

# URDU

**Paper 9686/02**  
**Reading and Writing**

## Key messages

- The language used was generally very good and to a high quality.
- Candidates who did not do well needed to understand the focus of each question by reading the rubric carefully. Some candidates wrote well but the response did not meet the demands of the question.
- It is important to answer what exactly was asked in the question. Any other or irrelevant information was not accepted.
- A few candidates did not attempt some questions in **section 3** and **4** that caused automatic deduction in the Content as well as the Language marks.

## General comment

The theme of the passages was about ‘the protection of minority languages by the government: its pros and cons’ which was extremely interesting and informative for most candidates. However, average responses needed to be extra careful while reading about the nature of comprehension questions to respond precisely and appropriately. This required candidates for being extra vigilant in choosing what exactly to write as their response for each question.

The Urdu text passage in **Section 1** supports ‘The protection and promotion of the minority languages by the government’ and considers it a great tool for candidates to connect to their past. The text passage in the **Section 2** talks about the disadvantages of the protection of the minority languages by the government’ Majority of the candidates understood the passages well and answered the question accurately.

However, with **Question 5a** throughout, some failed to read and understand the focus/keywords of the question to answer appropriately. In average they gained 5 – 6 marks.

Although, majority of the candidates used their time and skills to answer all questions correctly but there were some cases where candidates copied responses from the inserts indiscriminately. In some instances, they prolonged their responses with unnecessary details due to lack of understanding of the focus of the question. In other cases, some candidates wrote very well in terms of vocabulary and grammar, but unfortunately did not keep the focus on the specific details asked in the question.

Some weaknesses and errors in spellings and grammatical structures were still noticeable in lower ability candidates.

## Comments on specific questions

### **Question 1**

Most of the candidates were able to make sentences with the given words.

In response to writing sentences for the given words, most candidates understood the words and provided right answers. Some candidates did not know the meaning of some of these words like زبانی. Some candidates used زبان rather than زبانی instead. Some candidates did not fully understand the word قدیم.

Only a few candidates found it difficult to make a sentence from 1(a) مقبولیت and 1(d) مقامی because they did not understand the meaning of these words and so could not construct a sentence. In a few cases, candidates lifted the material from **section 1** insert, word by word and copied it as their own sentence sometimes by omitting one or two words but without attempting any addition or manipulation.

Some candidates used مقبولیت as شہرت and some others used it for negative reasons. A few were confused with the use of the word انتظامات and used it as اقدامات.

## Question 2

The candidates were supposed to find the synonym phrases from the text. Most of the candidates were able to find the right phrases. However, some candidates did not understand the phrases and omitted one or two words from phrases in the text. Similarly, a few candidates still misunderstood the rubric for **Question 2** and end up writing the meanings in their own words rather than choosing from text of passage in **Section 1**.

Less than half of the candidates were able to give correct answers to all five parts of this question.

The most problematic words were 2(a), 2(c), 2(d). Candidates' responses showed that they did not have an exact understanding of the synonyms given in the question. Similarly, correct spellings were missing on most of the required phrases, but some failed on phrases (ممکن نہیں ہو گا) and word (جاننے کے لیے).

## Question 3

- (a) A few candidates responded to **Question 3(a)** in which only one point was correct, not both. Instead of writing minority languages or little/less spoken languages they wrote the names of those languages which was not asked.
- (b) Most candidates were able to write all 4 points. Other candidates mostly missed تخلیقی and معلومات. While some missed on (اگلی نسلوں تک منتقل ہو جائے گی).
- (c) Most candidates were confused about the 3rd point (ماضی سے تعلق قائم رہتا ہے). Instead of writing 'if the language is protected, it keeps people connected with their past' they mostly wrote 'if the language is not protected then they are disconnected with the past'. The candidates did not understand that the answer had to be in the positive format; instead, they wrote in a negative format.
- (d) Most of the candidates attempted this question very well. However, some did not cover the first point and lost one mark.
- (e) Most candidates missed the point that it is not government duty, or the locals should do it while some got confused on (لوگوں میں اسے سیکھنے اور بولنے کا شوق پیدا ہو گا) due to lack of understanding of the focus words in the rubric (حکومتیں کیا کر سکتی ہیں؟) in the question. Some candidates who understood the question demands scored full marks.

## Question 4

Again, more than half were able to give correct answers for all parts of **Question 4**, and these candidates were able to achieve language marks of 4 and 5.

- (a) Most of the candidates were able to give both points for this question. Very few candidates missed one point (اسے استعمال کرنے والوں کی تعداد سے).
- (b) Most of the candidates, who could not answer all the three points, missed one or both parts of the third point: (معاشی ترقی کے لیے ضروری ہیں) or (پڑھنے لکھنے اور حساب کتاب کی صلاحیت).
- (c) Most of the candidates answered this question well by writing all the three points. However, a small number wrote only 2 points (سیکھنے کی ضرورت ہے).
- (d) Majority of the candidates answered this question very well. However, some candidates did not mention 'muaasharti taur pe' for (معاشرتی طور پر الگ سمجھیں گے) and thus lost a mark.
- (e) Most of the candidates answered this question well. However, some candidates lost the mark because they missed the point that it effects the national identity/identity of country (قومی شناخت کے لیے نقصان دہ).



### Question 5

- (a) Most candidates were able to achieve 6 to 7 marks for **Question 5(a)**.

Only a few of the candidates did not understand the focus (اقلیتی زبانوں کے تحفظ کے فائدے اور نقصانات) of the question and explained the positive and negative aspects by prepared understanding of general trend of questions from previous years.

Some candidates misunderstood and used a lot of information which was not related to the question hence losing marks on the word count. The points under discussion were specific and needed exact information about the lesser taught languages but some candidates included other information which was not related to the text, hence making the essay longer but included a lot of information which was not relevant.

There was sufficient material available to write at least eight to ten points from both passages to cover advantages and disadvantages.

Some candidates did write an introductory paragraph about the topic which lost a significant number of the word count, while a few candidates copied out irrelevant details from the insert.

- (b) Majority of the candidates gained high marks due to inclusion of question demands (اقلیتی زبانوں کے تحفظ میں رائے) within their response.

Their performance was mostly excellent achieving the full content mark. For language most were in the higher brackets and scored 4 or 5 out of 5.

A variety of writing styles appeared in response to this question. Most of the candidates wrote both opinions from outside the passages.

# URDU

---

**Paper 9686/03**  
**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. The best candidates showed a genuine interest in the question that they had selected and were able to produce an extended piece of writing that was relevant, detailed and showed a solid understanding of the issues raised in the question. Their essays were mature and thoughtful and clearly reflected an in-depth study of the chosen title. A significant number of scripts, however, did not address the precise wording of the question or misunderstood 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 the 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 link 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 were error-free with evidence of a wide range of clause structures and complex sentences being used. 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 with irregular verbs, subject-verb agreement, articles and basic grammar.

## **Comments on specific questions**

### **Question 1**

Several candidates successfully answered the question, making it the third most popular question attempted on the paper. Notably, the best candidates showcased their ability to present a well-balanced argument regarding the effectiveness of a joint family system in the modern day.

These candidates demonstrated a comprehensive understanding of the topic, highlighting both the advantages and disadvantages and could effectively analyse some of the various factors influencing its functionality. They acknowledged the positive aspects of the system including mutual support for one another, shared responsibilities, and the preservation of cultural values. Simultaneously, they also critically

evaluated the challenges posed by modern lifestyles, including individual autonomy, privacy concerns and the need for adaptability in an ever-evolving society.

In their responses, the top candidates substantiated their arguments with relevant examples and insightful reasoning. They recognised the success of the joint family system depends on various factors such as effective communication, mutual respect and the willingness to adapt traditional practices to suit contemporary needs. Overall, the best candidates skilfully demonstrated analytical thinking, critical evaluation and wrote relevant essays that directly addressed the question.

## **Question 2**

The candidates who explored this topic recognised the fundamental role that law-and-order play in maintaining discipline within a society. They acknowledged that the rule of law establishes a framework of regulations, consequences and enforcement mechanisms that serve as deterrents of potential misconduct. They understood that without this framework, it becomes challenging to ensure compliance and discipline on a larger scale. The best candidates were able to give alternate mechanisms that did not rely solely on laws. These candidates argued that a strong moral compass, instilled through education, cultural upbringing and personal principles could guide individuals to act responsibly and ethically even in the absence of legal enforcement.

However, it is important to note that while the candidates recognised the potential for discipline without law and order, they also acknowledged the limitations and challenges associated with such a scenario. They acknowledged that relying solely on moral values and social mechanisms could be subjective, open to interpretation, and susceptible to exploitation. They also recognised that in complex societies with diverse populations, varying perspectives on what constitutes discipline could arise, making it difficult to maintain consistency and harmony. Candidates made good points that showed a sound understanding of the issues raised and wrote essays that were accurately written using language articulately and fluently.

## **Question 3**

This question was attempted by some candidates who were able to show sound knowledge providing well-structured and coherent arguments. The best responses addressed the specific question and considered all aspects of the question in a relevant way, with points that had been elaborated and justified. Many candidates were able to identify that tourism can bring substantial economic benefits to a country. They highlighted the role of tourism in stimulating business growth and development. Candidates argued that an influx of tourists creates a demand for various goods and services, ranging from accommodation and transportation to restaurants, souvenir shops, and local attractions. This increased demand fosters entrepreneurship and encourages the establishment of new businesses, thereby contributing to job creation, income generation, and economic expansion.

Additionally, the candidates acknowledged the need for responsible tourism practices that minimise negative impacts on the environment, culture, and local communities. They emphasised the importance of sustainable tourism development to protect natural resources, preserve cultural authenticity, and ensure long-term economic viability.

## **Question 4**

This was the second most popular question attempted and garnered significant attention from a large majority of candidates. These candidates displayed a balanced argument, carefully analysing the impact of technology on accessing and gaining new knowledge.

The candidates acknowledged that technology and online platforms have made education widely accessible to people from all walks of life. They highlighted how individuals can utilise tutorials, online classes, and other digital resources to acquire new skills, broaden their knowledge, and enhance personal and professional development. They recognised that these resources have revolutionised education, breaking down barriers such as geographical limitations and financial constraints.

Moreover, the candidates discussed the profound influence of technology, especially during the pandemic. They acknowledged the shift to online classes and remote learning, which ensured educational continuity despite challenging circumstances. They emphasised the flexibility and convenience that technology offers, enabling individuals to learn at their own pace and from the comfort of their homes. This accessibility allowed candidates, professionals, and lifelong learners to engage in education irrespective of their location or daily commitments.

The best responses gave a balanced argument and also highlighted the potential limitations that arise as a result of relying heavily on technology. They considered the missed social opportunities and emphasised the value of face-to-face interactions with peers and educators which could result in social development, teamwork, collaborative learning and networking. The best responses further developed this point and mentioned the impact of increased screen time on an individual's emotional, physical and mental health.

### Question 5

This question was the most popular question answered on the paper and those who were able to answer the question specifically, did well. The best responses addressed the cause-and-effect relationship between industrial progression and pollution. Candidates argued that industrial progression is vital especially in underdeveloped countries and there is a positive impact on a country's economy and general growth because of it. Candidates also recognised that as industries grow and evolve, there is a need to closely monitor and regulate their environmental impact. They argued the need to acknowledge the responsibility of industries to adopt cleaner technologies, implement pollution control measures, and promote sustainable practices to mitigate the negative effects of industrial activities.

Furthermore, successful candidates considered the role of governmental policies and regulations in controlling pollution and promoting sustainable industrial practices. They discussed how effective environmental policies, emission standards, and incentives for clean technologies can encourage industries to reduce their pollution levels and adopt more environmentally friendly practices.

In summary, the question required a balanced argument that acknowledged the positive aspects of industrial progression, such as economic growth and technological advancements, while also recognising the associated increase in pollution levels. Candidates should highlight the need for industries to take responsibility for their environmental impact and the importance of governmental regulations and incentives to promote sustainable industrial practices. By addressing these aspects, candidates can provide a comprehensive and well-rounded analysis of the link between industrial progression and pollution. Many candidates provided a strong conclusion emphasising the main points of their essay and were able to provide their own thoughts and opinions.

There were some candidates however who wrote essays on pollution and the negative impacts of it and only linked their points to the question in a limited capacity. This resulted in their marks being limited to lower bands in the mark scheme.

# URDU

**Paper 9686/04**  
**Texts**

## Key messages

### **Teachers should:**

- think carefully about which texts to prepare and aim for ones that their candidates can handle conceptually.
- train their candidates to check carefully that they manage their time in the examination room well and answer **only** three questions.
- encourage candidates to check carefully that they do not answer two questions on the same text.

### **Candidates should:**

- choose carefully either **(a)** or **(b)** and invest in providing a complete and relevant answer to that question.
- write their chosen question numbers clearly in English.
- explore all elements of the questions and understand the focus of the question.
- Make a stance or give opinions and also give justifications or references to expand their responses.

## General comments

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 just answer the question rather than writing about the life and achievements of that author.

The best responses were those that were carefully planned (rough notes often show on the answer paper, although it is helpful if these are crossed through 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 seen that in some cases, some candidates were over conscious of the total number of words. They were regularly counting and writing the number of words after each paragraph. The learners need to be told that there is a certain percentage available for additional words. This has resulted, in some cases, learners making inconclusive ends to their stance for the chosen topics.

## Comments on specific questions

### **Question 1**

- (a)** A good number of candidates have 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 one very well but only those who answer part two in detail scored good marks. In some scripts, a clear repetition of ideas/words and phrases was seen which could have avoided to secure better marks.
- (ii)** Many candidates reproduced the explanation of the same couplets **(a)(i)** and did not concentrate on the main focus of this section with reference to the whole 'Gazal'.  
the candidates who focused on the requirement secured better marks those who just reproduced the information from **part (i)**.

- (b) This is an essay type question where candidates are asked to analyse the poetry of a given poet with reference to the focus in the question. Only a few candidates have attempted this question and secured relatively good marks but those who wrote a general essay on the poet could not score good marks. This was not a popular choice amongst the candidates.

#### Question 2

- (a) A very good number of candidates have attempted this question and secured good marks. Majority of candidates could have secured better marks in both parts if they have given due attention to the focus of the (ii). The candidates who focused their responses only on the given extract did not score well.
- (ii) Some candidates just reproduced the explanation of the same couplets (a)(i) and did not concentrate on the main focus of this section with reference to the whole 'Nazam'.  
بعض کاندیداتوں نے (a)(i) کے جوڑوں کی تفسیر کو دوبارہ لکھ دیا اور اس حصے کے مکمل موضوع پر 'Nazam' کے حوالے سے توجہ نہیں دی۔  
بعض کاندیداتوں نے صرف دیے گئے نثر پر توجہ دی اور اس حصے کے مکمل موضوع پر 'Nazam' کے حوالے سے توجہ نہیں دی۔
- (b) This question was the most popular in section one. The majority of candidates have explained well with regards to the demand of the question, whereas some only discussed poet's life and his contributions rather than addressing the question. However, there was a phrase (جن اشعار کا) (جن اشعار کا) in the question, which restricted some candidates to give references only from the poems in their syllabus. This confusion disallows candidates to cross reference from poems outside the syllabus.

#### 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 have addressed the focus of the question in their discussion in respect to the given poem.
- (b) There were very few attempts to answer this question. Some candidates who have attempted the question and analysed the poetry in the light of the focus of the question, gained good marks.

#### Question 4

- (a) Some candidates have attempted this question and those who did most of them addressed the focus (موجودہ دور کی عکاسی) of the question secured marks in the upper band.
- (b) Many candidates have attempted this question and secured good marks. However, some candidates describe the character rather than the importance of the character. The candidates who targeted the focus of the question secured marks in the top band.

#### Question 5

- (a) The majority of responses to this question produced some excellent outcomes. The best responses included emotive structures and one could sense the empathy the candidate had towards the character of 'Hamid' in the novel. Furthermore, conclusions were often structured in a mature manner as a way of highlighting similar issues in today's society.
- (b) This was another popular option in **section 2** and many candidates have attempted this question and wrote detailed responses to this question and secured top band marks. This question asked candidates to analyse the Afsana and its importance in the present era for readers. Weaker candidates appeared to be too dependent on narrative. The candidates with command on the subject matter secured top band marks.

#### Question 6

- (a) Majority of the candidates who attempted this question secured good marks by analysing the characteristics of the main character 'Akbar' proving if he was worthy of sympathy or not. Many candidates compare the traits of his character depicted in the play and made solid conclusions. This gave candidates top band marks.

- (b) This question asked candidates to express their own opinion regarding Saleem's bravery or lack of within drama in the light of events. However, some responses were largely a retelling of the novel and seldom on answering the demands of the question. The best responses included a clear stance throughout the response.