

# URDU

**Paper 9676/02**  
**Reading and Writing**

## Key messages

- Candidates should ensure that they understand the focus of the question by reading it carefully before answering.
- It is important to provide detailed answers in line with what was asked in the questions.
- Candidates should answer **Question 3** and **Question 4** in their own words as far as possible, in order to demonstrate that they have understood what they have read in the two passages.

## General comment

Most candidates did very well and scored high marks. In **Section 1**, the Urdu text passage was about some positive aspects associated with child labour, whereas the text passage in **Section 2** contained some negative aspects associated with child labour. Most candidates understood the passages very well and answered in line with the focus of the questions.

Most candidates used their time and skills to handle questions appropriately. In some answers to **Question 3** and **Question 4**, candidates copied whole sentences or phrases from the passages or provided lengthy responses with unnecessary details, which suggested that they had either not understood the focus of the question or not fully understood what they had read in the passages. Answers such as these cannot be awarded marks for comprehension.

In other cases, candidates wrote very well in terms of vocabulary and grammar but did not keep their focus on the specific details required in the question.

Some errors in spelling and grammatical structures were noticeable in weaker responses.

In **Question 5(a)**, many candidates did not fully understand the focus of the question and therefore included irrelevant information in their summaries.

## Comments on specific questions

### **Question 1**

The majority of candidates attempted this question with success and secured good marks. Some misunderstood the word (اقتدمات) while a few got confused with the word (مشقت).

In a few cases, candidates copied a sentence from the passage and therefore the mark could not be awarded. Candidates must write sentences in their own words to show that they have understood the meaning of the word given in the question.

### **Question 2**

Some candidates did not understand the requirements of this question and are reminded that they should read the rubric carefully. Candidates were asked to find synonyms for the phrases from the first passage. Some candidates successfully used their own words. Some candidates seemed to misunderstand the word in 2c (گن).

There were spelling errors in a number of responses.

### Question 3

In general, it was very well attempted by most candidates, except only a few who could not correctly answer the **Question 3(a)** (آبادی میں اضافے کو نہ روکا گیا) and **Question 3(b)** (بچوں کے حقوق کے لیے قانون سازی).

In **Question 3(c)** some candidates wrote (بچوں میں زندگی میں آگے بڑھنے کا جذبہ ختم ہو جاتا ہے / معاشرے میں طبقاتی تقسیم پیدا ہوتی ہے) both points as their answer and lost one mark.

In **Question 3(d)** some candidates did not write (اپنے حقوق حاصل کرنے کی کوشش نہیں کرتے).

Similarly, in **Question 3(e)** some candidates did not answer (بچوں کو بہت تھکن ہو جاتی ہے) and (بچے بیمار ہو جاتے ہیں) precisely due to lack of understanding of the required keywords in the question. However, those candidates who understood the questions and answered them correctly and with precision scored full marks.

### Question 4

In **Question 4(a)**, only a few candidates missed (بچپن میں ہی بچوں کو اپنے خاندان کی مالی امداد کرنا پڑتی ہے).

In **Question 4(b)** both (کم عمری میں بچوں میں احساس ذمہ داری پیدا ہو جاتا ہے) and (بچپن میں سیکھے ہوئے ہنر سے انسان روزی کما سکتا ہے) were interpreted in various ways taking them away from the correct and precise answers.

In **Question 4(c)** (بچے ملک کی ترقی / نام روشن کرنے میں اہم کردار ادا کرتے ہیں) some candidates did not relate their answer to the country but to individuals which demonstrated lack of understanding of the focus words in the question.

Most candidates attempted **Question 4(d)** very well.

In **Question 4(e)**, the word (ایسے ملکوں میں سرمایہ کاری / کاروبار کی حوصلہ شکنی ک جائے) was missed out in (ایسے ملکوں میں سرمایہ کاری / کاروبار کی حوصلہ شکنی ک جائے). Similarly (میڈیا / ذرائع ابلاغ) was not included in (میڈیا / ذرائع ابلاغ لوگوں کے رویوں میں تبدیلی لانے کی کوشش کرے).

### Question 5

Most candidates understood the focus (چائلڈ لیبر کے بارے میں مثبت اور منفی آراء) in the question and explained the positive and negative aspects correctly.

However, some candidates did not understand that the question was related to the positive and negative opinions expressed by different people about child labour in the given texts. They wrote points that were not expressed by people. Therefore, marks could not be awarded.

Many candidates wrote a lengthy introduction and mentioned some of the positive and negative opinions outside the word count limit. Candidates are reminded that this is a summary question. Candidates can write in their own words but the answers must be taken from the given passages.

In **Question 5(b)**, most candidates gave their opinion and explanations very well about child labour and scored full marks. However, some candidates did not understand the question fully and wrote about child labour in general without giving their opinion or explanation either from the text or from outside the texts.

# URDU

---

**Paper 9676/03**  
**Essay**

## **Key messages**

In order to perform well in this paper, candidates should:

- Plan their essay before they start writing in order to produce well-structured and persuasive arguments.
- Write a composition on the essay title, not the general topic heading.
- Stay within the prescribed word limit.

## **General comments**

Overall, the performance of candidates was good, with a high proportion of excellent scripts. In the best essays, candidates showed a genuine interest in the question that they had selected and they were able to produce an extended piece of writing that was relevant, detailed and showed a solid understanding of the issues raised by the question. These essays were mature and thoughtful and clearly reflected an in-depth study of the topic area.

A significant number of essays did not address the precise wording of the question or showed a misunderstanding of the task set, leading to generalisations and irrelevant answers. It is particularly important that essays should target the precise terms of the question and not merely relate to the general overarching topic area.

Planning is a useful step in writing a good essay as evidenced by a number of scripts. Candidates who organised the material and their ideas, even briefly, before writing, tended to gain higher marks for Content and were more likely to present their arguments logically, using paragraphs and a range of linking words. Candidates who were not as deliberate in their planning ended up repeating points already made which affected the overall structure of the essay.

### *Quality of language*

The best essays demonstrated a good level of grammatical accuracy and variety in the choice of vocabulary and structures, including topic-appropriate vocabulary and thoughtful use of linking words, which enabled candidates to communicate their ideas effectively.

The best essays included a wide range of clause structures and complex sentences. Candidates who achieved the highest marks were very deliberate in their use of sophisticated idioms and metaphors to further enhance their essays.

Some candidates showed little grammatical and structural awareness and there were inaccuracies in irregular verbs, subject-verb agreements, articles and basic grammar.

## **Comments on specific questions**

### **Question 1**

This was a fairly popular question and candidates raised some good points when attempting to answer it. Some responses demonstrated an insightful discussion raising points for both sides of the argument. It was evident that some candidates had considered all aspects of the question and could give a balanced response. The very best essays mentioned the importance of politics within society and how the youth play a very important role in the country's future. Points were further developed by candidates who mentioned that

the youth should therefore educate themselves on politics so that they can gain a better understanding which will guide them in their adult life. They could also highlight some drawbacks to getting too involved in politics at an early age such as not being able to concentrate on their studies and being taken advantage of by politicians as a result of being easily influenced and naïve.

Some candidates stated that if members of the youth were particularly keen and ambitious in politics, they could consider pursuing further studies within the area of politics to gain sound and thorough knowledge instead of being influenced by propaganda and dangerous tactics often deployed by political parties.

Less successful essays were very one-sided and provided examples and points for why the youth should not participate in politics but did not balance their argument with reference to why the youth are a vital asset to the future and development of a country.

### **Question 2**

This was a very popular question and there were some very interesting responses. Candidates thoughtfully presented their discussion on the reliability of the information provided by media outlets. Most candidates discussed modern-day social media and the increase in platforms such as Twitter, Instagram, Facebook and YouTube where a member of the public can openly share information with very little thought on the source of the information and whether it can be trusted. The best responses were able to give references and examples to support their argument. For example, some candidates mentioned fear most recently around covid-19 and vaccinations. They emphasised the detrimental effects of sharing fake news such as causing someone to feel distressed and anxious.

The best responses gave detailed answers not only discussing why media outlets cannot be trusted but also sharing their views on more trustworthy sources of gaining information. For example, some candidates explained that trusting information provided by a qualified expert was more reliable than trusting information found on Twitter or Facebook. Candidates also highlighted how in the past it would be difficult to gain access to such rich and informative knowledge; however, it is now easily available to us as a result of media. Some candidates also mentioned how trusting all information given can result in more vulnerable people being exploited and an increase in fraudulent activity and scams.

Overall, most candidates were successful in providing a well-planned and structured essay presenting their thoughts and ideas in a coherent and logical manner.

### **Question 3**

This question was attempted by some candidates who were able to show sound knowledge by providing well-structured and coherent arguments. The best responses considered all aspects of the question in a relevant way, with points that had been elaborated on and justified. A few candidates had thought about both sides of the argument with some responses identifying that it is very difficult to ensure that every single person is given a fair and equal opportunity; however, more is being done in workplaces to promote equality.

A few candidates made relevant and well-thought points and could justify their ideas by giving examples of successful role models who were able to overcome barriers such as disability and poverty in order to achieve their goals. More able candidates extended this argument by providing suggestions of what can be done to minimise any issues such as having a fairer selection process.

Many responses included points that suggested that in certain cultures men are seen as household income providers. Therefore, boys' education is seen as more important as compared to girls' in certain societies. They also mentioned how people that belonged to low economic backgrounds had fewer opportunities in life as they had poor literacy skills and would therefore struggle to achieve their full potential.

### **Question 4**

This question was very popular. Many essays showed a deep understanding of physical activities and how they can affect our health and life. The best candidates could list the many health benefits of regular physical activity such as reducing the risk of heart disease and obesity and enhancing better mental health. They could also identify why it may be difficult for people to spend time on these activities as most people work more hours and the rise of social media has resulted in people becoming more demotivated to prioritise physical activity in their daily routine. Some candidates were able to balance their argument by discussing how social media can sometimes positively influence us to participate in more physical activity as we can gain information and knowledge that can assist in our fitness plans and goals.

Some candidates provided a general essay highlighting different types of physical activity, but the points made did not relate to the essay question and therefore these candidates could not score high marks for Content. It is advised that candidates ensure they address the precise concept of the question rather than writing irrelevant and general essays that relate to the broader topic area but do not target the specific question.

### **Question 5**

This was the least popular question. However, candidates who answered it did well. They argued that despite significant medical improvements, diseases are increasing. Some candidates stated that the reason there is an increase in diseases is that we now have the facilities to detect and diagnose diseases more efficiently. They further developed this argument by stating that advances in medical equipment allow us to take X-rays, CT scans, and ultrasounds and perform operations with more ease. The best responses could also provide examples of daily life choices that could increase your risk of developing diseases. Some of these examples included stress, diet, lack of physical activity, less sleep, and respiratory conditions as a result of living in polluted areas. Candidates should be aware that simply providing a list of contributing factors is not sufficient and more detailed answers that show extensive knowledge of the subject will score higher marks.

# URDU

Paper 9676/04  
Texts

## Key messages

To do well in this examination, candidates should:

- choose carefully either part (a) or (b) in each of their chosen questions and think carefully about the focus of the question.
- explore all required elements of the question and provide a complete and relevant answer.
- include detailed and relevant references to the set texts.
- answer the question precisely, stating in the introduction what will be said and then reach a sound conclusion.

## General comments

Candidates are reminded that they must write their chosen question numbers clearly in English.

Candidates should not write an opening paragraph which addresses, in rather general terms, the author, his or her works or the audience that he or she was addressing. Candidates should focus on the requirements of the question rather than writing about the life and achievements of the author.

Candidates should select the question they choose to answer carefully and ensure that their material is relevant. Sometimes the material was tailored efficiently and relevantly to the chosen question, but at other times, answers were generalised or seemed to be an answer to a question from a past paper which had been used as exam practice.

The best responses were those that were carefully planned (rough notes/essays plans were often evident on the answer paper, although it is helpful if these are crossed out to avoid any misunderstanding) and which led to a clear conclusion. Candidates are advised to leave time to re-read, check, and edit their work.

It was also evident throughout the scripts that some candidates were overly conscious of the total number of words. Candidates are advised that there is a certain amount of room available for additional words. This lack of awareness led to an abrupt ending.

## Comments on specific questions

### Question 1

- (a) A large number of candidates attempted this question and secured good marks in both parts. Many candidates managed to address the focus of this question very well. This is a passage-based question and all the answers should be given with reference to the ghazal mentioned in the question. Most candidates managed to answer part (i) very well, but only those who answered part (ii) in detail were able to access the high mark bands in the mark scheme. Many candidates, while attempting part (ii), repeated the same content explaining the given poetry only. The candidates should remember that in part (ii) they needed to discuss the whole ghazal rather than the given couplets.
- (b) This was an essay type question where candidates were asked to analyse the poetry of a given poet with reference to the focus of the question. Only a few candidates attempted this question. There were a number of good responses, but some candidates simply wrote a biography of the poet rather than addressing the statement given in the question.

### Question 2

- (a) A very good number of candidates have attempted this question and secured good marks. The majority of candidates secured high marks in both parts. Candidates who focused their responses on the given extract scored well. Some candidates repeated their content from part (i) while answering part (ii) rather focussing on the main focus — اہلیس کے بارے میں شاعر کے خیالات کا تجزیہ ۔
- (b) This question was the most popular in this section. The majority of candidates wrote good answers and focused on the precise requirements of the question. Whereas some discussed only one aspect of poet's poetry. The focus of the questions was to elaborate on سیاست اور شاعرانہ حسن . Stronger candidates discussed both the politics and the poetic devices used in the poetry. Many candidates focused on one aspect rather than addressing both aspects demanded in the question.

A few candidates wrote an irrelevant answer by choosing a poet/poetry which was not included in the paper at all, e.g., discussing Nazir Akbar Abadi's poetry. Therefore, marks could not be awarded.

### Question 3

- (a) A very small number of candidates attempted this question. Some candidates have simply explained the extract from the poem. Only a minority addressed the focus of the question in their discussion in relation to the given poem.
- (b) There were very few answers to this question. Some of those who attempted the question analysed the poetry well in the light of the focus of the question.

### Question 4

- (a) A large number of candidates attempted this question. Most of them addressed the focus, made a good stance and defended it with quotations from the text. They therefore secured marks in the upper bands.
- (b) Only a small number of candidates attempted this question and secured good marks.

### Question 5

- (a) This was a fairly popular option in **section 2**. However, some of those who attempted this question misunderstood the focus of the question and could not secure good marks. Some candidates were unable to discuss the demand of the question with the keywords (مرامات یافتہ طبقے کا دوسروں کی مجبوریوں سے فائدہ اٹھانا) and reproduced the story and characters of Afsana.
- (b) This was another popular option in **section 2**. Many candidates who attempted this question wrote detailed responses and could access high band marks. This question asked candidates to analyse the husband's character as per character's developments in the story. Weaker candidates appeared to be dependent on narrative, memorised oddments and quoted very few references of the changes that happened in his character as a husband.

### Question 6

- (a) A large number of the candidates who attempted this question secured good marks by analysing the characters; however, they included almost all the characters rather than looking at the subsidiary characters. This question asked the candidates to discuss the importance of subsidiary characters in the drama Anarkali.

- (b) This question asked candidates to compare the two main characters of the drama. Those who understood the focus of this question and included references from the text to support their answers secured the top band marks, while those who simply described the characters and did not compare them could not access high band marks.



# URDU

---

**Paper 9676/05**  
**Prose**

## **Key messages**

For this exam, all candidates need to learn a correct approach to translation which requires a transfer of meaning in Urdu in an appropriate way. When translating from English to Urdu, it is important to learn the grammar rules for both languages because they can be different. Additionally, candidates should have a good understanding of standard Urdu language.

All candidates should follow these guidelines for a good piece of translation:

- carefully read and understand the English text in its context;
- always translate complete sentences and avoid translating individual words or phrases in isolation;
- avoid transliterating individual English words or phrases word for word;
- do not add a personal interpretation of the text – only translate what is there;
- write Urdu sentences accurately with correct spelling, grammar, numbers, dates and tenses;
- do not mix up gender, singular and plural forms;
- use proper standard Urdu words and phrases and avoid using words from any other languages or from their spoken dialects.

## **General comments**

Most candidates understood the task requirement and did well on the translation. There were a few excellent pieces of Urdu translation.

Some candidates were unable to translate certain words and phrases accurately. Many responses did not present complete Urdu sentences in a structured and coherent way. They also contained grammatical and spelling errors. Some candidates wrote their translations in an informal style and used many words from other languages.

Overall, many candidates did not translate certain keywords and phrases well and struggled with phrases like *'how we produce food'* and *'to each country's economy'*, while many candidates translated some other phrases very well, such as *'they try to live life in a way'* and *'the food we eat and the clothes we wear'*.

Understanding of the correct tense, use of singular and plural forms and gender was essential for conveying the correct meanings. All candidates must avoid the use of superfluous words and phrases and should not try to interpret in any way the English text when translating it into Urdu.

A few candidates wrote their Urdu translation in the same style as they would informally speak to each other and some used Hindi or English words.

Although most responses did make sense and transferred general message correctly, some candidates read a few words in a sentence and translated them into Urdu.

**Comments on the question**

Many candidates did not translate the following phrases well:

like plants, grass and trees.	مثال کے طور پر پودے، گھاس اور درخت
a flower's leaves turning brown	پھول کے پتے بھورے ہو رہے ہیں
referring to the environment,	ماحولیات کے حوالے کے طور پر
our exploitation and misuse	ہماری جانب سے استحصال اور غلط استعمال
on our planet.	ہمارے کرے / سیارے پر
and the world around them.	اور ان کے اطراف کی دنیا
how we produce food	ہم کیسے غذا پیدا کرتے ہیں
on the list of priorities for many nations,	کئی قوموں / ملکوں کی ترجیحات کی فہرست میں
that environmental concerns	ماحولیات کے بارے میں تشویش
which might threaten economic stability.	جس سے ممکن ہے معاشی استحکام خطرے میں پڑ جائے
is the greatest challenge of our age.	ہمارے دور کا سب سے بڑا چیلنج ہے

Most candidates translated the following phrases very well:

with nature and living things	فطرت اور جاندار چیزوں سے
It is an indicator of life;	یہ زندگی کی علامت ہے
knows that it is going to die	تو وہ یہ جانتا ہے کہ اب وہ مرنے والا ہے
a more specific meaning	ایک اور خاص مفہوم
and what we do with our waste.	اور ہم کچرے کا کیا کرتے ہیں
but the difficulty is	مگر مشکل بات یہ ہے