

# SECOND LANGUAGE URDU

Paper 3248/01

Composition and Translation

## GENERAL

The overall performance of candidates was good, with the majority producing very good performances. There were some candidates for whom the technical demands of the translation proved too great, but most candidates coped with the differing requirements of the questions, the only limitations being that of:

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

The paper consisted of three questions. The total number of marks for the paper is 55.

## QUESTION ONE

**Question 1** required candidates to write a short essay of about 150 words on the topic of:

*'jungle ke janvaron ka tahaffuz'*      "PROTECTING WILD ANIMALS"

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

Three bullet points were given as the stimulus, these were:

- What dangers do wild animals face?
- The necessity of protecting them.
- What can be done to protect them?

Two marks were awarded for each bullet point, depending on whether two pieces of information were given and how much detail there was.

Most candidates scored well on some points this year, but quite a few did not score any marks on at least one of the bullet points.

The first point this year was the one on which most candidates scored two marks. The most commonly mentioned points were hunting, deforestation and pollution.

The second bullet point was less satisfactorily covered, because many candidates wrote about obtaining meat, milk and other items which are really products of domesticated animals, not wild ones. Good points included the fact that it is responsibility of humans to look after God's creation and that killing animals would upset the balance of nature.

The third point was also very well done, with the majority of candidates scoring two marks here. The obvious points were made by most, such as banning hunting, providing sanctuaries and parks, and diet.

Unfortunately, the third point was sometimes missed out or was not marked because the candidate had overrun the prescribed word limit. This meant that candidates lost marks for content because whatever points they had made after the 200 word limit could not be taken into consideration.

It cannot be stressed too much that it is very important to follow the rubrics for each question if high marks are to be achieved.

**QUESTION TWO**

This question provided candidates with a choice of either:

- (a) 'You are taking part in your school prize-giving. Prepare a speech on the topic of the importance of providing educational facilities in rural areas.'

**'aap apne skul ke jalsa-e-taqsim-e-ismad men shirkat kar rahe heyn. Dehat men t'alimi sahulaten faraham karne ki ahmiyat par ek taqrir tayyar karen.'**

Or

- (b) 'You want to spend the holidays with your friend but your parents are not in agreement. Write a dialogue trying to persuade them.'

**'aap apne doston ke sath chuttian gwzrna chahte heyn lekyn aap ke valyden razamand nahin heyn. Ap ynhen manwane ki koshysh karte heyn. Pesh aane wala mwqalama lykhen.'**

Candidates are instructed to write about **two hundred words**, with an exhortation to keep to the recommended length. As seems normal for this question, there were a markedly unequal number of responses for each choice here, with over three quarters of candidates opting to write the dialogue.

The dialogue was, by and large, very satisfactorily attempted. Most candidates scored well, getting at least 4 out of 5 marks for content and 11-14 out of 15 for language. The majority did not waste too many words and wrote amusing and sometimes extremely amusing dialogues, including script-like comments such as (pleading) or (interrupting).

This year the candidates who attempted the speech were able to write a speech in an appropriate register using the right language and expressions, staying focused on the topic concerned. It seems to be the more able candidates who choose this technically more demanding form.

Most candidates scored 4 or 5 marks out of 5 for content, while most scored between 9 -13 out of 15 for language.

**QUESTION THREE**

This question required candidates to translate a given passage into Urdu. The topic of the passage was listening to the radio on the Internet.

Candidates were not penalised for grammatical or spelling errors as long as they did not interfere with communicating the meaning.

Once again there were issues with certain English words in the passage. Some words need not be translated because there are no everyday Urdu equivalents, while there are others that should have been translated as they have common equivalents in Urdu, which many candidates did not translate. Words such as 'radio' and 'Internet' have no everyday Urdu equivalents, but on the other hand, words such as 'presenter' and 'continent' do, namely; '**mezban**' and '**barr-e-azam**.' Interestingly it seems that most candidates either wrote the English word or '**barr-e-saghir**' which means 'subcontinent.'

Another interesting error was that many candidates could not help writing about 'watching' the radio programme. The English expression for 'come up with' also produced interesting literal translations: '**accha awr asan idea ke sath aya**'.

By and large the second paragraph proved more accessible to most candidates, but unfortunately, some candidates made slips such as the journey taking not '**aTh sal**', '8 years', but '**aTh roz**', '8 days'.

Many candidates missed out certain phrases or sentences. Whatever the reason for this, they lost marks. It is always better to have a try than to leave bits out.

It is very pleasing to report that in this session of the examination, the great majority of candidates have demonstrated, in spite of errors of spelling or grammar, the communication skills in Urdu to achieve the higher grades successfully.

# SECOND LANGUAGE URDU

Paper 3248/02

Language Usage, Summary and Comprehension

## General Comments

Most candidates did well in this component but the performance of candidates varied from Centre to Centre. In some Centres candidates secured less marks despite having excellent language skills. This was mainly due to not keeping to the length required for the summary task. Most candidates found **Part 1** and Comprehension A more demanding than the other tasks. Comprehension B and the summary task were, on the whole, tackled well. A number of candidates did not manipulate the text or use their own words when attempting the summary and comprehension tasks and there was a tendency to copy out lengthy answers including irrelevant information from the given text. Candidates should be reminded that spelling errors are not penalised unless they hinder comprehension. Candidates should also be trained to produce the correct number of responses required for each task. Sometimes even able candidates lose marks for not giving the required number of responses.

## **Part 1: Language Usage**

This year some candidates had difficulty securing full marks in this part. Most candidates found some of the idioms and parts of the Sentence Transformation difficult.

### **Question 1**

There were no problems regarding tasks 2 and 3.

Common responses for these tasks were,

#### **Task 2**

*'Mehmaanown ke saamne buttmeezi kerne per valdain ne bachche ko aankhai dikhaeyn.'*

*'Class meyn shoar kerne per ustaad ne bachchown ko aankhain dikhaeyn.'*

#### **Task 3**

*'Nowkraani ki dowkh bhari kahani sown ker meri aankh bher aae.'*

*'Ghreeb bachche ko sarak per sookhi roti khate daikh ker meri aankh bher aae.'*

*'Baite ko dow saal baad daikh ker maan ki aankh bher aae.'*

#### **Task 1**

This task had mixed responses, approximately half of candidates understood the meaning of '*Pardah Parna*' while others mistook it for '*Parda Daalna*'.

Some appropriate responses were,

*'Bivi ki baatown se uski aankhown per aisa pardah para hay ke usay apni maan ki sahi baatain bhi ab ghalt lagti hayn.'*

*'Uski aankhown per to jaise pardah para hay, usay apne baite ki her ghalt baat sahi lagti hay.'*

Some inappropriate responses were,

*'Sachche musalmaan ka farz hay ke dowsray musalmaan ko daikh ker aankhown per pardah daal la.'*

*'Aik undhay insaan ka zindagi bher aankhown per pardah laga rehta hay.'*

### Question 2

There was a wide misunderstanding of Task 1 where *'Haath malna'* (to regret) was interpreted as *'Haath milna'* (to join hands).

*'Jab se usay ----- ka haath mila hay who buht khowsh rehta hay.'*

*'Pichlay dinown Pakistani sadar ne Amriki sadar se haath milaey.'*

### Task 2

This was well attempted by most candidates, for example,

*'Who karz ki wapsi ke liay haath dho ker mere peeche para hay.'*

*'Bachcha khilowne ke liay haath dho ker maan baap ke peechay para hay.'*

### Sentence Transformation

This part was well done except for Task 7. Most candidates were unable to change the word *'Nasamajh'* into *'Samajhdaar'* or *'nasamajh nahin'*.

### Cloze passage

Most candidates did well securing 3-4 marks on average. A number of candidates used the word *'Doori'* instead of *'Shiddat'* for Task 11.

### Part 2: Summary

The summary was generally well done by most candidates but a number of candidates exceeded the word limit and lost valuable marks for the last point. This was mainly due to writing lengthy response to the first task. Candidates need to accommodate all the points within the given number of words. They should be encouraged to respond using their own words and avoid lifting text from the passage where possible. Some candidates spend too much time producing rough drafts. This often results in unfinished tasks at the end of the question paper.

### Part 3: Comprehension

#### Comprehension A

Some tasks in Comprehension A were performed well and most candidates secured full marks in **Question 14** and **17**. Most problems arose in **Question 18** where candidates had to deduce the answer and were not able to do so. On average candidate secured 11 to 13 marks in this task.

#### Task 15

This task required candidates to give three responses but most candidates wrote only two.

*'Aik bachche ki ijaazat thi, dowsray per bhaari jowrmaana ada kerna parta.'*

#### Task 18

Only 10% of candidates managed to deduce the answer for full marks in this task. Candidates who copied the answer from the text, without showing they understand the real meaning, were awarded only one mark.

*'Pchaas saal se auper ziada lowg hun gay aur pachchees se kum ziada ho gay.'*

**Task 19**

Most candidates secured 2 or 3 marks in this task. Some candidates came up with their own opinions on the effects of a growing population, which were not related to the text at all, so marks were not awarded for this.

**Comprehension B**

This part of the comprehension was quite popular and most candidates secured good marks in **Question 20, 21, 22** and **23**. A number of candidates had a problem describing the reforms in 'Aagra'. Candidates who repeated the achievements already described in **Question 23** secured only one mark but to secure two more marks candidates were required to include the words '*Moaashi*' (economic) and '*Moaasharti*' (social) '*Tarakki*' (reforms).