



PUNJAB EXAMINATION COMMISSION
EXAMINATION 2020, GRADE - 8
URDU

Part-A = 48 Marks, Part-B = 52 Marks, Total Marks = 100

Test Description

Written Urdu Exam

The exam is divided into two sections i.e. Objective and Subjective.

1. Part – A (Objective Type)
2. Part – B (Subjective Type)

1. Part – A (Objective Type)

Students will answer approximately 32 multiple-choice questions (MCQs. Number of questions may vary). It will have 2 sub - sections.

- 1.1. Lexical/Grammar and Formal Aspects of Language Skills
- 1.2. Reading and Thinking Skills

1.1. Lexical/Grammar and Formal Aspects of Language Skills

Lexical/Grammar and Formal Aspects of Language skills (SLOs which can be tested by paper pencil test) are reflection of National Curriculum. In this section approximately 12 multiple choice questions (see Objective paper, number of questions may vary) will be constructed.

1.2. Reading and Thinking Skills

In this section some prompts are given from seen or unseen sources. The prompts are designed to stimulate critical thinking and all questions are based on the National Curriculum focusing on Student Learning Outcomes (SLOs). Seen and Unseen passages of prose and poetry based on the weightage as part of National Curriculum will be part of this section. Students will be asked to read the given comprehension passages and answer multiple choice questions. Approximately 20 multiple choice questions (see Objective paper, number of questions may vary) will be developed in this section.

2. Part – B (Subjective Type)

The subjective part gives an opportunity to show how effectively a student can develop and express his / her ideas in writing. This part of paper will consist of approximately 6 CRQs (Constructed Response questions. (Number of questions may vary). CRQs (see Subjective Paper) will be assessed on how clearly and effectively a student expressed his opinion.

Guidelines for Urdu Teachers

- The model papers are true reflection of National Curriculum. Similarly the exams will also be reflection of National Curriculum i.e. Competencies, Standards, Benchmarks and SLOs. Keeping this factor in mind it is strongly recommended to promote SLOs based teaching and learning.
- There is a gradual shift from a generic mark scheme to specific one. Each question will be dealt individually in terms of its marking. Marking schemes (see Rubrics) are part of these model papers as a guideline to let all the teachers and students alert about this change.

- New concepts may have different level of difficulty presenting a reflection of National Curriculum 2006. Prepare your students accordingly for examination.
 - Promote creativity by introducing new topics to the students. Involve students in more creative writing activities. Discourage rote learning.
 - Encourage students to read additional reading material which may help them to enhance their knowledge and critical thinking skills. Ultimately this reading habit will lead them to improve their vocabulary and information ending up to creativity.
 - Design SLOs based weekly / monthly tests to promote creative writing and concept based learning.
 - Subjective and objective parts of papers should be given equal importance.
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