

# SECOND LANGUAGE URDU

Paper 3248/01  
Composition and Translation

## GENERAL

In general the performance of candidates was more than satisfactory, with the majority producing very good work. Candidates coped well with the different technical demands of the different questions, the only limitations being those of:

- (a) linguistic ability, and
- (b) the ability to understand and respond appropriately to the questions.

The paper consists of three questions. The total mark for the paper is 55.

## Part 1: Directed Writing

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

**'Computer ki hamari zindagi men inqilab'**  
'The computer revolution in our lives'

Six marks are awarded for content and nine for language, giving a total mark of fifteen for this question.

Three main bullet points were given as the stimulus, namely:

- Why computers are so important
- Some disadvantages of computers
- Their educational advantages

Two marks are awarded for each bullet point, depending on whether two facts were given and how much detail was offered.

Most candidates covered all three points well this year. Some candidates however for the first point merely wrote that the computer is very important but without any further justification or substantiation; no mark is awarded for simply re-stating the bullet point. Many candidates merely wrote about what the computer could do and that it was amazing but failed to give reasons why.

There were some good responses which were well expressed which received the full two marks, for example the fact that computers enabled people to send and receive messages from around the world.

The second two bullet points were also well covered, though the third point was sometimes missed out or was not marked because the candidate had overrun the prescribed word limit of 150 words. Material that is far in excess of this word limit is not considered and marks for content are therefore lost. The main reason for writing too much is the tendency of candidates to write lengthy introductions about why they had decided to enter for the competition, which is unnecessary.

The importance of following the rubrics for each question cannot be stressed too much if high marks are to be achieved.

With regard to the language used candidates are expected to 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 better candidates produced excellent and accurately written compositions.

Only a few of candidates had written Urdu which was not up to the task, mainly because they were unable to write correctly, not because their grammar was too poor. The vast majority of candidates wrote responses which were linguistically mainly accurate responses to this question.

### Part 2: Letter, Report, Dialogue or Speech

This question provided candidates with a choice of either:

- 1 'You are arranging a programme to stay with your pen friend. Write a letter to him/her in which you describe yourself and write what you are planning to do and how long for.'

**'Aap apne qalmi dost ke sath theyrne ka program bana rehe hain. Ys qalmi dost ken am ek khat lykhiye jys men apna hulia tafsil se batayen awr lykhen kyh aap kitne ersah theyrna cahte heyn awr kya kwch karna cahte heyn.'**

or

- 2 'You collected funds to help children affected by the earthquake. Write a report stating how you went about it'

**'aap ne apne askul men zilzile se mutasir bacchon ke liye canda ikatha kar liya hai. us par ek report lykhen kyh aap ne yyh kam keyse kiya.'**

The majority of candidates opted to write the letter. Candidates are instructed to write about two hundred words, with an exhortation to keep to the recommended length.

The letter was, by and large satisfactorily attempted. With regard to the structure of the letter, it is known that all students are taught the 'honorific formalities' of Urdu letter-writing and a line or two of which at each end of the letter is considered adequate. The majority of candidates restrained themselves from writing too much in this respect. The very few candidates who did not include any of the normal formalities of Urdu letter writing or an address lost marks.

One of the key tasks of writing to a pen friend is to describe oneself in words. While some candidates did a brilliant and often amusing self-description far too many candidates lost vital marks by not tackling the task at all. The other main problem was that of length. Once again many candidates wrote well over 250 words. This does not gain extra marks, rather candidates face being penalised because material that is far in excess of that figure loses marks for communication.

Candidates who chose to write a report on the whole performed better. It is likely that only the more confident candidates chose this technically more demanding form. Most candidates wrote in an appropriate register and mainly focused on the topic concerned.

### Part 3: Translation

This question requires candidates to translate a given passage from English into Urdu. The topic of the passage was Bill Gates and his need for a bigger house. This was, on the whole, well attempted this year.

The specification for this task does not require absolute accuracy; the aim of the mark scheme is to reward transfer of meaning. This means that candidates are not penalised for grammatical or spelling errors as long as they do not interfere with communicating the meaning.

An interesting and unexpected peculiarity arose in the first sentence of the passage; it seems that some candidates equated Bill Gates as the owner, 'malik', of Microsoft, not the 'founder.' Some students translated 'founder' not as 'bani' or 'banane wala' but as 'dhundne wala', which implies that Microsoft had got lost somewhere.

The most difficult sentence in the passage was thought to be:

'...and his good works include funding research into ways to combat malaria.' However many candidates produced very good translations of this sentence, such as:

**'yn ke nek kamon men se malaria ka elaj dhoondne ki tahqiqat ke liye paise dena ek hai.'**

There were certain English words in the passage that should have been translated as they have common equivalents in Urdu, but which many candidates did not translate. Words such as 'bedroom' and 'bathroom' have everyday Urdu equivalents, '**soNe ka kamra**' and '**ghusl khana**'. In the last sentence of the passage many candidates used English words for 'journalist', 'article' and 'headline.', rather than the Urdu words 'akhbar navis' or 'sahaafi', 'mazmoon' and 'surkhi.'. Some less common words however were accepted in English such as 'gym', 'basement' and 'tennis court'.

Many candidates made an error rendering the sentence '*...Bill needed a bigger house for his family.*' as '**...Bill ko apne khandan ke liye ek baRa ghar ki zarurat thi**'. This does not convey the essence of the sentence, which is '*bigger*', rather than '*big*.' This should have been translated more like '**ziada baRa**' or '**is se baRa**.' The same problem occurred towards the end of the passage in the phrase '*that he considers too small*', many candidates translated it as '**choTa**' '*small*' rather than '**bahut choTa**'.

Many candidates had a problem with numbers, for example mixing up '**bis**', '**bayis**' and '**chawbis**'.

Unfortunately, some candidates simply left out certain words and phrases, presumably because they did not understand them fully. Whatever the reason, they lost marks. It is always better to have a try than to leave words and sections out.

The majority of candidates, in spite of errors of spelling or grammar, demonstrated the communication skills in Urdu to achieve the marking criteria for the higher grades successfully.

# SECOND LANGUAGE URDU

Paper 3248/02

Language Usage, Summary and Comprehension

## General comments

The overall performance and standard of answers was good. The number of candidates who tried to answer questions in their own words increased this year but there was still a great tendency to copy out lengthy sections of the texts, which is not required. Concise answers are required written in the candidates' own words.

There was a great improvement in the writing of summaries this year. Candidates attempted most points and secured better marks.

Most candidates had difficulty securing full marks in **Question 1**.

A small number of candidates did not attempt the Sentence Transformation **Questions 3, 4, 5, 6 and 7** in the Language Usage section. This could be due to candidates answering it on the question paper and not in the answer booklet. Candidates need to be reminded by Centres that all questions should be written in the answer booklet and not on the question paper.

A small number of candidates spent rather too much time producing rough drafts of summaries and were then not able to complete tasks at the end of the paper. Some candidates appeared to have rushed through questions and missed some responses out.

## Comments on specific questions

### **Part 1: Language Usage:**

#### **Vocabulary**

In this section candidates are required to compose five sentences. Most candidates were able to construct three or four out of the five sentences well.

#### ***Kaan khaana***

This was answered well and most candidates secured a mark.

Some common responses were:

*'Who subha se baatain ker ker ke mere kaan kha gya hay'*

*'Bachchown ne khilownown ki farmaishain ker ker ke mere kaan kha liay'*

*'Uske paas koi nahin baithta kyunke who sub ke kaan khati / khata hay'*

*'----- cricket ke baaray meyn bowl bowl ker subha se mere kaan kha raha hay'*

#### ***Kaan bharna***

Candidates did well here to make appropriate sentences such as:

*'Bahoo ne saas ke khilaaf showher ke kaan bharay'*

*'Saas ne bahoo ke khilaaf baite ke kaan bharay aur who gher se chali gayi'*

*'Usne -----ke khilaaf -----ke kaan bhar taake un meyn laraaee ho'*

### ***Kaan pe joon na reengna***

This phrase was widely misunderstood by many candidates. It is used in the sense of completely ignoring someone when they are trying to talk to you.

Some strange responses were:

*'Who buht taaqat waala hay apne kaan per joon nahin reengne daita'*

*'Who buht Ziddi hay apne kaan per joon nahin reengne daita/daiti.'*

### ***Munh meyn paani bhar aana***

This was well done and most candidates had no problem making sentences.

Some common responses were:

*'-----ko khate daikh ker -----ke munh meyn paani bher aaya.'*

*'Biryani/ mithaai/ khaana daikh ker -----ke munh meyn paani bher aaya'*

*'Ramzaan meyn bachay ko khata daikh ker -----ke munh meyn paani bher aaya'*

### ***Munh choopaana***

This phrase is used in the sense of not being able to face anyone due to embarrassment. Most candidates did well, for example:

*'Jail se niklne ke bawd who sub se munh chupaata phirta hay'*

*'Waaldayn uski herktown ki waja se sub se munh chupaate phirte hayn'*

*'Chowri pakre jaane per who sub se munh chopata phirta hay'*

### **Sentence transformation**

Most candidates secured four out of the five marks. A number of candidates did not answer **Question 3** appropriately. The correct response was *'Iss company ka tamaasha daikhne waala ho ga'* but instead they wrote,

*'Iss company kaa tamasha daikhain gay'*

*'Meyn iss company kaa tamasha daikhne waala hun'*

### **Cloze Passage**

A small number of candidates misunderstood **Question 8** and wrote the word *'Tabaahi'* instead of *'Moozi.'*

### **Part 2: Summary:**

Summaries were a great improvement on previous years. Most candidates remained within the word limit and at least half used their own words or tried to rearrange words from the text in a different manner. Candidates need to be reminded to use their own words rather than copying responses from the text. The number of candidates making the mistake of using the summary points as sub-headings dropped this year and most summaries were in the correct form of a paragraph.

Sometimes candidates missed out where chillies' place of origin (America) was and secured only one mark. 5,000 BC was also misinterpreted by some as 500 years. Some candidates wrote, 'It started at the time of Christ's birth.' The remaining points were dealt with satisfactorily.

**Part 3: Comprehension****Passage A**

The majority of candidates did well in most of the questions. Some candidates however did not use their own words and copied responses to **Question 14, 15 and 16** directly from the text. These responses were lengthy and contained unnecessary detail.

**Question 17**

Most candidates gave sensible answers but very few secured full marks due to missing out one part of the question.

**Question 18**

The majority of candidates answered this well, for example,

'In arranged marriages the boy and girl both consent to this bond.'

'Forced marriages are not compatible and young girls are often made to marry old men due to the lack of a dowry.'

Some candidates merely commented on the outcome of arranged and forced marriages, for example,

'Arranged marriages are more successful and forced marriages often result in separation or a great deal of unhappiness.'

**Question 19**

Some excellent responses were given to this question. Most candidates were in favour of 'meetings before marriage'. Some of the most popular responses were,

'It is their life, they should have a say in it'

'They can find out more about each other and get used to each others' habits before marriage.'

'They can decide whether they are suitable for each other or not.'

'Meetings should be chaperoned.'

Candidates not in favour of these meetings wrote,

'They should trust their parents' judgement.'

'Meetings are against Islamic doctrine.'

**Passage B**

Generally most candidates did well in this part but compared with passage A secured fewer marks.

**Question 20**

The first part of this question was answered well by almost all the candidates but the majority missed out the second part. This part of the answer required candidates to write, 'the tombs were built to secure dead bodies.'

Most candidates wrote that they were 'built to keep their wealth for the another life.'

**Question 21**

Generally there were no problems answering this question. A small number of candidates explained the shape of tomb at the bottom but missed the information on the thin shape at the top.

**Question 22**

Almost everyone was able to describe the religious faith but some missed out its relation to the example, *'who sooraj aur baadshah donown ko deivtaa maante thay.'*

**Question 23**

There were no problems in attempting this question.

**Question 24**

There were four possible responses to this question and most candidates gave three or even four responses for the full marks. Some candidates, instead of writing, 'Egyptians applied medicines to places where the decomposing parts had been taken out', wrote, 'The decomposing parts (heart, brain and intestines) of the body were preserved with medicines.', *'Woh dil, deemaagh aur aantain waghera ko masaale laga ker rakh daite thay.'*

**Question 25**

Most candidates did not achieve full marks for this question. A common response was, 'Tombs were sealed in this manner so that no one could find and enter them.' Many candidates missed out other reasons, for example 'disturbing/stealing the bodies.'