

SECOND LANGUAGE URDU

Paper 3248/01
Composition and Translation

Key messages

Candidates should:

- write a composition covering each bullet point
- stay within the prescribed word limits for each task
- for translation, read the English carefully, translate it into Urdu without missing out words and phrases.

General comments

This paper consists of three questions and the total marks for the paper are 55.

The performance of the candidates was good. Most candidates produced very good responses for all three questions.

Comments on specific questions

Part one: Directed Composition

Question 1

Candidates were asked to write a short essay of about 150 words in Urdu about the clean environment. There were three main points, 6 marks were for content and 9 marks for language, giving a total mark of 15 for the question.

- 1 the importance of the clean environment.
- 2 effects of pollution on your health.
- 3 give your suggestions on how to keep your area clean.

Two content marks were available for each bullet point, in general, candidates scored well in first two bullet points. They understood the importance of the clean environment and the effects of pollution on health. Many candidates responded very well on third point and gave a lot of suggestions on how to keep their area clean. Good responses used the bullet points effectively and scored well in the content marks. However, in order to gain maximum marks in language, responses should include complex sentences, extensive use of vocabulary or good sense of idiom to answer the question.

The most frequent answers given to the first bullet point were:

صفائی نصف ایمان ہے، صاف ماحول کی وجہ سے انسان صحت مندر بہتا ہے۔ صاف ماحول کی وجہ سے ہر جگہ خوب صورت لگتی ہے۔ اگر ماحول صاف نہیں ہوگا تو بیماریاں زیادہ ہونگی جس کی وجہ سے لوگ ہر وقت پریشان ہونگے۔

For the second bullet point:

آلودگی کی وجہ سے انسان زیادہ تر پھیپھڑوں کی بیماری، سانس کی وجہ سے دے کی بیماری اور سرطان جیسی مُلک بیماریوں میں مبتلا ہو جاتے ہیں۔ کچھ لوگوں کو آلودگی کی وجہ سے جلد کی بیماری لگ جاتی ہے۔ آلودہ پانی پینے کی وجہ سے بچے موت کے منہ میں چلے جاتے ہیں۔

The third bullet points responses were as following:

علاقے کو صاف رکھنے کی زیادہ تر یہ تجاویز دی گئی تھیں۔ شہر اور گلیوں میں کوڑے کے ڈبے رکھے جائیں۔ حکومت یا کونسل کو چاہیے کہ مقامی علاقوں میں ہفتہ صفائی مٹا کر لوگوں کو صفائی کی اہمیت سے آگاہ کرے۔ سکولوں میں بھی بچوں کو صفائی کی اہمیت بتائی جائے۔ عوام کو پیدل چلنے اور گاڑیوں کے کم استعمال کرنے کی تاکید کی جانی چاہیے۔

Some candidates addressed all three bullet points within the word limit. Unfortunately, other candidates exceeded the prescribed word limit. This meant that the candidates lost marks for content because any points made after the 200 word limit could not be taken into consideration.

PART TWO: Letter, report, dialogue or speech

Question 2

This question provides a choice of either writing

- (a) a speech to be delivered in their school assembly on 'the importance of the charity work'
- (b) a report for your school magazine on your trip to an historical building during the previous school holidays.

Q2(a) was attempted very well by many candidates. Responses should be appropriate to the type of writing and should start the speech properly and introduce the topic, Charity work. Candidates are again reminded to keep to the word limit.

The best responses showed creativity, extensive vocabulary and good use of idioms as well as including complex sentences and therefore accessed the full range of language marks.

For both tasks, candidates were asked to write approximately 200 words and the best candidates were able to complete the task to a very high standard within that limit.

In **Q2(b)** the report was, to write an account of their school trip to an historical building. Many candidates who attempted this question wrote an account of their trip journey but they failed to write three facts regarding the historical building that they visited. There were five marks for content; one mark was given in for the name of the historical building, three marks were given for three things or facts about the building. One mark was allocated for the conclusion or opinion. The best responses showed creativity or extensive vocabulary and accessed the full range of language marks available.

PART THREE: Translation

This question required candidates to translate a given passage into Urdu. The topic was about the languages spoken in different countries. It must be stressed that candidates are not penalised for grammatical or spelling errors as long as these do not interfere with communicating the meanings. Most candidates performed well in this task.

Some common words wrongly translated or missed:

English Word	Suitable Translation	Mistranslated/missed Words
Englishman	انگریز۔ برطانوی شخص	گورا۔ برٹین
learn	سیکھنے۔	یاد کرنے
probably	شاید۔ غالباً	یقیناً۔ یقینی
foreign language	غیر ملکی زبان۔	باہر کی زبان۔ دوسری زبان
top of the list	سرفہرست۔ فہرست کے اوپر	لسٹ کے اوپر۔
population	آبادی	عوام۔ لوگ۔ پبلک
On the other hand	دوسری طرف	دوسرے ہاتھ پر
mother tongue	مادری زبان۔ ماں کی زبان	والدین
private school	نجی سکول / پرائیویٹ سکول۔ غیر سرکاری سکول	گورنمنٹ سکول۔ سرکاری سکول
child	بچہ / بچپن سے	چھوٹا
Persian	فارسی	پرشین۔ ہندی
poetry	شاعری	نظم۔ پوسٹری
a special talent	ایک خاص صلاحیت	خاص ہنر۔ خاص تجربہ۔ مہارت
strong willpower	مضبوط قوت ارادی	ویل پاور۔ جذبہ
be laughed at	پر ہنسا جائے / پر ہنسنے کے لیے	آپ ہنسیں گے
	ہندکو	ہندی

It is pleasing that many candidates demonstrated, despite errors of spelling or grammar, that their communication skills in Urdu, were generally very successful and accessed the full range of marks available.

SECOND LANGUAGE URDU

Paper 3248/02
Language Usage, Summary and
Comprehension

Key messages

In **Part 1** candidates need to be familiar with the common idioms used in everyday language. Sentence transformation requires the candidates to change the grammatical structure of sentence as required.

The fill in the blanks exercise tests the candidates' ability to choose the most appropriate word from a list of words, so the passage makes sense.

Part 2 is the summary. Five stimuli are given and for each only two points should be mentioned from the given passage, keeping the whole response within the limit of 100 words.

Part 3 – Comprehension – tests the candidates' ability to understand the given passage and answer the questions appropriately. Marks allocated for each question are shown on the question paper, which correspond to the number of pieces of information required for each question. For example, three marks mean three responses are required, two marks mean two responses and so on.

Candidates are expected to use their own words while answering questions to demonstrate their understanding and therefore, should avoid lifting sentences directly from the passage and using them as their answer.

It is important that candidates' work is legible and answers are clearly indicated on the question paper. It is also important that candidates write their answers in the correct spaces. There is an adequate provision of space for each response in the paper. However, if the candidates find an answer exceeding the given space or they change their mind after writing an answer and want to utilize the blank pages or continue the answer on an extra sheet, they should clearly mention this in the answer space in order to avoid any confusion. It is recommended to always attempt an answer rather than leaving a blank space.

It is advisable for teachers to equip candidates with a good understanding of the vocabulary of questions as well as enough practice in choosing appropriate information for the answers. If there is still time, they should also recheck their paper after completing to avoid any unintentional mistakes or unanswered parts.

General comments

It was a balanced paper catering for the needs of all ability candidates. The contents in the paper cover covered a wider aspect of syllabus and also had a fair amount of challenge for the candidates especially in the language usage area. The overall performance of the candidates was fairly good.

Candidates are expected to use their own words while answering questions to demonstrate their understanding and so should avoid lifting sentences directly from the passage and using them as their answer. It is important that candidates' work is legible and answers are clearly indicated on the question paper. It is also important that candidates write their answers in the correct spaces and if they are using blank space on the paper or additional sheets, they should mention it properly to avoid the risk of any answers being left unmarked. It was also observed during marking that some candidates tend to leave some parts un-attempted. As there is positive marking on this paper, it is advisable to always attempt an answer rather than leaving a blank space.

Comments on specific questions

Part 1: Language Usage

Vocabulary

Q1–5 required candidates to compose five sentences using the five given idioms in order to demonstrate their meanings. The idioms selected for the task were simple and commonly used by native speakers. Some candidates either confused the given idioms with some other idioms due to the similarity of key words or used them in literal meanings. **Q1** (دل بھرتا) means to get emotional or feel sad for something, but it was confused with دل بھرتا by some candidates; which means to get fed up of something. Similarly, **Q5** (وارے نیارے ہو) was confused with another idiom having a totally different meaning (صدقتے واری ہونا). It was also noted while marking the candidates' responses that many candidates were familiar with **Q4** (کچھرا چھالنا) and **Q5** (وارے نیارے ہو جانا) but they could not use them in sentences properly and were not able to access the full range of marks.

ایچھے نمبر آنے پر میرے وارے نیارے ہو گئے امتحان میں or اس نے چوری کر کے ماں باپ کی عزت پر کچھرا چھال دی could not be accepted due to wrong usage .

Q4 (کچھرا چھالنا) was also used in literal meaning by some candidates.

While answering this part, it must be remembered that the sentence has to show that the meaning has been correctly understood; otherwise, a mark cannot be awarded. Sometimes you have to clarify or support the answer with reason or explanation in order to convey the exact meaning.

Sentence Transformation

Q6–10 required the candidates to write the singular forms of the underlined plural words. Both underlined words had to be correctly altered to gain one mark. Some candidates found the singular form of طالبات (طالبہ) which a commonly used word, meaning 'a female student' challenging. Some candidates also gave incorrect answers for **Q10** (مرض۔ دوا/دوائی) امراض۔ ادویات .

While changing the underlined words as required, the candidates also have to be careful to choose a word that fits in properly without making any changes in the sentence structure. An answer for which the given sentence structure has to be modified, does not qualify to score a mark.

Cloze Passage

Q11–15

The candidates were required to choose suitable words from the given list to fill in the blanks. Some candidates performed very well on this task. **Q11** (غیر فطری) and **Q14** (حقیقی) proved challenging for many. Again, a limited linguistic ability or careless attempts at selecting suitable words from the list resulted in a lower than expected performance on this task.

Part 2: Summary

Question 16

There was plenty of opportunity for the candidates to score maximum marks in this part. The passage for summary was within the grasp of candidates and prompts were given for discussion were specific and clear and demanded exact information. The task requires candidates to summarise the passage within the given word limit. Two pieces of information are required for each stimulus hence a total of 10 marks for the 5 stimuli given.

For the second prompt (ابتدائی ایجادات), some candidates lost marks because they failed to reproduce the key information. They mentioned that Egyptians initially started making paper; but did not mention that it was made from the bark of papyrus tree. Similarly for the second point, those who wrote that the Chinese people later started making paper and did not mention that they made it with wood pulp, could not be awarded a

mark. The Third prompt مسلمانوں کا کردار was not properly understood by many candidates and they gave irrelevant details. They were asked to write about the contribution of Muslims and the two required points were:

- (i) They conducted further research and invented new things related to paper making.
OR
Started producing paper on massive / industrial scale.
- (ii) Introduced the paper making industry to the rest of the world.

A few candidates failed to identify the required information and gave all the details about how the art of paper making was introduced to Muslim world and welcomed by them as it was an age of learning and scholarly achievements and they started publishing books and setting up libraries etc. Although they consumed more than the allowed word limit, they missed out the actual required two points.

The candidates need to read both the passage and given stimuli carefully and process the information as required. They should be able to distinguish between key information and extended information in order to tailor their response properly within the given word limit. If concrete information is given in the passage about any stimulus, the candidates should avoid overlooking it and choosing generalised or ambiguous pieces of information instead; as it only increases the word count without scoring marks. Giving unrequired information or too much detail for any point results in exceeding the word limit (100 words) and consequently the responses cannot access the full range of marks. Candidates must also be careful about the accuracy of their response while reproducing information in order to avoid losing marks.

Part 3: Comprehension

Passage A

Generally this part was well attempted. The passage given for comprehension was easily understood by the candidates. **Q19** was answered well in general by candidates; whereas **Q18** proved challenging for many candidates. **Q20, 21, 23** were understood and answered well by higher ability candidates. Overall, the questions which demanded some inference on the part of candidates were not so well answered. There was a tendency to lift sentences directly from the passage for answers, thus, the answers for inferential questions were not accurate. Candidates are required to reproduce the given information according to the question in their own words in order to show their understanding. It is also important to remember that the number of marks allocated for each question corresponds to the number of pieces of information required. The questions where some candidates faced difficulty are as follows:

Question 18

The question was worth 2 marks and asked about the two popular methods of applying mehndi before the introduction of cone mehndi. The answers were:

- Mixture of mehndi was spread all over the palms of hands and feet.
- Designs were made with the help of a straw or pin

Many candidates gave only one point and elaborated it at length while neglecting the other one altogether and lost a mark.

Question 22

This question was worth one mark. It required the candidates to tell the purpose of adding chemicals to mehndi as mentioned in the text. Many candidates wrote that the purpose is to get a darker shade; whereas the correct answer was 'to get a dark shade within a few minutes'. Therefore a mark could not be awarded.

Passage B

This passage was understood and attempted well by a great majority of candidates. In some cases fewer responses were given than required. The candidates need to remember that the number of marks given in the brackets at the end of each question indicate the number of responses required. It was observed that some candidates tend to miss out important details even when they directly lift the answers from the text or make frequent spelling mistakes while reproducing the words given in the text or question. **Q26** was attempted exceptionally well by all candidates and **Q25** and **28** were also correctly answered many candidates. The questions where candidates faced difficulty are as follows:

Question 27

This question was worth 3 marks. It proved a bit challenging for many candidates, although it was very simple and should not have been missed out. They had to tell who encouraged Jack London to participate in the writing competition and why? And what change did it bring to his life? The required answer was that his mother encouraged him, because he used to tell her the tales of his sea adventures and she found them interesting. After winning the competition, he started writing stories and sending them to magazines. The second point was missing in quite a few responses and some even gave a wrong answer for it; therefore full marks could not be awarded.

Question 29

This question was worth 2 marks. The candidates were required to tell who gained most from the Gold Rush? And how did this expedition prove to be unexpectedly fruitful for Jack? The correct answer was:

- Local businessmen (of Klondike) gained most from the Gold Rush.
- His experiences later inspired many of his stories.

Many candidates either missed out the second point or could not give a suitable answer.

Question 30

This question was worth 2 marks. Again, a certain level of inference was required to answer the question properly. They were asked how the purpose of writing was transformed for Jack London. According to the text, initially, he wrote to satisfy his literary passion, but later he had to keep writing in order to maintain his fancy lifestyle. As the answer could not be directly lifted from the passage, some candidates found this question challenging.