

URDU

Paper 9676/02
Reading and Writing

Key messages

To do well in this examination, candidates should:

- read both the passages and the rubric/questions very carefully
- write their responses precisely, answering the questions in their own words as far as possible
- stay within the prescribed word limits.

General comments

Question 1

Candidates generally did well. There were very few incidents of lifting/copying sentences directly from the text passages without any addition/change. Please remember by deleting one or two words from a text sentence does not qualify it as your own sentence. Most candidates understood the words and then used them in complete sentences correctly.

Question 2

Most candidates answered most of the parts in this question successfully. However, a few candidates did not understand the rubric and wrote synonyms مترادف/ہم معنی (Mutaradif/Hum Ma'ani) instead of antonyms متضاد (Mutazad) for the given words as asked in the question and hence lost marks.

Questions 3, 4 and 5

Most candidates performed very well across the questions. There were some good examples where candidates genuinely related to the topic and gave personalised answers. In **Questions 5(a)** and **5(b)** there were some examples where candidates misunderstood the question or did not include relevant answers in the first 150 words and started with an introduction based on irrelevant responses hence missed out the correct answers within first 150 words count. All parts of each question must be answered correctly to enable full marks.

Comments on specific questions

Section 1

Question 1

Most candidates did well with this question. For **1(b)** the word عرصہ was sometimes confused with عرصے and for **1(d)** تجربہ was confused with تجربے. A few candidates used the plurals of these words. Otherwise, this question was generally well-understood and well-answered.

Question 2

The word that caused the most confusion in this question was نتیجہ where candidates were expected to write نتیجہ/نتیجہ. Other than this, one of the most common mistakes was writing incomplete word or with wrong spellings.

Question 3

- (a) Most candidates could do this question well.
- (b) Generally, the question was well answered. Some candidates confused سیاست میں حصہ لینے کی اجازت/سیاست کا تجربہ with ملکی سیاست سے آگاہ point.
- (c) This question was generally done to an acceptable level.
- (d) Some candidates gave a confused answer on the second point.
- (e) Generally, well done. Only a few candidates missed the third point.

Section 2

Question 4

- (a) Very few candidates were unable to get full marks here.
- (b) The question was answered well but some candidates missed the first point.
- (c) This question was also answered quite well overall.
- (d) This question was also answered quite well overall. Some candidates wrote about consulting parents without reference to before joining a political party.
- (e) Some candidates did not clearly mention the third point.

Question 5

A large proportion of candidates responded to **Question 5(a)** correctly and with confidence. Many were able to get 8 marks or above. Some candidates started off their answer with a general introduction, which did not contribute to their marks because in the rubric of **Question 5(a)** specifically the opinion of people was asked. Most candidates were able to stay within an acceptable margin of the word count.

- (a) Most of the candidates found it easy to write their opinion in response to the question asked. Many candidates were able to pick up the full allocation of marks for this question. Some candidates only mentioned the points from within the text and therefore only got 4 marks instead of 5.

Quality of Language

An overwhelmingly large majority of candidates scored full marks for the quality of the language used in their responses throughout the paper.

In some cases, there were minor errors and there were very few cases where the writing was not easily legible. In general, the candidates' quality of language was of a very high standard this year.

URDU

Paper 9676/03
Essay

Key messages

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

- Plan their essay before they start writing 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.
- Ensure their response is relevant and relates to the exact essay title/question. If the broad topic area is addressed but the essay does not refer in any way to the exact essay title, then candidates will not be able to secure higher marks.
- Clearly indicate the correct question number in their response to avoid confusion.

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.

The candidates who achieved the highest marks demonstrated evidence of effective guidance from their teachers, tackling the issues with well-structured ideas and supporting their points with specific examples. Idioms and metaphors were used appropriately, adding flair and sophistication to their writing. A small number of candidates did not indicate the question number or wrote an incorrect one.

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. Candidates are strongly advised to not use English words within their Urdu essays and to ensure spelling is accurate.

Comments on specific questions

Question 1

This was a popular question, and many candidates produced clear and well-organised essays. Candidates demonstrated a strong understanding of how modern communication has transformed the way relationships are built and maintained, and the more successful responses showed careful planning through well sequenced paragraphs and purposeful topic sentences.

The strongest responses discussed how digital communication platforms such as messaging apps, video calls and social media allow people to remain connected regardless of distance. Candidates explained that these technologies make regular and immediate communication possible, helping to sustain friendships and bonds even when face-to-face meetings are limited. Essays that stood out used precise vocabulary and controlled sentence variation to develop these ideas logically. Many noted that online interaction can feel meaningful and supportive, especially for those who rely on technology in their daily lives, and they justified these points with clear examples.

Some candidates also highlighted the practical advantages of virtual communication. They observed that busy routines, long working hours and geographic separation often prevent people from meeting in person, yet consistent online conversations and shared digital activities can still create strong connections. A number of essays also raised the concern that constant reliance on screens may weaken real-life social skills, suggesting that some individuals struggle with in-person interaction because they are more comfortable communicating digitally. Candidates who handled this well used cohesive devices and balanced phrasing to shift smoothly between the benefits and drawbacks.

The best essays also acknowledged that meeting in person can enrich relationships by allowing for deeper emotional understanding. Candidates mentioned the importance of physical presence, body language and shared experiences, while still recognising that meaningful relationships can form without frequent in-person interaction in a world where technology plays an increasingly significant role. Stronger essays supported these reflections with well-reasoned justifications, showing command of academic tone.

Overall, the most successful candidates offered balanced and thoughtful arguments. They supported their views with clear explanations and relevant examples, demonstrating awareness of how modern communication continues to reshape human relationships. Their conclusions were especially effective when they summarised the main argument succinctly and returned to the essay question with a confident final judgement, reflecting a secure understanding of essay structure and control of written expression.

Question 2

This question was not attempted by many candidates, but those who did respond generally handled it with maturity and clear organisation. Their essays were, for the most part, coherent and followed a logical structure, with effective introductions and conclusions that returned neatly to the central argument.

Candidates explored the idea that wisdom is closely linked to age, noting that older people often possess life experience that shapes their judgement and decision-making. Many commented that with years come exposure to challenges, responsibilities and mistakes, all of which contribute to a deeper understanding of life. Stronger essays expressed these ideas with precise vocabulary and well-controlled sentence structures, showing an ability to build arguments steadily across paragraphs.

Several candidates also addressed the opposing viewpoint: that wisdom is not exclusive to older generations. They argued that younger people can also display insight, particularly in areas shaped by rapid social and technological change. These responses were successful when candidates justified their points with relevant examples, such as young entrepreneurs, activists or individuals who show emotional intelligence despite their age. Essays that used clear connective language to manage the shift between viewpoints were especially effective.

The best responses balanced both perspectives, suggesting that while age can enrich a person's understanding, wisdom ultimately depends on personal reflection, learning and character rather than years alone. These essays demonstrated strong reasoning and variety in sentence types and candidates showed control over their ideas by anticipating counterarguments and addressing them convincingly.

Question 3

This was a very popular question, and a large number of candidates produced essays that were both coherent and thoughtfully organised. Many were able to explore the topic with nuance, demonstrating an awareness of the factors that influence access to leisure and how these shape people's experiences. Several candidates highlighted the role of wealth in determining leisure opportunities. They argued that those with higher incomes can indulge in holidays, hobbies, sports, and cultural activities, whereas individuals with limited financial means may struggle to afford such pastimes. A number of candidates pointed out that the availability of leisure not only impacts relaxation but also contributes to overall well-being, allowing some to pursue personal interests more fully than others.

Candidates also examined the influence of working habits and professional demands. Those engaged in long or irregular working hours, or juggling multiple jobs, often find it difficult to set aside time for recreation. By contrast, individuals with flexible schedules or lighter workloads are able to dedicate more hours to leisure pursuits. Age was frequently mentioned as a factor, with younger people typically having more energy and fewer responsibilities, while older individuals may face health or mobility limitations that restrict participation.

The strongest responses presented a balanced perspective, recognising that while wealth, work, and age can limit leisure opportunities, people often find creative ways to enjoy their free time despite these constraints. Many candidates supported their points with concrete examples, drawing on everyday experiences, social patterns, or general observations to strengthen their arguments. They also employed a variety of sentence forms, including complex and compound constructions, and used idiomatic expressions appropriately, which enhanced fluency and readability.

Language control varied across the essays. More accomplished candidates demonstrated confident use of prepositions, verb forms, and tenses, maintaining clarity throughout, whereas some relied on repetitive structures or simpler forms, which slightly weakened the impact of their arguments. The best responses ended with strong conclusions that summarised the discussion effectively, emphasising the wider social and economic implications of unequal access to leisure.

Overall, candidates who attempted this question showed analytical thinking, the ability to justify ideas, and an appreciation of the nuanced factors affecting leisure opportunities. Their essays were generally well-structured, fluent, and demonstrated a thoughtful engagement with the topic.

Question 4

This question was attempted by a large number of candidates, and many produced essays that were well-organised and clearly expressed. Candidates demonstrated an understanding of whether upbringing or formal education plays a greater role in shaping an individual's character. Some candidates, however, began to write about the broader topic area, and their points were vague and only loosely related to the exact title of the essay question. This resulted in them not being able to achieve higher marks.

Many candidates argued that upbringing is crucial in developing values, morals, and empathy. They explained that children learn from the environment in which they grow up, including family guidance, parental example, and social interactions during early life. Strong candidates illustrated this with examples such as respect for others, honesty, and kindness, emphasising how these traits are often cultivated long before formal education begins. Other candidates acknowledged the role of education in providing knowledge, critical thinking, and exposure to diverse ideas. However, the best essays recognised that without a strong moral foundation instilled through upbringing, education alone may not ensure ethical behaviour or social responsibility. These responses argued that character development, empathy, and integrity are primarily shaped by the family and early social environment rather than textbooks or classroom instruction.

The most accomplished candidates demonstrated near-perfect accuracy in grammar, consistently used complex sentence structures, and varied their vocabulary effectively. They employed subordinate clauses and precise prepositions correctly, making their writing fluent and cohesive. By contrast, less proficient candidates showed difficulties with irregular verbs, tense consistency, and the correct use of subordinate clauses. Their sentences were often simpler, and some ideas were repeated or expressed in a less precise manner, which slightly weakened the overall clarity of their essays. The strongest responses also made excellent use of justifications and examples to support their arguments, linking points logically and concluding with strong, reflective summaries that reinforced the main thesis. They showed a clear understanding of essay structure, presenting an introduction, well-developed body paragraphs, and a conclusion that synthesised the discussion effectively.

Overall, candidates who attempted this question demonstrated analytical thinking and the ability to present balanced arguments. The best essays combined linguistic accuracy, varied sentence forms, and well-

supported reasoning, showing a nuanced appreciation of how upbringing and education contribute to becoming a good human being.

Question 5

This question was not attempted by many candidates, but those who did answer it, attempted it very well.

Candidates demonstrated a nuanced understanding of the complexities surrounding tourism and its impact on wildlife.

The best responses considered the significant problems that tourism can create for natural habitats and animal populations. Candidates highlighted how increased human activity often leads to habitat destruction, disturbance to animal behaviour, and pollution, which can threaten the survival of various species. They pointed out that uncontrolled tourism can exacerbate these issues rather than support conservation efforts.

Several essays specifically discussed the effects on ecosystems, noting that deforestation for tourist infrastructure can displace land animals, while increased human presence can disturb nesting birds. Candidates also explained that water contamination, boat traffic, and destructive recreational activities can damage aquatic habitats, affecting fish, coral reefs, and other marine species.

They emphasised the importance of responsible tourism and sustainable practices, explaining that regulations, wildlife protection measures, and eco-friendly initiatives can help mitigate the negative effects on wildlife.

Overall, the best candidates recognised that while tourism can provide economic benefits and raise awareness of wildlife conservation, it often poses serious risks and must be carefully managed. These candidates effectively articulated the need to balance human enjoyment with environmental responsibility, considering ethical and ecological implications. They were also able to provide examples and justifications where relevant to reinforce their arguments highlighting the urgency of protecting wildlife.

URDU

Paper 9676/04
Texts

Key messages

To do well in this examination, candidates should:

- answer only three questions on the paper
- not answer more than one question on the same text
- choose carefully between **(a)** or **(b)** and commit to answering that option fully
- read the question carefully and make sure they understand its focus before writing
- keep the answer centred on what the question is asking, avoiding long general introductions about the text or the author
- refer clearly and consistently to the relevant text in their response
- write the chosen question number clearly in English, as required in the answer booklet
- state in their introduction what their answer will cover, develop their points logically, and reach clear interim and final conclusions
- address all elements of the question and ensure their ideas stay directly relevant
- take a clear stance where appropriate and support their points with justifications or references
- estimate word counts sensibly to avoid spending time counting words line by line.

General comments

It was noticed throughout the paper that the majority of the candidates developing their answers based on the focus of the questions. However, some candidates wrote opening paragraphs addressing the author, their works, or their audience, which did not support the focus of the question. Candidates should answer the question rather than writing about the life and achievements of that author.

It was evident that candidates used past papers in their preparation, and detailed knowledge was shown in those areas. 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 this session's questions, but at other times, there were resounding echoes of previous years' questions. There were hardly any scripts with any irrelevant responses, though in some cases candidates' responses showed a lack of understanding of the focus of the question.

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 seen in some scripts that the candidates started with questions from the top and wrote answers for every question on the question paper. This hindered their opportunity to develop their answers which meant they only wrote very briefly for each question and could not secure good marks.

Comments on specific questions

Following the marking, these are the few issues highlighted that can help candidates and teachers to prepare better in future.

Question 1

- (a) (i)** A small 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 **(part (i))** should be given with reference to the extract mentioned in the question. Most candidates managed to answer part one very well. Those who answered part

two in detail secured very good marks. In some scripts, a clear repetition of ideas/words and phrases was seen.

- (ii) Some candidates reproduced the explanation of the same couplets ((a)(i)) and did not concentrate on the focus of this section with reference to the whole 'Gazal'. میر نے اپنی شاعرانہ خصوصیات کا اظہار بڑے خوبصورت انداز میں کیا۔ The candidates who focused on the requirement secured better marks than those who just reproduced the information from **part (i)**.

- (b) This is an essay type question where candidates are asked to discuss their point of view about a statement highlighting the only one aspect of Momin's poetry with reference to the focus in the question.

Some candidates attempted this question and secured relatively good marks but those who wrote a general essay on the poet could not score higher marks. If they had discussed the concept of 'اس کے دل کی آواز', they may have been able to secure better marks.

Question 2

- (a) (i) Many candidates have attempted this question and secured good marks.

The majority of candidates have secured better marks in both parts if they have given due attention to the focus of (ii) developing their arguments on the focus highlighted in the given poem. The candidates who focused their responses only on the given extract did not score well.

- (ii) Some candidates focussed on the required aspect of the response; however, a few candidates just reproduced the explanation of the same couplets ((a)(i)) and did not concentrate on the focus of this section with reference to the whole poem. The candidates who focused on the required aspect with reference to the whole 'Nazam' secured better marks. Those candidates who understood the question demands and addressed (آدمی نامہ مساوات کے موضوع پر لکھی گئی ایک شاندار نظم ہے۔) secured top band marks.

Some candidates misunderstood the meaning of the word (مساوات) and just reproduced the information from **part (i)**.

- (b) This question was the most popular in section one. The majority of candidates have explained well with regard to the demand of the Whereas some only discussed poet's life experiences than being specific about what extent is the aspect of politics included in Iqbal's poetry? Those candidates who understood the question demands and stayed on the focus of the question secured top band marks.

There was a phrase (اقبال کی شاعری میں) in the question, which did not limit candidates' scope to give references from the poems in their syllabus. However, most candidates elaborated on mainly the poems included in the syllabus in their answers.

Question 3

- (a) (i) Some candidates attempted this question. The majority of the candidates simply explained the extract from the poem. Only a few scripts addressed the focus of the question in their discussion in respect to the given poem.
- (ii) Some candidates who attempted to answer this question with focus. The candidates who have attempted the question and analysed the poem in the light of the focus of the question gained good marks. This was a specific aspect of the question (عام آدمی کے جذبات کی ترجمانی).
- (b) There were hardly any candidates who attempted this question.

Question 4

- (a) There were only a few candidates who attempted this question but misunderstood the focus of the question (عورتوں کی زبان کی بہترین عکاسی) and written general essay on importance education for women.
- (b) Many candidates attempted this question. Many candidates picked two main characters Asgari and Akbari and discussed why they were more impressive secured top band marks.

Question 5

- (a) This was popular option in **Section 2**, and many candidates attempted it, wrote detailed responses, and secured top band marks. Some candidates struggled to discuss the demand of the question with focus (افسانہ گرم کوٹ میں شمی کا کردار حقیقت سے کتنا قریب ہے؟) and simply reproduced the story of the Afsana.
- (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.

The question asked candidates to discuss whether the politician's character accurately reflects in Anandi? (افسانہ آنندی سیاست دانوں کے کردار کی صحیح عکاسی کرتا ہے؟) Many candidates gave examples to show that politician's character accurately reflects in Anandi. These candidates secured top band marks.

Question 6

- (a) This question asked candidates to discuss whether Dilaraam truly loves Saleem. کیا دلاراام سلیم سے سچی محبت کرتی تھی۔ Those who understood the focus of this question and included their own opinions with reference to the text secured the top band marks but those who simply described the character or the story could not score high marks. Overall, most candidates stayed within the required focus and scored good marks.
- (b) The majority of the candidates who attempted this question secured good marks by discussing the death of Anarkali was triumph of love in the drama.

Some candidates struggled to discuss the demand of the question with focus/keywords (انارکالی کی موت) and simply reproduced the story of the drama Anarkali.

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 passage and did well with their Urdu translation. There were a few excellent pieces of Urdu translation scoring very high marks.

A few candidates had difficulty in translating some words and phrases correctly while a couple of translations were not well structured and coherent at all, with blank spaces left everywhere. There were usual mistakes with Urdu grammar and spellings. Candidates continued to write their Urdu translations in a style that is more informal and literal and transliterated English words into Urdu. Some candidates used words from their own dialect or from languages other than Urdu.

A couple of candidates did not score good marks because they failed to translate some important keywords and phrases properly or struggled with phrases such as 'nationality and possibly your address.'

(قومیت اور ممکن ہے آپ کا پتہ), 'There will also be' (کسی کا اس کے علاوہ ہوگا) and 'or ambitious you are?'

(یا آپ کے عزائم کتنے بلند ہیں؟) while many candidates translated some other phrases very well, such as 'to provide

proof of identity,' (اپنی شناخت کا ثبوت پیش کرنے کے لیے), 'a passport, an identity card' (پاسپورٹ یا شناختی کارڈ).

The correct use of tenses, singular and plurals and gender are essential for conveying the appropriate meanings. Candidates must avoid any use of superfluous words or transliterated words or phrases or try to interpret the text in Urdu in any way or form.

A few candidates wrote their Urdu translation in the same style as they would speak informally amongst themselves using Hindi or English words and dialects.

Although most translated responses made sense and transferred the message well; however, some candidates lost several marks when they usually read a few words in a sentence and tried to paraphrase it in their own words into Urdu.

A few candidates omitted some phrases or full sentences in their translations.

Comments on the question

Some candidates did not translate the following phrases well:

to provide proof of identity,	اپنی شناخت کا ثبوت پیش کرنے کے لیے
about you as a person,	آپ کی شخصیت کے بارے میں
and used by someone else	اور کوئی اور انہیں استعمال کر سکتا ہے
What is it that marks	کون سی چیز ہے جو بتاتی ہے
the size of your house	آپ کے گھر کا رقبہ ہے
but they do not tell others	مگر یہ دوسروں کو نہیں بتاتیں
what your passions and interests are,	آپ کے جذبات یاد لچسپیاں کیا ہیں

Many candidates translated the following phrases very well:

If you were asked	اگر آپ سے پوچھا جائے
which is unique to you,	جو آپ کے لیے خاص ہوگا
What is it that marks	کون سی چیز ہے جو بتاتی ہے