

URDU (MAURITIUS)

Paper 3209/01
Composition

Key messages:

This paper consists of two sections:

Section A : To write **one** composition of 120 words in Urdu on one of the three topics provided (letter, speech, dialogue)

Section B : To write **one** composition of 200 words in Urdu on one of the topics provided (narrative, descriptive, argumentative)

In order to achieve a good grade in Paper 1 for this examination, candidates should:

- Read instructions carefully and answer one question from **Section A** and one question from **Section B**
- Adhere to the word limit specified for each section
- Ensure that the work is legible, accurate and logically presented
- Ensure that the work presented is grammatically correct
- Demonstrate proper use of a wide range of relevant and precise vocabulary with correct spelling
- Use of sophisticated vocabulary, proverbs, etc. is definitely an advantage to candidates
- Ensure that they present their responses in the form stipulated (e.g., letter, dialogue, speech etc)
- Plan the use of time for each question and allow time to revise their work

General comments

It was encouraging to note that nearly all candidates attempted both questions in this paper. This reflects good preparation and willingness to engage with the full scope of the examination.

Section A Performance

- Most candidates opted for **part (a) – the letter** or **part (c) – the dialogue**.
- Very few candidates attempted **part (b) – the report**, indicating a clear preference for more familiar formats.

Section B Performance

- The most frequently attempted option was **part (d) – the narrative**.
- A smaller number of candidates chose **part (a) – argumentative**, while only a handful attempted **part (b) – argumentative** and **part (c) – descriptive**.
- This distribution suggests that candidates were more comfortable with narrative writing than with argumentative or descriptive tasks.

Strengths

- Several compositions were **outstanding**, demonstrating originality of thought and creativity.
- Strong responses showed:
 - Proper application of grammatical rules.
 - Effective sentence structures.
 - Use of sophisticated vocabulary.
 - Appropriate incorporation of proverbs and idioms.
- These qualities contributed significantly to higher marks.

Weaknesses

- Some responses were **shorter than the recommended length**, which limited their development.
- Frequent **grammatical and spelling errors** were observed in weaker scripts.
- Inadequate or inappropriate use of vocabulary was also noted, reducing the overall quality of these compositions.

Important Note

Additional marks are not awarded for compositions exceeding the prescribed word limit. Candidates are therefore advised to adhere closely to the recommended length. Exceeding the recommended word limit is often self-penalising, with increased language errors and a greater risk of writing irrelevant content.

Comments on specific questions

Section A: Letter, Dialogue and Speech

(a) Letter Writing

The letter was the most popular choice among candidates. They were required to write a letter to a friend describing a particular day at school. Overall, performance was commendable, with most candidates securing good marks. In most cases, the content was relevant and aligned with the topic.

(b) Report Writing

Only a small number of candidates attempted this question, which required writing a report to the local authority about sports facilities in the area.

(c) Dialogue Writing

This question asked candidates to write a dialogue between themselves and the manager of a restaurant, lodging a complaint about the service provided. It was the second most popular choice. Most dialogues were well constructed, and candidates achieved good marks. However, some candidates unnecessarily included introductory remarks, which were not considered by the examiner. A few also introduced a third character (such as a friend), which was deemed irrelevant.

Section B: Essay

Argumentative Essays (a) and (b)

Only a few candidates attempted the argumentative essays. Some responded effectively with well-structured arguments, particularly on the topic of education, where ideas were communicated clearly and logically. However, others struggled to convey their message, and numerous grammatical errors were observed.

Narrative Essay (d)

This was the most popular option. Candidates were asked to continue a given story. Many produced excellent essays that showcased creativity and imagination. However, some candidates focused excessively on events preceding the incident, leaving insufficient elaboration on subsequent developments. In particular, several candidates employed rich vocabulary, proverbs, and idioms, which were credited. It should be emphasised that proverbs and idioms must be grammatically correct, spelled accurately, and used in appropriate contexts.

Descriptive Essay (c)

This question, which required describing a music concert, was not popular among candidates.

Common Mistakes Observed

(a) Incorrect Vocabulary Usage

Some commonly used vocabulary items in dialogues, letters, and reports were misspelled or written incorrectly. Examples include:

Correct Form	Incorrect Form
السلام علیکم	السلام علیکم/السلام علیکم
آداب	ادب
خیر و عافیت	خیر و آفیت
خیریت	جیریت
تندرست	تندورست
خدا حافظ	خدا حافظ

(b) **Frequent Spelling Errors**
Examples include:

- سالگیرہ (سالگرہ)
- صحت مند (صحت مند)
- خترناک (خطرناک)
- اچھانک (اچانک)
- شکریریا (شکریہ)
- مجھ سے (مجھ سے)
- یکین (یقین)
- وزیرے آزم (وزیر اعظم)
- داوت (دعوت)
- مہمانِ خصوصاً (مہمانِ خصوصی)
- مانی منگنا (معانی مانگنا)
- سوچھنا (سوچنا)

(c) **Incorrect Verb Agreement/Conjugation**
Examples include:

- آپ آئے ہو
- لڑکیاں جاتے ہیں
- وہ نے کہا

(d) Gender and Number Agreement Errors:

- آپ کا اجازت (آپ کی اجازت)
- اپنے چیزیں (اپنی چیزیں)

(e) **Excessive Use of English and Hindi Words**
Examples include:

- سپنا (خواب)
- سنڈر (خوبصورت)
- دانس کرنا (ناچنا)
- انجوائی کرنا (لطف اندوز ہونا)

(f) **Repetition of Words and Phrases**

Several candidates repeatedly used the same words and expressions, which affected the overall quality of their writing.

(g) **Strong Responses**

The best responses demonstrated extensive use of rich vocabulary, idiomatic expressions, and stylistic devices. Examples include:

- محظوظ ہونا
- امید واثق
- خط قلم بند کرنا
- تعطیلات کا عہد
- محنت مشقت کرنا
- اونچی دکان پھیکا پکوان
- ذائقہ دار کھانا
- صیف کا موسم
- لہو پانی ایک کرنا
- شکم سیر ہو کر کھایا
- ناقابل فراموش
- چشم زدن
- جہاں چاہ وہاں راہ

Recommendations for Improving Candidate Performance

- Promote a culture of reading Urdu literature among candidates.
- Encourage candidates to communicate in Urdu during classroom interactions.
- Conduct dictation exercises regularly to strengthen writing skills.
- Ensure students master the spelling of commonly used vocabulary in compositions.
- Guide students to plan their compositions before beginning to write.
- Encourage the correct and contextually appropriate use of advanced vocabulary, proverbs, and idioms.

- Adhere to the prescribed word limits:
 - Section A: 120 words (tolerance of 10–15 words)
 - Section B: 200 words (tolerance of 25–30 words)
- Promote neat and tidy presentation of work. Students should leave a line between paragraphs and begin each question on a fresh page.

Recommendations for Educators

- Foster a reading culture among students.
- Encourage students to converse in Urdu during lessons.
- Conduct dictation exercises periodically to enhance writing skills.
- Promote the use of refined vocabulary and proverbs in student work.
- Regularly conduct remedial exercises focusing on grammar and verb usage.
- Ensure strict adherence to word limits; compositions should be neither too lengthy nor too brief.
- Encourage neat presentation, with students leaving appropriate spacing between sections.
- Instruct students to start each question on a new page.

URDU (MAURITIUS)

Paper 3209/02
Translation and Reading
Comprehension

Key messages:

This paper has two sections:

Section A: Translation

- **Question 1:** Translate a short passage from Urdu into English.
- **Question 2:** Translate a short passage from English into Urdu.

Section B: Reading Comprehension

- **Question 3–Question 8:** Read a passage in Urdu and answer the questions in Urdu.
- **Question 9:** From five given words in the passage, explain the meaning of any three in Urdu.

To achieve a good grade in this examination, candidates should:

- 1 Provide an accurate Urdu-to-English translation without omitting or adding any word or phrase.
- 2 Provide an accurate English-to-Urdu translation without omitting or adding any word or phrase.
- 3 Read the comprehension passage carefully and answer the questions that follow.
- 4 Give the meanings of three words from the passage in Urdu, either as a single word or a short phrase.

General comments:

Candidate performance was generally very good, with most achieving high marks.

Comments on specific questions

Urdu to English Translation (Section A)

This question required candidates to translate a given passage into English. This was within reach of most candidates and they have scored good marks.

Some candidates incorrectly translated the following words/phrases:

Urdu Word	Suitable translation	Inappropriate translation
چالیس سال	Forty years	40
حساب	Mathematics/accounting	Hissab/business studies
ہائی اسکول	High school/secondary school	Huge school/school
شادی شدہ	married	Divorcee
فارغ وقت	Free time	Time/ holidays

Urdu Word	Suitable translation	Inappropriate translation
خاندان	Family	Parents

Translation English to Urdu (Section B)

- This question required candidates to translate a given passage into Urdu.
- Many candidates encountered difficulties while translating the text as they are unfamiliar with certain vocabulary items.
- Some words and phrases were challenging for candidates. For example:

English Words/phrases	Suitable translation	Inappropriate translation
When I grow up	جب میں بڑا ہو جاؤں گا/ہوں گا	جب میں برا ہو جاؤں گا/ہوں گا
Hairdresser	نائی/حجام/بال کاٹنے والا	ہیردریسٹر
Cutting hair	بال کاٹنا	بل کٹنا
Really	واقعی	وقد/واکی
Enjoyed	لطف/مزہ آنا	انجوائی
Around people	لوگوں کے آس پاس/کے درمیان	لوگوں کے پاس/قریب
Famous	مشہور/جانا پہچانا/مقبول	فینس
Feel good with their hair	اپنے بالوں کے بارے میں/کے ساتھ/سے/اچھا محسوس کرنا	مسس/مسوس/فیل
University	یونیورسٹی	یونیورٹی/طلب گاہ
Dream	خواب	پینا/قواب
Popular	مشہور/مقبول	فینس/فے/مس/مشسر
Young people	نوجوان/جوان	جوانی/جون/یونگ
Passion	شوق/دلچسپی/جنون	جونون/جونن/پاشن/پشون
Successful future	روشن/اکامیاب مستقبل	کمیاب/اکامیاب زمانہ

Section B – Comprehension

Candidates performed well on the comprehension section this year, achieving good marks.

Question 3

Most candidates answered this question correctly. They had to give three pieces of information out of the following:

- یہ وہ رشتہ ہے جو دلوں کو جوڑتا ہے
- ایک دوسرے کو سمجھنے اور تعاون کرنے کا باعث بنتا ہے
- دوست کا انتخاب خود کرتے ہیں
- یہ بہت قیمتی اور خاص رشتہ ہے
- اس کی انسانی زندگی میں بڑی اہمیت ہے

Question 4

Many candidates successfully answered this question. Acceptable answers were:

- مددگار
- وفادار
- مشکل وقت میں ساتھ دینے والا

Question 5

Many candidates provided the two required pieces of information:

- غلط کاموں سے روکے
- سچی بات کرنے پر حوصلہ افزائی کرے

Question 6

Candidates were required to provide three of the following pieces of information:

- وہ باتیں جو آپ اپنے خاندان سے نہیں بانٹ سکتے لیکن دوست سے کہہ سکتے ہیں
- خوش رہ سکتے ہیں
- صحت مند زندگی گزار سکتے ہیں
- خوشی اور غم بانٹ سکتے ہیں
- پسند اور ناپسند کا خیال رکھتے ہیں

Some candidates answered in their own words, which was also acceptable.

Question 7

This question was a direct question, and many candidates scored full marks (3 marks) with the correct answer:

- اعتماد
- بھروسہ
- ایک دوسرے کو وقت دینا

Question 8

Another direct question and most candidates answered correctly:

- کیونکہ آپ کے پاس ایک اچھا
- نیک
- اور ہمیشہ ساتھ دینے والا دوست ہے

Question 9

This was an inference question. Some candidates were unable to provide the two required pieces of information. Candidates were asked to give their point of view on why they should respect their true friend. Any appropriate answer relevant to the question was accepted. Some examples are:

- یہ نعمت بہت کم لوگوں کو ملتی ہے
- زندگی بڑے سکون سے گزر جاتی ہے
- مشکل وقت میں دوست ہی کام آتا ہے
- اچھا دوست ہم کو اچھے مشورے دیتا ہے

Question 10

Of the five words provided, candidates were required to define **three** in Urdu (2 marks per correct definition). Many candidates were unable to provide the correct meanings, indicating difficulty with explaining words in context. Note that only 1 mark was awarded for answers with spelling errors. Some candidates did not attempt this question, therefore scoring 0 out of 6 marks.

Conclusion

- Candidates should present their work neatly.
- Candidates may leave a line between answers to improve readability.
- Some candidates struggled with translating complex sentences in the English-to-Urdu section.
- Correct spelling of words is also very important.
- Educators are advised to carry out more translation practices in class, paying special attention to complex sentences and also to the different tenses.
- Educators are advised to promote an Urdu reading culture among their students.
- Translations should match the given text exactly, without omitting any word or phrase.
- In class, students should be encouraged to infer the meaning of unfamiliar words from context rather than using dictionaries.
- Students should read and understand comprehension questions thoroughly before answering.
- Meaning of vocabulary in Urdu can be given in a single word or a short phrase.