

URDU

Paper 9676/02
Reading and Writing

Key messages

- Candidates must ensure that they understand the focus of the question by reading it carefully before answering it.
- In **Questions 1, 3, 4 and 5** it is important to provide detailed and precise answers in line with what exactly was asked in the questions.
- In **Question 2**, there is no definite or set formula for assessing either synonyms or antonyms in each exam series. Candidates must not assume that if one thing was asked in the previous paper, it cannot be assessed again in the following paper.

General comment

Most candidates did very well in the paper and scored high marks.

In **Section 1**, the Urdu text passage was about 'migration of people'. The text passage in the **Section 2** talked about 'disadvantages of migration'. Most candidates understood the passages very well and answered precisely in line with the focus of the questions.

Most candidates used their time and skills to handle questions appropriately. However, some candidates copied responses from the text inserts indiscriminately and copied their responses including 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 one or two questions in **Section 1 (Question 3)** and **Section 2 (Question 4)**, some candidates attempted a total lifting of answers from the text, while many candidates managed to generate correct and precise responses using the text from the inserts.

Some 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 5a**, only some candidates did not fully understand the focus of the question and therefore included irrelevant information in their summaries. However, most candidates achieved high scores.

Comments on specific questions

Question 1

Majority of candidates have attempted this question with success and scored good marks, but some struggled on the word (منفی) while a few got confused with the word (مثبت).

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 **Question 2b** (پردیس) and **Question 2c** (نوائے).

There were spelling errors in a number of responses.

Question 3

In general, it was very well attempted by most candidates, however only a few candidates did not answer correctly.

In **Question 3(a)**, some candidates missed (ا.جی/مقامی لوگوں کے ساتھ کام کرنے کا جذبہ/جوش پیدا ہوتا ہے).

In **Question 3(b)**, a few candidates did not write in full (پاکستانیوں کی موجودگی سے پردیس کا احساس کم ہوا).

In **Question 3(c)** and **Question 3(d)**, most candidates attempted it very well covering all three points.

Some candidates did not answer **Question 3(e)** precisely as required (غریب ممالک کے نوجوانوں کو نئی ٹیکنالوجی کی تعلیم دی جائے) and (غریب ممالک کے نوجوانوں کو نئے ہنر سکھائے جائیں) for not using the precise keywords in the question. Instead, some used (لوگوں) instead of (نوجوانوں). However, candidates who answered them correctly and precisely scored full marks.

Question 4

Most candidates attempted **Question 4(a)**, **Question 4(b)**, **Question 4(c)** and **Question 4(d)** very well and covered all three points precisely.

In **Question 4(e)**, most candidates also attempted the question and covered all three points very well, but a few did not convey one point clearly (کسی دوسرے ملک کی طرز زندگی کو اپنانا مشکل ہوتا ہے).

Question 5

Almost all candidates answered (ہجرت کے بدلے میں لوگوں کے مثبت اور منفی تاثرات) very well from the question and covered the positive and negative aspects correctly.

However, some candidates did not understand that the question was related to the positive and negative points of migration mentioned by various people from the given texts, but they went on writing things not mentioned by anybody in the text. Candidates are strongly advised to understand the question before answering them.

Many candidates wrote a lengthy introduction and mentioned some of the positive and negative points 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 5b**, which was explaining your opinion about the arrival of migrants in your country (اپنے ملک میں مہاجرین کی آمد کے بدلے میں اپنی رائے کی وضاحت), most candidates gave their opinion and explanations very well about the arrival of migrants in their country and scored full marks. However, a few candidates did not understand the question fully and talked about migration in general without giving their opinion or explanation either from the passages or from outside the passages.

URDU

Paper 9676/03
Essay

Key messages

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

- plan their essay before starting to write to ensure well-structured and persuasive arguments
- write a composition specifically on the essay title, not the general topic heading
- stay within the word limit.

General comments

Overall, the performance of candidates was good, with a high proportion of excellent scripts. The strongest candidates demonstrated a genuine engagement with the question they selected, producing essays that were relevant, detailed, and showed a solid understanding of the issues raised. Their responses were mature, thoughtful, and reflected in-depth study.

A significant number of scripts, however, did not address the precise wording of the question or misunderstood the task set, resulting in generalisations and irrelevant content. It is essential that candidates focus on the specific terms of the question rather than merely addressing the 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 linking words effectively. Candidates who were not as deliberate in their planning ended up repeating points already made which impacted the overall structure of the essay.

Quality of language

The best essays demonstrated a high 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 well-written 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 encouraged to avoid using English words in their Urdu essays and focus on accurate spelling.

Comments on specific questions

Question 1

This was a popular question, and many candidates chose to answer it. The strongest candidates gave clear and balanced arguments, showing a good understanding of the question and the ability to explain different points of view.

Most candidates agreed with the statement, highlighting the lack of essential facilities in villages, such as clean water, electricity, modern roads, quality schools, and hospitals. They also mentioned the absence of job opportunities, internet access, and entertainment, which makes urban life more appealing.

Stronger candidates also wrote about the positive aspects of village life. They described the peaceful environment, fresh air, natural beauty, and healthy food that rural areas offer. Some noted that village life can provide a quieter and less stressful lifestyle. These candidates were able to explain both the advantages and disadvantages of village life and gave their own opinions at the end, using examples to support their ideas.

Many candidates also offered suggestions and mentioned if governments provided more services and facilities in villages, fewer people would move to cities. This, they argued, would make village life more attractive.

On the other hand, some candidates wrote essays comparing city and village life without directly answering the question. While these comparisons were interesting, they did not fully focus on the main issue of why people may dislike village life due to the lack of facilities.

Overall, candidates who clearly addressed the question and gave balanced, well-explained answers with examples performed the best. The best responses also included well thought and clear conclusions. Those who focused too much on general comparisons missed the main point of the essay.

Question 2

This was the second most popular question. Many candidates presented well-structured and coherent arguments, with the best responses addressing all relevant aspects of the question.

Most candidates supported the idea that homemade food is better, highlighting that it is healthier, cleaner, and more affordable. They mentioned that homemade meals allow people to control ingredients, avoid unhealthy additives, and enjoy fresh, nutritious food. Many also pointed out that cooking at home can bring families together and create a sense of satisfaction.

The best candidates also acknowledged the benefits of eating out or buying pre-prepared meals. They explained that restaurants and fast food can save time, offer variety, and allow people to try new dishes. Some candidates noted that for busy individuals, convenience plays an important role in their food choices.

Strong answers included personal experiences or examples to support their points. Many candidates suggested that while homemade food is generally better for health, occasionally eating out or enjoying treats from restaurants can add enjoyment to life.

However, some candidates focused only on describing several types of food without clearly discussing whether homemade food is better. While these responses showed effort, they did not fully engage with the essay question.

Question 3

Several candidates attempted this question and put in effort to express their views. The strongest responses presented clear and balanced arguments, showing an understanding of the importance of both studying and physical activity.

Most candidates agreed that studying should take priority, emphasising that education is essential for securing good jobs, gaining knowledge, and building a successful future. They pointed out that academic achievements open more opportunities and are often seen as the key to personal and professional growth.

Strong candidates, however, acknowledged the value of physical sports alongside studying. They highlighted that sports help improve health, reduce stress, and teach important life skills such as teamwork, discipline, and leadership. Some argued that engaging in sports can enhance academic performance by improving focus, energy levels, drive and motivation. They also included personal experiences or examples, such as balancing school work with participation in sports teams or clubs. These candidates concluded that while studying is crucial, physical sports should not be neglected as they contribute to overall development and well-being.

A few candidates, however, focused only on the benefits of studying without addressing the role of sports. While their points were valid, these essays missed the opportunity to provide a more complete and balanced discussion.

The best answers reflected a thoughtful consideration of both sides, with clear opinions supported by examples. Candidates who addressed the value of studying and physical sports together produced the most well-rounded responses. Those who focused too much on unrelated points missed the chance to fully address the topic.

Question 4

This was not a popular question and very few candidates chose to attempt it. However, those who did generally put effort into expressing their opinions.

The best essays presented examples comparing aspects of both cultures, such as work-life balance, approaches to education, technology and social responsibilities. Candidates who acknowledged the benefits and limitations of each culture produced more thoughtful and well-rounded arguments.

Some candidates, however, focused solely on the advantages of Western culture without addressing the qualities of Eastern traditions. While their points were clear, these responses lacked the broader perspective needed for a comprehensive discussion.

Overall, the candidates who engaged with both sides of the argument and provided relevant examples stood out. Their ability to appreciate the value in both cultures led to more insightful and balanced essays.

Question 5

This was a well attempted question, and candidates made a strong effort in presenting their opinions. The best responses provided a clear, well-rounded discussion of both the dangers and potential benefits of nuclear weapons in the context of global peace.

Most candidates argued that nuclear weapons indeed pose a serious threat to peace, highlighting their destructive power and the potential for global devastation. They pointed out that the existence of nuclear weapons increases the risk of conflict, as countries may engage in arms races or use the threat of nuclear war to assert power. Many candidates mentioned that even the possibility of nuclear weapons being used in warfare could lead to devastating consequences for humanity and the environment, making peace harder to achieve.

The best candidates also acknowledged that some view nuclear weapons as a deterrent to war. They argued that the presence of nuclear weapons may prevent countries from attacking one another, as the fear of retaliation could act as a stabilising factor. This was often referred to as the 'balance of power' theory, where nuclear weapons are seen as a necessary evil to maintain global peace through deterrence rather than conflict. Strong responses also included historical examples to support their arguments. Candidates who discussed both the risks and the potential protective role of nuclear weapons provided more thoughtful and balanced insights.

Some candidates focused primarily on the benefits of nuclear weapons and how they are a symbol of power, security and authority. They were unable to provide detail as to why nuclear weapons could pose a threat to peace. These responses lacked a more comprehensive understanding of the broader implications of nuclear weapons.

Overall, the best responses considered the complex issue from both sides, acknowledging the dangerous potential of nuclear weapons while also discussing their role in maintaining stability. Candidates who presented a balanced view with clear examples produced the most thoughtful essays.

URDU

Paper 9676/04
Texts

Key messages

To do well in this examination, candidates should:

- choose carefully either **(a)** or **(b)** in each of their chosen questions and think carefully about the focus of the questions
- explore all required elements of the question and provide a complete and relevant answer
- ensure not to answer more than one question on the same text
- make a stance or give opinions and also give justifications or references to expand their responses
- answer the question precisely, stating in the introduction what will be said and then reach a sound conclusion. Avoid lengthy introductory or generic paragraphs about the overall text or author.

General comments

Many candidates structured their answers around the focus of the questions effectively. However, some candidates included opening paragraphs that discussed the author's life, works, or audience in general terms, which detracted from the question's focus. Candidates should focus on the requirements 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 questions, 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.

Some candidates answered all questions in the paper, leaving insufficient time to develop comprehensive answers for any single question. Candidates should read all questions and choose three questions as required.

Comments on specific questions

Question 1

- (a) (i)** 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 one very well. Those who answered part two in detail secured very good marks. While part one was generally well-answered, some candidates repeated ideas, words, or phrases unnecessarily.
- (ii)** Some 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 ghazal could not score high marks. the

candidates who addressed the focus of the question secured better marks than those who simply reproduced the information from **a (i)**.

- (b) This is an essay type question where candidates are asked to discuss their point of view about a statement highlighting the various aspects of Mir's poetry with reference to the focus in the question. Only a few candidates 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) (i) Many candidates attempted this question and achieved good marks. Majority of candidates could secure better marks in both parts, especially when they developed their arguments on the romanticism highlighted in the given poem. The candidates who focused their responses only on the given extract scored less well.
- (ii) Some candidates focused 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 main 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.
- (b) This question was the most popular in section one. Majority of candidates explained well with regards to the demand of the question. Whereas, some only discussed poet's childhood, his relationship with his father, his love life and his contributions rather than addressing the question. Those candidates who understood the question demands and addressed the focus of the question achieved top-band marks.

Question 3

- (a) Many candidates attempted this question. Some candidates simply explained the extract from the poem. Only some candidates 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.

Question 4

- (a) Many attempted this question, which required comparing characters and determining which was closer to real life. The candidates who addressed both of them and made a good stance and defended it with real-life examples secured higher marks
- (b) This question was attempted by very few candidates.

Question 5

- (a) This was a popular option in **Section 2**. Most candidates who attempted it performed well, as the question allowed for arguments supporting or opposing the quotation. Strong responses were supported with well-reasoned justifications.
- (b) This was another popular option in **Section 2**. Many candidates wrote detailed responses to this question and secured top band marks. This question asked candidates to analyse the Afsana that discusses the difficulties faced by poor people. Three afsanas were relevant to this question, and candidates' responses varied, with most successfully addressing the question's demands.

Question 6

- (a) Majority of the candidates who attempted this question secured good marks by analysing the king Akbar's character either as a brutal king or as a kind father. Those who discussed both aspects effectively scored well.

- (b)** Candidates who addressed the question's focus and included personal opinions supported by textual references secured higher marks. Weaker responses limited to character descriptions without analysis. Overall, most candidates adhered to the question's focus and performed well.

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 well and made their best effort with Urdu translation. There were a few excellent pieces of Urdu translation which managed to achieve top marks.

Some candidates had difficulty in translating some words and phrases correctly. The translations of many candidates were not well structured and coherent. They also contained grammatical and spelling errors. Some candidates wrote their Urdu translations in an informal style and used many words from other languages.

In this examination, some candidates failed to translate certain keywords and phrases well or struggled with phrases like 'or performing calculations' (یا حساب کرنے کے لیے), 'making dictionaries, encyclopaedias and instruction booklets' (لغات، انسائیکلو پیڈیا اور ہدایات کے کتابچے بنانے کا)، and 'to see and talk online' (آن لائن دیکھنے اور بات کرنے کے لیے) while many candidates translated some other phrases very well, like 'has highlighted' (سے ظاہر ہوا ہے) and 'do not have easy access to it' (یہ آسانی سے دستیاب نہیں ہے).

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

A few candidates omitted some phrases or even full sentences in their translations which cost them the corresponding marks.

Comments on the question

Many candidates did not translate the following phrases well:

About 30 years ago.	لگ بھگ 30 سال قبل
Documents a diaries,	دستاویزات اور ڈائریاں
and it reminds us of our appointments.	اور یہ ہمیں ہمارے اپائنٹمنٹ یاد دلاتا ہے
we have increasingly relied on it	ہم نے اس پر بہت انحصار کیا ہے
that they can work remotely,	کہ وہ دور رہ کر بھی کام کر سکتے ہیں
changing the concept	تصور تبدیل کرنا
However, greater reliance on the internet,	بہر حال انٹرنیٹ پر زیادہ انحصار
social and economic inequalities.	معاشرتی اور معاشی فرق

Most candidates translated the following phrases very well:

when the internet did not exist.	جب انٹرنیٹ کا کوئی وجود ہی نہیں تھا
It is also a platform for communication,	یہ رابطے کا بھی ایک ذریعہ ہے
Employees have discovered	کام کرنے والوں پر یہ انکشاف ہوا ہے