

FIRST LANGUAGE URDU

Paper 3247/01
Reading and Writing

GENERAL

The performance of the majority of candidates was at least satisfactory, with many producing very good performances. The main problem that again faced many candidates was that of understanding exactly what is required by the questions and responding appropriately. This is assuming that candidates possess the linguistic ability and competence to do so.

In this paper there are two passages of about 350 words each on a linked theme. This year the theme was the historical development and current state of the clothing industry in Europe and Asia.

Candidates are required to read the two passages and answer the two questions that follow them, both of which require extended responses. Marks are awarded for content (10 marks), language (10 marks) and organisation/structure (5 marks) giving a total mark of 25 marks for each question. There is an equal weighting to each question giving a total for the paper of 50 marks.

QUESTION ONE

'donoN ybaratoN ke havale se maghrib awr mashriq men malbusat ki san'at ke mawjuda halat ka muwazana kijiye'

'With reference to both passages compare the current state of the clothing industry in the East and West.'

This question required candidates to write a direct **comparison** of the two contrasting facts and comments discussed in the two texts.

Candidates are expected to:

- (i) Make comparisons with direct reference to these texts
- (ii) Use, as far as possible, 'their own words'.

This question was satisfactorily rather than well answered by most candidates. The best were those who were able to extract the main points of each passage and fit them together in such a way as to make appropriate comparisons and contrasts between them. Of course there are points from each text that should be mentioned: the differing attitudes to ready-made and home made clothes, the changing focus of manufacturing clothes from west to east, the relative expensiveness of manufacture in the west while cheap labour and factories are available in the east, etc. This does not mean that the content should be copied word for word. Such responses scored lower marks for language because the language used was copied from the text and therefore does not demonstrate the candidates' language abilities.

The best responses were from those candidates who wrote their own response to the question, comparing and contrasting the different facts and points of view expressed in the two passages. The most significant problem this year was that far too many candidates simply wrote two lengthy paragraphs, the first paraphrasing Passage A and the second summarising Passage B. Indeed, some even wrote the Urdu word for summary, '*khwlaasa*', at the beginning of their responses. Because they were asked to compare the two passages, merely summarising the passages without making any direct comparisons or contrasts did not enable them to score high marks. That is not a '*muwazana*'.

QUESTION TWO

The aim of this question, although based on the main theme of the texts, is to provide a stimulus for creative and imaginative writing on a topic which derives its theme from the texts, but not directly so. At the time the candidates were asked to write a composition on the following theme:

'aap ke mulk men fashion ke asraat.'

'The effects of fashion in your country.'

This question gave candidates an ideal opportunity to demonstrate their ability to write Urdu. Fashion is a topic upon which many young people hold strong opinions and there were certainly some very powerful invectives against fashion as a western concept which is corrupting Pakistani young people. The better candidates however produced well constructed, balanced and often amusing essays on the subject. They were able to make their points using their own words within a planned framework, unlike weaker candidates who merely rambled from point to point in an unstructured way.

Although the question was designed so that candidates would not necessarily need to make use of much material from the passages, the weaker candidates did rely overmuch on material drawn from the passages, or more worryingly missed the point entirely and wrote an essay on the clothing business in their country. This of course did not earn them high marks because they had not addressed the question. On the whole, this question was much better attempted by candidates than the first task.

There were very few candidates whose written Urdu was not up to the task, although a minority of papers displayed a very messy handwriting style with crossings out and scribbled insertions. Presentation of work is important and some scripts were much harder to read than those that were clearly written and neatly presented.

The length of some of the responses was also problematical. The rubric states very clearly that answers should be about 250 words. The length of some scripts was well over double that limitation; these scripts will have lost some marks for structure and content. It is very important to follow rubrics if high marks are to be achieved.

That being said, overall the majority of candidates wrote relevant, interesting and linguistically accurate responses to both questions.

FIRST LANGUAGE URDU

Paper 3247/02

Texts

General comments

Overall the performance of candidates was very good. The majority of candidates demonstrated the ability to write very detailed responses that were relevant and well illustrated. Most candidates had sufficient command of the Urdu language to enable them to express their ideas competently. Candidates attempted all four questions in the paper with **Questions 1** and **3** being the most popular.

Comments on specific questions

Section 1: Poetry

Question 1

This question was about the poem *Nazm e Qaumi* by Akbar Alahabadi. There were five parts to this question and candidates were required to answer all five parts. This was by far the most popular question and on the whole was answered well.

- (a) Almost all the candidates answered this part correctly although some candidates only gave the poet's name and not the title of the poem which was required as well, thereby only scoring one mark.
- (b) The majority of candidates answered this part very well and comprehensively. A very few candidates were unable to express the inner meaning of the verse.
- (c) This was a fairly straightforward question but required reference to the poem with examples. With reference to the verses, most candidates expressed ways to make a nation popular. On the whole most candidates answered very well.
- (d) This part of the question was well attempted. The majority of the candidates were able to give their own opinion with reference to the poem and showed a good understanding of the text.
- (e) A very popular part of the question. Candidates demonstrated the ability to write very detailed meanings for the words and phrases and apart from a very few candidates the majority achieved full marks.

Question 2

Shikwa Jawab e Shikwa by Allama Iqbal

Apart from a very few candidates, most showed a very good understanding of the topic, describing and discussing the poet's qualities in encouraging the nation to be vigilant and in his message of continued struggle. Those who illustrated their answers with close and relevant reference to his poetry achieved the highest marks.

Section 2: Prose

Question 3

Dastak Na Do by Altaf Fatima

(a) and (b)

Almost all candidates who attempted this question achieved high marks. Candidates covered the topic well and were able to correctly identify the habits of both characters using good, relevant quotations from the original text. There were some very good comparisons made between the two sisters.

Most candidates discussed Safder Yasin's feelings and his love for Gatee and gave relevant examples from the text about Amma Begum's attitude. There were some excellent pieces of writing with well chosen quotations. Those who picked up all the appropriate points with clear explanations in their answers scored high marks.

Question 4

In response to this question candidates were expected to give their own opinions, justifying their thoughts and feelings with relevant examples from the text and in this most candidates were successful.

The majority of candidates wrote good essays in response to this question and wrote about their own feelings and opinions when comparing Amma Begum with Jehangir Mirza. Again candidates who supported their answers with quotations which demonstrated why Amma Begum's character was so interesting achieved the best marks.