Band 4 ; reflecting that the candidate has made a minimal attempt, but without sufficient development, clarity, or control to raise it higher.

## Essay 6

اتوار کا دن تھا۔ آسمان بہت خوشگوار تھی۔ گراں بے کا سمندر میں ہم تھے۔ سمندر کا پانی بہت پیارا تھا۔ والدین کھا رہے تھے پی رہے تھے سو رہے تھے۔ بہت لوگ پانی میں نہاتے تھے۔ بہت لوگ چیز بھیج رہے تھے۔ پیتاس لے لو، سمو سے لے لو، آسکریم لے لو۔ میں بہت خوش تھا۔ شام کو ہم چلے گئے ہمیں شادی میں جانا تھا۔

The essay contains very little relevant content: the material provided is minimal and lacks sufficient development of ideas. Important elements are missing. The essay relies mostly on simple sentences. The errors in word choice or formation further make some parts unclear. There are many serious errors. Consequently, the essay corresponds to Band 5.

## Essay 7

آج میں بہت خوش ہوں۔ جب میں اتھا تو والد نے کہا کہ آج ہم سمندر جائیں گے۔ ہم سب بہت خوش ہوئے۔ جلدی جلدی تیاری میں لگ گئے۔ والد اپنی گاڑی دھونے لگے اور امی باورچی میں بریانی پکانے لگی۔ میں اور میری بہن کپڑے نکالنے لگے۔ بستے میں بہت سامان رکھے۔ دس بجے ہم خوشی خوشی گھر سے نکلے۔ راستے میں ہن نے بہت گانے گائے اور آخر کار ہم سمندر پہنچ گئے۔

The candidate attempted the essay, but failed to comply with the task requirements. As the response contains no real description, only a narrative of events, it does not meet the criteria for a descriptive essay. The writing is therefore graded as a Band 6.

## Narrative Essay

Write a story that contains this sentence :(S)he was very happy when (S)he saw his/her best friend running towards him/her.

### Essay 1

وہ دن عام تھا۔ میں اسکول سے چھٹی ہونے کے گھر کی راہ لے رہا تھا ، جب اچانک مجھے خبریں ملیں کہ ہمارے محلے کا پرانا دوست آیا ہے۔ دل کی دھڑکنیں تیز ہو گئی۔ میں اس کے بارے میں سوچ ہی رہا تھا کہ اچانک میں نے اس کی دوڑتی ہوئی شکل دیکھی ، ہاتھ ہوا میں لہراتے ہوئے ، چہرے پر مسکراہٹ کی روشنی لیئے ہوئے وہ میرے گلے ملے۔ اپنے بہترین دوست کو اپنی طرف دوڑ کر آتے دیکھا دل کو قرار آ گیا۔

اسے دیکھ کر میری زبان سے بس یہ نکلی " کبھی خوشی کا سورج اتنا روشن نہیں ہوتا جتنا دوست کی آمد سے ہوتا ہے۔ " ہم اس طرح گلے مل رہے تھے جیسے برسوں کی دوری پلک جھپکنے میں مٹ گئی ہو۔ اس نے کہا " دوستی وہ خزانہ ہے جو وقت کے ہاتھوں ماند نہیں ہوتا۔ " ہم ساتھ ساتھ چلنے لگے ، پرانی یادیں تازہ ہونے لگیں ، بچپن کی ہنسی ، کھیل ، اسکول کے وہ دن --- ہر لمحہ دل کو گرماتا گیا۔

ہماری گفتگو اور ہنسی نے گلی کو زندگی بخشی۔ میں نے سوچا کہ دوست مل جائے تو زندگی کا سفر آسان اور خوبصورت ہو جاتا ہے۔ اس روز مجھے احساس ہوا کہ " اصل دولت پیسہ نہیں ، حقیقی دوست ہے۔ "

On the basis of content richness, structural coherence, language quality, stylistic maturity, and overall narrative effectiveness, this essay satisfies the criteria for a Band 1 narrative essay. The combination of complex, well-developed content, expressive and precise language, and engaging storytelling qualifies it as an outstanding example of narrative writing under standard rubrics. This assessment aligns with marking schemes that define a Band 1 narrative essay.

## Essay 2

وہ بہت خوش ہوا جب اس نے اپنے بہترین دوست کو دوڑ کر اپنی طرف آتے دیکھا۔ بارش ہو رہی تھی، چھتری تھامے میں سڑک پر تیزی سے گزر رہا تھا۔ تبھی پیچھے سے کوئی آئی۔ میرا دوست تھا اور وہ دوڑ رہا تھا۔

ہم دونوں نے گلے ملے۔ بارش کی ٹھنڈی ہوا اور دوست کی گرمی صحبت۔ سب نے دل کو سکون دیا۔ ہم ساتھ ساتھ چلنے لگے بہت ساری باتیں ہوئی۔ راستے کی دکان میں ہم نے چائے پئے اور گرم گرم سمو سے کھائے۔ ایسا لگ رہا تھا کہ ہم کتنے سال بعد ملے۔ ہماری باتیں کتم ہی نہیں ہو رہا تھا۔ بارش نہیں روک رہی تھی تو ہمیں لگا کہ ہمیں نکلنا ہے اور ہم وہاں سے نکلے۔ بارش کا مزا لیتے ہوئے ہم چل رہے تھے۔ اس دن مجھے احساس ہوا کہ دوستی وہ چھتری ہے جو زندگی کی بارشوں میں ہمیں ویٹ ہونے سے بچاتا ہے۔

The essay demonstrates noticeable strengths: relevant storyline, expressive vocabulary, and some sense of narrative attempt. However, the frequency of mechanical errors (punctuation, spelling, tense misuse), combined with structural weaknesses and limited sentence variety, significantly reduces its effectiveness. As a result, despite its merits, the response cannot be awarded a Band 1. It falls short of top-level writing because the technical and coherence issues and overall quality.

### Essay 3

اپنی یادداشت کی گلی میں واپس لوٹتے ہوئے وہ دن میرے دل و دماغ میں تازہ ہے جیسے یہ کل ہوا تھا۔ یہ سب گزشتہ مہینہ ہوا۔ بدھ کا دن تھا۔ میں اور میرا بھائی کلاس کی طرف جارہے تھے۔

دراصل میرے بھائی ابھی تک اداس ہے کیونکہ اس کا بہترین دوست فرانس گیا کبھی اسے فون نہیں کی۔ میں اسے سمجھاتا تھا کہ اچانک کوئی نے آمر چلانے لگا۔ آمر کی آنکھیں کھلی کی کھلی رہ گئی۔ بہت خوش ہوا جب میرے بھائی نے اپنے بہترین دوست کو اپنی طرف آتے دیکھا۔

اس نے پوچھا کہ کیوں فون نہیں کیا تو اس نے جواب دیا کہ تمہیں پتا چل جاتا کہ میں واپس آ رہا ہوں۔ اسلم نے کہا کہ اسے وہاں پسند نہیں اور وہ آمر کو بہت مس کرتے ہیں اور اس کے بغیر اس کا جی نہیں لگتا ہے۔

Given the combination of limited detail and development, frequent language and errors, simple and imprecise vocabulary, and weak sentence structure, this essay cannot be considered a strong or even fully competent narrative. It falls under Band 3. The candidate responds to the task and demonstrates some ability, but the execution is too flawed and under developed for a higher band.

### Essay 4

وہ بہت خوش ہوئی جب اس نے اپنی بہترین سہیلی کو اپنی طرف دور کر آتی دیکھی۔

میں اور میری دوست سارا بہت خوش تھے کیوں کہ ہمیں دوست فطمہ آئی۔

وہ دو سال بعد گھر پر آئی تھی۔ سارا اس کو دیکھ کر خوشی کے رونے لگی۔

ہم بہت خوش تھے کہ وہ آخر کار گھر واپس آگئی تھی۔

اسی دن میں نے اسے بگاتیل لے گئی اور اس کا پیارا کھانا کھایا۔ اس کے بعد ہم فلم دیکھنے گئے۔ خوب بہت fet کیا وہاں۔

جب ہم وہاں سے لوٹے تو ہم سمندر گئے۔

Overall, although the essay meets the basic requirement of relevance to the prompt, the combination of weak vocabulary, frequent grammatical and mistakes, and a lack of structural significantly reduces its effectiveness. The weaknesses in language control and clarity are especially serious, undermining comprehension and reader engagement.

### Essay 5

سنچر تھا۔ میں اور میری بہن سارا سمندر جانے کیا۔ بارہ بجے ہم گھر نکلے اور گاڑی میں ایک سمندر گئے۔

سمندر پہنچے کے بعد ہم نے ایک نظارا دیکھا۔ سمندر خوبصورت تھا۔ واو بریانی کھائے اور پسی پیا۔ آرام کیا تو وہ بہت خوش ہوئی جب اس نے اپنی بہترین سہیلی کو اپنی طرف دوڑ کر آتے دیکھی۔ میں بہت خوش ہوں۔ تھوری دیر بعد ہم گھر واپس گئے۔

Given the combination of frequent serious errors, basic sentence structure, sketchy and disjointed narrative, and weak vocabulary; despite the presence of a storyline, this essay does not meet the standard expected narrative writing. Its poor readability, lack of coherence, and limited expressive resources place it toward the lower end of the evaluation scale.

### Essay 6

وہ بہت خوش ہوا جب اس نے اپنی بہترین سہیلی کو اپنی طرف دوڑ کر آتے دیکھی۔

This submission cannot be awarded any credit as a valid narrative essay. It does not meet the basic standards of the writing task as there is no original content, no narrative development, and no evidence of the candidate's own writing ability.

## Recommendations

Based on the overall performance of candidates, the following recommendations are proposed:

### **1. Strengthening Language Foundations**

Educators should reinforce basic grammar, sentence structure, and vocabulary in all three subjects. A strong foundation is essential for accurate comprehension and expression.

### **2. Focus on Cloze Texts (Closed and Open)**

Students should be given regular practice in both closed and open cloze exercises. Emphasis should be placed on understanding context, grammar, and appropriate word choice.

### **3. Development of Vocabulary**

Students should be encouraged to build a rich vocabulary in Urdu through reading, word lists and classroom activities. Vocabulary development will improve both comprehension and writing skills.

### **4. Effective Use of Dictionaries**

Learners should be trained to use dictionaries efficiently to find meanings, correct spellings, and proper usage of words, especially in Urdu.

### **5. Improvement in Writing Skills**

Students should practise writing coherent and well-structured responses. Focus should be placed on correct grammar, clarity of ideas, and appropriate use of language in Urdu.

### **6. Addressing Common Linguistic Errors**

Frequent errors such as incorrect verb forms, misuse of vocabulary, and poor sentence construction should be identified and corrected through targeted exercises and feedback.

### **7. Enhancing Reading and Comprehension Skills**

Educators should expose students to a variety of texts in Urdu to improve comprehension, interpretation, and inference skills.

### **8. Promotion of Language Usage in Class**

Students should be encouraged to communicate in Urdu during lessons to build confidence and fluency.

### **9. Regular Practice and Continuous Assessment**

Frequent assessments, classwork, and homework should be used to monitor students' progress and provide constructive feedback.

**10. Remedial Support for Weak Students**

Additional support classes should be organised for students facing difficulties to help them improve their performance.

**11. Examination Skills and Techniques**

Students should be trained to read instructions carefully, manage their time effectively, and review their answers to avoid careless mistakes