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## FOREWORD

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This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

# FIRST LANGUAGE URDU

## GCE Ordinary Level

Paper 3247/01

Reading and Writing

### General comments

In general the performance of candidates was more than satisfactory, with the majority producing some very good work. The majority of candidates wrote relevant, interesting and linguistically accurate responses to both questions. There were only a few candidates whose written Urdu was not up to the task, and a small number of scripts which were poorly presented with messy handwriting, crossings out and scribbled insertions which made the work very difficult to read.

The length of some of the responses was far too long. The rubric states that answers should be about a side and a half of paper, depending on the size of handwriting. The length of some answers was more than double that amount. Frequently these over-long answers lost marks for structure and content. It is very important to follow the rubrics if high marks are to be achieved.

### Comments on specific questions

#### Question 1

اور زکوٰۃ کا موازنہ کیجئے۔

*Comparing tax and zakat*

This question required a direct comparison of the two systems of taxation discussed in the texts. Candidates were expected to make direct reference to the two texts in their response and to express this in their own words as far as possible. This question was well answered by the majority of candidates who were able to extract the main points from each passage and combine them in such a way as to make appropriate comparisons and contrast. Some points from each text that should have been mentioned are: the nature of taxation, how it is raised, how fair or unfair it can be, and for Zakat, its status as a Pillar of Islam, the fact that it is not based on income, that it is used for social welfare and that it bestows spiritual benefit on the giver.

It was the extent to which candidates were able to express their response using their own words that made the difference between a satisfactory and a good answer. In a good answer, candidates compared and contrasted the different forms of taxation in their own words. Some candidates, however, merely copied out large chunks of text from each passage and linked them with the odd phrase such as:

دوسری طرف' on the other hand.

Too many compositions comprised of two separate paragraphs, one on each text, with a brief sentence at the beginning and end. This is not what is meant by:

موازنہ.

Candidates who copied out large sections of the texts were unable to gain the marks available for use of language. Though it is appropriate to include short quotations from the passages to illustrate points made, this does not mean copying out large sections from them. For example, it was valid to write about the strange variety of taxes imposed on the English in the past, such as window tax, beard tax and hat tax, but it was not appropriate to write a lengthy paragraph on each one of them, describing each of the taxes in great detail.

**Question 2**

This question asked candidates to give their opinion on:

”آمدنی کے مطابق انکم ٹیکس ادا کرنا ہر شہری کا فرض ہے“

“It is the duty of every citizen to pay income tax according to their income.”

The most able candidates produced excellent essays discussing the purpose of tax, which were well planned and constructed, expressing their ideas and opinions in their own words. Most of them argued that paying tax was necessary for good governance of the country, that it was quite right to pay tax, but the government should neither waste this money on themselves nor on foolish projects. The weaker candidates tended to lack focus in their answers and to move from point to point in an unstructured way relying too much on the material already contained in the passages.

Very few candidates adequately discussed the ‘*according to income*’ part of the statement and lost marks as a result of this. Most candidates simply reiterated the statement in this way:

ہر شہری کو آمدنی کے مطابق انکم ٹیکس دینا چاہیے

“Every citizen should pay income tax according to their income.”

The ‘*according to their income*’ part of the statement could have been addressed by including, for example, a discussion on the differences between the rich and the poor in relation to paying taxes.

Paper 3247/02

Texts

**General comments**

The overall performance was very good, with candidates displaying a good command of language as well as knowledge of the texts. Most candidates demonstrated an ability to write very detailed responses and showed a confident use of complex sentences. Their answers were relevant and well illustrated. All four questions were attempted by some candidates.

**Comments on specific questions*****Section 1 – Poetry*****Question 1**

This question was about a poem ‘*Nazam-e-Qumee*’ by Akbar Allaha Abadi.

There were four parts to this question and candidates were required to answer all four parts. This was by far the most popular question in this section and generally the responses were very good.

- (a) Almost all the candidates answered this part correctly except for a few who confused the names of the two poets, Akbar Allah Abadi and Nazir Akbar Abadi.
- (b) Most candidates answered this part very well and comprehensively, giving a lot of detail in their answer.

- (c) Most candidates answered this part very well. They showed a good understanding of the central idea of the poem and conveyed all the required elements with sensitivity, except for including a discussion of the language of the poem and its poetic style. Candidates were expected to include some points about the poetic style and verse form of the poem.
- (d) Almost all the candidates answered this part very well. Most candidates not only gave the meanings of the words but used them in their own sentences, which gave evidence of their command of the language.

## Question 2

*Mir Taqi Mir*

Most candidates who answered this question showed that they had a very good understanding of the topic. They discussed the poet's early life, his writing style, the hardships he faced throughout his life and the effect of these on his poetry. Candidates who achieved the highest marks were those who illustrated their answer with quotations from his poems and compared his very high standard of poetry to that of other poets who themselves expressed appreciation of Mir Taqi Mir in their own poetry.

## Section 2 – Prose

### Question 3

In (a) only a few candidates effectively discussed the character of 'Ustaad'. Those that did so, made their points in a clear and thorough way. The remainder of candidates who attempted this question merely narrated the story and did not write about the character.

Similarly (b) was very well attempted by some candidates. Candidates who discussed the social tragedy marked by the arrival of the East India Company, the background of Muslim society and its downfall, achieved excellent marks. Those who only narrated the story without reference to the context and background did not achieve good marks.

### Question 4

The majority of candidates wrote very well in answer to this question, explaining their own feelings about the Jirga System and the cultural background of the society. Some candidates however, only narrated the story which was not what was asked for in the question.

Candidates who achieved the highest marks were those who illustrated their answers with a brief background to the society, its cultural values, the Jirga system and the position of women. Some of the answers were outstanding in their inclusion of appropriate quotations from the text.