

URDU: SECOND LANGUAGE

Paper 3248/01
Composition and Translation

General comments

The majority of candidates produced very good performances with only a small number that were less than adequate. Generally the candidates coped well with the different technical demands of the questions, the only limitations being that of linguistic ability, and the ability to understand and respond appropriately to the questions.

PART ONE: Directed Writing

Candidates are required to write a short essay of about 150 words on the topic of:

Traffic ko behter banane ki zarurat

The importance of improving traffic

Marks were awarded on a scale of 6 for content and 9 for language, giving a total of 15 marks for the question.

Three bullet points were given in the stimulus, namely:

- The current traffic situation
- The reasons for this
- Suggestions for improving the situation

In the allocation of marks 2 marks were awarded for each bullet point, depending on how much detail was given.

Most candidates scored well on the first point, mentioning the increasing time taken to travel and the traffic jams. In response to the second point reasons were mentioned such as the ease of getting loans to buy cars, more young people, the ineffectiveness of signals and traffic police, all of which were considered relevant. Many candidates expressed great concern over corruption. The third point was generally well covered in that candidates had constructive ideas such as for wider and improved roads, restrictions on the number of cars and properly functioning signals and police. The most significant point that emerged however was that drivers must be taught to obey existing laws.

There were some instances in which the last point was either missed out or was not marked because the candidate had overrun the prescribed limit of 150 words. Once again candidates are losing marks unnecessarily because they write too much. Examiners are instructed to read no more than 200 words before ignoring any extra material. This means that candidates who do not write concisely may lose marks for content because whatever points they make after the 200 word limit are not be taken into consideration.

It is expected that candidates should be able to write and spell everyday words correctly, especially if these words are included in the question. This question gave candidates an ideal opportunity to demonstrate their linguistic ability and the great majority of candidates produced excellent and accurately written compositions.

PART TWO: Letter, Report, Dialogue or Speech

This question provided candidates with a choice of either:

(a) Write a letter complaining about a programme you have watched on TV which you think is unsuitable, suggesting improvements.

Or

(b) Write a dialogue with your mother persuading her to let you have driving lessons

Candidates were instructed to write about 200 words, with an exhortation to keep to the recommended length. The dialogue proved to be the most popular choice.

The report was, by and large, very well attempted but there were two main shortcomings. The first was in the introductions, where a few candidates started a letter as if they were writing to friends, using informalities like *pyare*, 'dear', and enquiring about their correspondent's health; '*Umid hai ky ap kheiryet se honge*'. The second notable fault was not suggesting any suitable changes after complaining about the programme.

Several candidates wrote very imaginative scenarios, for example one in which a children's programme was hosted by a senile old man whose speech was hard to understand. Others were perhaps more realistic.

The dialogue was more than satisfactorily attempted by most candidates and some were very amusing. The arguments produced by some candidates for their need to learn to drive were also highly imaginative, for example, "I can take dad to the office, mum to the bazaar, and then I can visit the relatives."

In both of these tasks, as in Part one, there was a problem with length with a number of candidates not achieving the marks they could have done if they had kept within the prescribed number of words.

PART THREE: Translation

This question required candidates to translate the given passage into Urdu. The topic of the passage was 'Indian' restaurants and food in Britain. The specification for this task does not require absolute accuracy, the basis of the mark scheme being to reward transfer of meaning. This meant that candidates were not penalised for grammatical or spelling errors as long as they did not interfere with communicating the meaning.

While most candidates clearly understood the passage, there were several words and phrases that caused problems. One such phrase was in the first paragraph of the passage, namely 'small towns and villages'. Many candidates put '*chote shahr*' which is 'small cities' instead of '*qasbe*', the standard Urdu word.

Another common error in the first paragraph was in rendering 'nearly every town in the country'. Many wrote '*qarib har mulk ke shahr men*', meaning 'the city in nearly every country' whereas the correct version was '*mulk ke taqriban har qasbe men*'.

One of the sentences which some candidates had difficulty with was:

'...are not normally found in the subcontinent.' Many candidates did not use the correct word for 'subcontinent' and instead transliterated it into Urdu script.

There were however some very good translations of this sentence, such as:

'...umooman bar-e-saghir men nahin paye jate.'

Certain words caused problems for some candidates including 'trend', '*rivaaj*', but most of the second half of the passage was quite well translated.

In the last sentence of the piece the phrase '*was adopted by the Mughals*' was all too commonly mistranslated as '*Mughlon se apnaya*' instead of '*Mughlon ne apnaya*'.

Unfortunately, some students simply left out certain words and phrases, presumably because they did not understand them fully. Whatever the reason, they lost marks by doing so. It is always better to make an attempt than to leave words or sections out.

URDU: SECOND LANGUAGE

Paper 3248/02

Language Usage, Summary and Comprehension

General comments

The performance of candidates in general ranged from good to satisfactory. The number of candidates who tried to answer questions in their own words increased considerably but there was still a tendency to copy answers from the text. Many candidates lacked practice in producing the correct number of responses required for certain tasks. Most candidates had difficulty securing full marks in **Question 1**. In the comprehension passage A some candidates misunderstood several of the questions resulting in them securing low marks for that passage.

There was a great improvement in the writing of summaries this year. Sentence transformation and comprehension passage B were extremely popular and were well done. It was encouraging to note that fewer candidates attempted rough drafts this year which meant they were able to complete the questions without running out of time.

Candidates need to be reminded that all questions should be attempted on the answer booklet only and not on the question paper.

Comments on specific questions

Part 1: Language Usage:

Vocabulary

In this section candidates were required to compose five sentences. Most candidates secured three or four marks.

Zakham per namak chirkna

زخم پر نمک چھڑکنا

Although this phrase was understood by most candidates, it was not always used appropriately when forming sentences, for example:

'Ali ne apne dost ke zakhmoun per namak chirka.'

علی نے اپنے دوست کے زخموں پر نمک چھڑکا۔

'Ali rubbed the salt in his friend's wounds.'

The sentence neither explains how he rubbed the salt in his wounds, nor does it describe the situation at the time.

A more appropriate sentence would have been:

'Haarne ke baad Ali ki baatow n ne/tanzia batow n ne zakhm per namak chirkne ka kaam kiya.'

کار نے نے بعد علی کی طنزیہ باتوں نے زخم پر نمک چھڑکنے کا کام کیا

Zakham per marham lagaana

زخم پر مرہم لگانا

(To console someone/To have a healing effect)

This was generally well done by most candidates but some mistook the word 'zakham' زخم for 'physical wound/injury', and 'marham' مرہم for 'ointment/medicine'.

Some such responses were:

'Chowt per marham lagaane ke liay Aslam doctor ke paas gya.'

چوٹ پر مرہم لگانے کے لئے اسلم ڈاکٹر کے پاس گیا۔

'Football khailte waqt Ali gir gya. Ammi ne ows ke zakhmow n per marham lagai.'

فٹ بال کھیلنے وقت علی گر گیا۔ امی نے اُس کے زخموں پر مرہم لگائی۔

'Zakhmi taang le ker jab who gher aaya to abbu ne ows ke zakham per marham lagaaya.'

زخمی ٹانگ لے کر جب وہ گھروٹا تو ابو نے اُس کے زخموں پر مرہم لگایا۔

Zakham Hara howna

زخم ہرا ہونا

(Feeling hurt/sad when something or somebody reminds you of something)

A small number of candidates did not attempt this phrase. Approximately half of the candidates were able to use it appropriately. Others mistook it for 'raw wound', for example:

'Tumhaara zakham abhi hara hay.'

تمہارا زخم ابھی ہرا ہے، فٹ بال

'Football khailne se khoon nikl aaey gaa.'

کھیلنے سے خون بہنے لگا۔

The most popular responses were:

'Apne bhai ke qatil ko jail se baahir daikh ker owska zakham hare ho gya.'

اپنے بھائی کے قاتل کو جیل سے باہر دیکھ کر اُس کا زخم ہرا ہو گیا۔

'Chowdah August wale din Pakistaniow n ke zakham hare ho jaate hain.'

چودہ اگست کو پاکستانیوں کے زخم ہرے ہو جاتے ہیں۔

Naak katna

ناک کٹنا

(To lose respect)

There were no problems with this phrase. Some common responses were:

'Ali ne fail ho ker biraadri meyn maa baap ki naak katwa di.'

علی نے فیل ہو کر برادری میں ماں باپ کی ناک کٹوا دی۔

'---ke gher se bhag ker shaadi kerne per khaandaan ki naak kut gai.'

کے گھر سے بھاگ کر شادی کرنے پر خاندان کی ناک کٹ گئی۔

Naak meyn dum aana

ناک میں دم آنا

(getting fed up)

Some candidates misunderstood this phrase to mean 'getting relieved' instead of 'getting fed up'.

'Apne baite ko sahi slaamat daikh ker hi maa ke naak meyn dum aaya.'

اپنے بیٹے کو صحیح سلامت دیکھ کر ہی ماں کی ناک میں دم آیا۔

'Imtehaan meyn avwal position le ker hi mere naak meyn dum aaey ga.'

امتحان میں اول پوزیشن لے کر ہی میری ناک میں دم آئے گا۔

Sentence Transformation

Almost all the candidates secured full marks in this part of the question.

Part 2: Summary

There has been a great improvement in summary writing since last year. Most summaries were produced in paragraph style and only a few exceeded the word limit. Most candidates secured seven or eight marks. A number of candidates lost marks because part of the response was missing from task three and four. A few candidates mentioned 'mahir baverchi' (experienced cook) in task three and the majority missed out either 'ehtmaam' (preparations) or on 'hesiyat' (status) in task four.

Part 3: Comprehension**Passage A**

Most candidates were not able to secure maximum marks in this passage. Many candidates misunderstood **Questions 16** and **17**. Candidates were also not able to provide full responses for **Questions 14** and **20**.

Question 14

Very few candidates secured two marks here. Chaand Bibi was mentioned as a brave woman but very few wrote that she was a queen and that she is known for her victory over emperor Akber.

Question 15

This was well done by most candidates.

Question 16

This question required candidates to state 'How they helped her in the battlefield?' Approximately half the candidates wrote, 'They misused her trust and eventually killed her.' or 'They didn't support her.' The correct answer was that they stayed with her even during the night in trenches to fight the battle.

Question 17

This question was widely misunderstood and the majority of candidates could not secure any marks. A common response was:

'She faced Emperor Akber in the battlefield to get them justice.'

اُمین العفاف دلانے کے لئے اُسے اکبر بادشاہ سے جنگ لڑنی پڑی

A correct response should have been:

'She left her door open at all times to listen to people's complaints.'

اُس کا دروازہ رعایا کیلئے ہر وقت کھلا رہتا تھا۔

Question 18

Candidates often missed out the word 'zarabuckter' ذرہ بکتر in their responses and so secured only one mark.

Question 19

This was answered well by all candidates.

Question 20

Most candidates described 'Covering herself while fighting' as one of her difficulties but missed out 'She had to fight a strong enemy on her own.' Many candidates made assumptions such as:

اُسے اکبر سے ہی طاقتور دشمن / اکبر بادشاہ سے ٹکر لینی پڑی

'She was a woman and that is why she was weak.'

عورت ہونے کی وجہ سے کمزور تھی

'Men did not want a woman to rule over them.'

مرد عورت حکمران برداشت نہیں کر سکتے تھے۔

'She couldn't carry out her duties well because she couldn't go out of the palace.'

محل سے باہر نہ نکل سکنے کے باعث وہ اپنے فرائض بخوبی انجام دینے سے عاجز تھی۔

Passage B

This passage was well done by most candidates.

Question 22, 23 and 25 were answered well.

Question 21

Four responses were required for this question. Occasionally candidates missed one out.

Question 24

Some candidates wrote lengthy answers comparing life in the city with life in the valley.