

Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

Other services from Cambridge International Education

- [Digital mocks service](#)
- [Insight assessments](#)
- [Professional development](#)
 - [Focus on assessment](#)
 - [Online marking workshops](#)

FIRST LANGUAGE URDU

Paper 3247/01
Reading and Writing

Key messages

What candidates did well

- Most candidates demonstrated a secure understanding of the reading passage and were able to select relevant information to answer the comprehension questions. Responses to **Question 1** were generally accurate across the eight sub-questions.
- Candidates generally responded accurately to questions requiring information to be located and expressed from the passage. **Questions 1(i), 1(iv), 1(vi) and 1(vii)** were answered accurately by many candidates.
- In the writing section, candidates who focused closely on the precise demand of their selected task produced well-organised responses with relevant ideas and sustained development.
- **Question 2(ii)**, the discursive task, was the most frequently selected option. Candidates who maintained a discussion centred on education as a fundamental right of every child were able to develop relevant and balanced ideas.
- **Question 2(iv)**, the narrative task, was also widely selected. Many candidates produced coherent narratives with a clear sequence of events.
- Candidates selecting **Question 2(i)** developed relevant arguments about the role of world sports competitions in bringing nations together. Responses were most successful when they presented a clear viewpoint supported by appropriate reasoning.
- Candidates selecting **Question 2(iii)** created convincing birthday scenes when they began directly with the setting, atmosphere and events taking place.

What candidates needed to improve

- Candidates would benefit from reading the precise demand of each question carefully and ensuring that every part of the required response is addressed. This was particularly important where a question required more than one detail or a specific qualification.
- In **Question 1(ii)** and **Question 1(iii)**, some candidates identified only part of the relevant response and would have benefited from including all the information required.
- In **Question 1(v)**, candidates would have benefited from including the specific idea of a trained guide and, where relevant, the ability of guides to speak other languages.
- In **Question 1(viii)**, candidates would have benefited from ensuring that all the required points were included rather than providing a partial response.
- Across **Question 2**, candidates would have benefited from maintaining close focus on the wording and type of writing required. General discussion or lengthy introductions sometimes displaced the content and structure required by the task.
- In **Question 2(ii)**, some candidates wrote generally about education and its advantages without developing the central issue of education as a fundamental right of every child.
- In **Question 2(iii)**, some candidates spent too much of the opening on background information about the birthday. Responses would have benefited from establishing the scene promptly and developing the description through setting, people, atmosphere and events.
- In **Question 2(iv)**, some candidates provided a lengthy introduction about the school friend before beginning the narrative. Responses would have benefited from moving more directly into the event described in the task and maintaining a clear narrative structure.
- Candidates selecting **Question 2(i)** would have benefited from sustaining argumentation rather than simply describing the benefits of international sport. A clear line of argument, supported by relevant examples or reasoning, strengthened responses.
- Candidates selecting any of the writing tasks would have benefited from ensuring that content, organisation and language worked together. Responses could be developed through relevant ideas while remaining focused on the specific task.

Comments on specific questions

Section A

Question 1

(i) Comprehensive responses

- Most candidates identified the relevant information from the passage accurately and expressed the required point clearly.
- Responses generally showed that candidates could locate specific details without introducing unnecessary information.

Limited responses

- Some candidates would have benefited from checking the wording of the question against the passage more carefully so that the response addressed the precise point being asked for.

(ii) Comprehensive responses

- Most candidates identified the relevant detail from the passage and communicated it clearly.
- Comprehensive responses addressed the full requirement of the question rather than referring only to part of the relevant information.

Limited responses

- Some candidates provided only part of the required response. Responses would have benefited from checking that each element of the question had been addressed before moving to the next part.

(iii) Comprehensive responses

- Many candidates selected relevant information from the passage and showed a clear understanding of the issue being tested.
- Responses were most effective when candidates distinguished the specific detail required from more general information in the passage.

Limited responses

- Some candidates were unclear about the precise focus of the question. Responses would have benefited from returning to the relevant section of the passage and identifying each required detail before formulating an answer.

(iv) Comprehensive responses

- Most candidates answered this question accurately and selected the relevant information from the passage.
- Responses generally demonstrated a clear understanding of the views and details required.

Limited responses

- A small number of candidates would have benefited from ensuring that all elements of the question were addressed rather than providing a partial response.

(v) Comprehensive responses

- Many candidates identified the relevant information accurately and understood the particular characteristics required in the response.
- Comprehensive responses included the idea of a trained guide and recognised the importance of guides being able to communicate in other languages.

Limited responses

- Some candidates would have benefited from including the specific qualification that the guide should be trained or able to speak other languages. Responses which referred only to a guide without the required detail were incomplete.

(vi) Comprehensive responses

- Many candidates identified the relevant suggestion and supporting reason from the passage.

- Responses were most effective when the suggestion and its associated reason were both clearly conveyed.

Limited responses

- Some candidates would have benefited from distinguishing the suggested action from the reason supporting it. Returning to the relevant part of the passage would have helped candidates identify both elements accurately.

(vii) Comprehensive responses

- Many candidates answered this question successfully and demonstrated a clear understanding of the relevant information in the passage.
- The majority of responses remained focused on the text and provided the information required.

Limited responses

- This part of **Question 1** generated fewer comprehensive responses than other parts of the question. Some candidates would have benefited from reading the relevant section of the passage more closely and ensuring that the response addressed the precise demand rather than a related idea.

(viii) Comprehensive responses

- Many candidates identified the relevant information from the passage and included the required points in their responses.
- Comprehensive responses included the full range of required points and presented them clearly.

Limited responses

- Some candidates provided only part of the required information. Responses would have benefited from checking the number of distinct points requested and ensuring that each was included in the final response.

Section B

Question 2

(i) Argumentative

Comprehensive responses

- Candidates who selected this option generally developed a clear argument about how world sports competitions can bring nations together.
- Comprehensive responses presented a clear viewpoint and supported ideas with relevant reasoning or examples. Responses were often strengthened by consideration of more than one perspective while maintaining a consistent argument throughout.

Limited responses

- Some candidates would have benefited from maintaining an argumentative approach rather than giving a general description of sport or international competitions. Responses were more successful when a clear position was supported by developed reasons and relevant examples.

(ii) Discursive

Comprehensive responses

- This was the most frequently selected writing option. Many candidates produced relevant discussion when they focused on education as a fundamental right of every child.
- Comprehensive responses explored the central issue from more than one perspective and developed ideas about access to education, its importance and the implications of being denied this right.

Limited responses

- Some candidates wrote generally about education and its advantages without addressing the central issue of the fundamental right of every child to receive education. Responses would

have benefited from maintaining focus on this key idea throughout the discussion and developing points that related directly to it.

(iii) Descriptive

Comprehensive responses

- Candidates who approached the task directly were able to create clear and engaging descriptions of the birthday scene.
- Comprehensive responses established the setting promptly and developed the scene through relevant details about the surroundings, people, atmosphere and events.

Limited responses

- Some candidates spent a lengthy opening describing the background to the birthday before describing the scene itself. Responses would have benefited from beginning with the scene and using descriptive detail to create a clear picture for the reader.

(iv) Narrative

Comprehensive responses

- This was the second most frequently selected writing option. Many candidates produced natural narratives with a clear sequence of events and relevant development.
- Comprehensive responses moved into the central event effectively and maintained a coherent narrative structure while developing the relationship with the school friend through the narrative.

Limited responses

- Some candidates used a long introduction to describe their school friend before beginning the main event. Responses would have benefited from establishing the situation briefly and then developing the narrative through relevant events, reactions and consequences.

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Paper 3247/02
Texts

Key messages

What candidates did well

- Most candidates demonstrated a secure understanding of the prescribed texts and were able to develop relevant responses to the questions. Responses to the compulsory unseen-poetry question generally showed a clear understanding of the poem.
- In **Question 1**, most candidates understood the importance of dreams as presented by the poet and developed their responses with relevant explanation. Candidates who expressed their ideas in their own words produced clear and focused responses.
- **Question 2** was a popular choice. Candidates who selected the question on Altaf Hussain Hali's Musaddas demonstrated a clear understanding of the poet's message to the Muslim nation.
- Many comprehensive responses to **Question 2** used relevant references and quotations from the prescribed work. Some responses also interpreted the poet's message rather than simply describing the content.
- Candidates selecting **Question 3** generally showed knowledge of Ahmed Faraz's poetry. Comprehensive responses focused on the prescribed ghazals and discussed the sense of longing and deprivation through relevant references to the poetry.
- Candidates who selected **Question 4** demonstrated knowledge of Ahmed Nadeem Qasmi's essay 'Sifarish'. Many responses explained the characterisation in detail and supported ideas with references to the prescribed text.
- **Question 5** was also a popular prose option. Candidates who selected it generally used detailed references to the prescribed text. Comprehensive responses also showed appreciation of Mirza Farhatullah Baig's style and the lesson conveyed through the essay.

What candidates needed to improve

- Candidates would have benefited from reading the question carefully and identifying its precise demand before beginning their response. This was particularly important in the unseen-poetry question and in the questions requiring discussion of prescribed texts.
- In **Question 1**, a small number of candidates would have benefited from focusing on how the poet makes human beings aware of the importance of dreams rather than providing a general explanation of the poem or information about the poet.
- Candidates should use the bullet points provided in **Question 1** as possible prompts rather than treating them as compulsory headings. Responses are most effective when candidates develop the central question in their own words and select relevant ideas from the poem.
- In **Questions 2–5**, responses would have benefited from support through specific references to the prescribed texts. General comments about a poet's life or broad statements about a work did not address the specific demands of the questions.
- In **Question 3**, some candidates focused on Ahmed Faraz's life history or wrote generally about his poetry. Responses would have benefited from discussing the sense of longing and deprivation through the prescribed ghazals and supporting ideas with relevant textual references.
- Candidates should develop interpretation alongside knowledge of the text. A response is more effective when references are used to explain the writer's ideas, message, style or characterisation rather than being included without explanation.

Comments on specific questions

Part One – Unseen Passage

Question 1

Comprehensive responses

- Most candidates understood the central focus of the poem and explained how the poet makes human beings aware of the importance of dreams.
- Comprehensive responses developed relevant ideas about the importance of dreams and connected these ideas to the poet's presentation in the poem.
- Some candidates used their own words effectively rather than relying closely on the wording of the poem. These responses showed clear understanding and a focused interpretation.

Limited responses

- A small number of candidates gave a general explanation of the poem without addressing how the poet presents the importance of dreams.
- Some candidates focused mainly on the poet or author rather than responding to the specific question. Responses would have benefited from maintaining focus on the central demand of the question throughout.
- Candidates should read the unseen poem carefully before planning their response. The bullet points can help candidates identify possible areas for discussion, while relevant ideas developed independently can also form the basis of a comprehensive response.

Part Two – Poetry

Question 2 – Musaddas-e-Hali

Comprehensive responses

- This was the most popular poetry option. Many candidates demonstrated a clear understanding of the message conveyed by Hali to the Muslim nation.
- Comprehensive responses discussed the message through relevant references to Musaddas-e-Hali and, where appropriate, used quotations or verses from the prescribed work to support interpretation.
- Some candidates went beyond explaining the general message and interpreted the poet's ideas in detail, showing how different aspects of the poem contribute to its wider message.

Limited responses

- Responses would have benefited from maintaining focus on the message conveyed to the Muslim nation rather than providing a general account of the poem.
- Responses were more effective when points were supported by specific references to the prescribed work. Textual evidence helped to develop and explain ideas.

Question 3 – Ahmed Faraz's poetry

Comprehensive responses

- Candidates who selected this option generally demonstrated knowledge of Ahmed Faraz's poetry and were able to discuss the sense of longing and deprivation through the prescribed ghazals.
- Comprehensive responses focused on the poetry in the syllabus and used relevant references to explain how feelings of longing and deprivation are expressed.
- Comprehensive responses moved beyond general knowledge of the poet and developed an interpretation of the prescribed work.

Limited responses

- Some candidates focused on the life history of Ahmed Faraz rather than discussing the sense of longing and deprivation in the prescribed ghazals.
- Some responses discussed Ahmed Faraz's poetry in general without making sufficient reference to the works in the syllabus. Responses would have benefited from selecting relevant examples from the prescribed ghazals and explaining how they support the discussion.

Part Three – Prose

Question 4 – 'Sifarish' by Ahmed Nadeem Qasmi

Comprehensive responses

- Many candidates demonstrated knowledge of 'Sifarish' and explained how Ahmed Nadeem Qasmi presents characterisation in the essay.

- Comprehensive responses included detailed references to the prescribed text and used these references to explain the characters and their presentation.
- Some candidates also appreciated the moral lesson conveyed through the work and included personal comments that were clearly linked to the writer's presentation.

Limited responses

- Responses would have benefited from focusing specifically on characterisation rather than giving a general summary of the essay.
- Responses could be improved by selecting incidents, characters or details from the prescribed text and explaining how these contribute to the writer's characterisation.

Question 5 – 'Imtiḥan' by Mirza Farhatullah Baig

Comprehensive responses

- Many candidates demonstrated knowledge of the prescribed text and referred to it in detail in their responses.
- Comprehensive responses explained the lesson conveyed to candidates who do not work hard and developed the discussion through relevant details from the essay.
- Some candidates also showed appreciation of Mirza Farhatullah Baig's distinctive style and connected this appreciation to their understanding of the prescribed work.

Limited responses

- Responses would have benefited from focusing on the lesson conveyed through the essay rather than providing a summary of the events.
- Responses could be improved by using specific details from the prescribed text to explain both the message and the writer's presentation of it.
- Responses were more effective when appreciation of the writer's style was developed through relevant features of the text rather than through general comments about the author.