

# SECOND LANGUAGE URDU

Paper 3248/01  
Composition and Translation

## Key messages

To achieve a good grade in this examination, candidates should:

- Write a composition covering each bullet point.
- Stay within the prescribed word limit for each task.
- For translation, read the English passage carefully and then 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.

Candidates' performance was of good standard and most of them performed well. Candidates need to be aware of the word limit for **Question 1** and **Question 2** and should include complex sentences and/or a good sense of idioms in their answers, so they are able to reach full marks.

## Comments on specific questions

### Part one: Directed Writing

#### Question 1

Candidates were asked to write a short essay of about 150 words in Urdu on the wildlife topic. The candidates were required to cover the following three points, where 6 marks were for content and 9 marks for language, giving a total of 15 marks for this question:

1. Importance of wildlife

جنگلی حیات کی اہمیت

2. Protection of wild animals

جنگلی جانوروں کا تحفظ

3. Government and public role

حکومت اور عوام کا کردار

Two content marks were available for each bullet point and most candidates responded very well to all three bullet points.

Some candidates were confused and misunderstood the topic 'Wildlife' in Urdu 'جنگلی حیات' and have written 'warlife' in Urdu, which has a similar word 'جنگلی حیات' and were not able to secure the marks from first bullet point.

Most candidates addressed to all three bullet points within the word limit. Unfortunately, some other candidates exceeded the prescribed word limit. This meant that the candidates have lost marks for content as what was written after the word limit for this question could not be taken into consideration. It is crucial

that candidates understand and follow the rubric for each question in detail if they want to achieve high marks.

Nine marks were available to reward linguistic performance. Due to having spelling mistakes and not using complex sentences, extensive vocabulary or a good sense of idioms, many candidates were not able to achieve full marks.

## **PART TWO: Letter, report, dialogue or speech**

### **Question 2**

This question provides a choice to:

- (a) Write a **letter** to your friend for not being able to attend his/her birthday party due to an unexpected event.
- (b) Write a **speech** on the topic 'the best use of your time' for your school's literary society.
- (a) This series, candidates have preferred to write a letter rather than a speech. Candidates who have attempted the letter have performed well.

There were five marks for content. One mark credited the start of the letter, three marks were credited to successful detailed descriptions of the unexpected event and the remainder mark was given to candidates who have written a proper ending for the letter.

Most candidates could not keep to the recommended length and therefore were not able to access the full range of marks for content. As mentioned previously, it is important that candidates keep to the recommended length.

There were fifteen marks allocated to language. Most candidates have shown good language skills, used an extensive and varied vocabulary and presented a good use of idioms, including also complex sentences in their answers.

- (b) The speech was attempted by fewer candidates. Most candidates scored good marks for meeting the speech requirements which included an introduction, with some good Urdu words; an explanation of three different points on how to make the best use of their time, and finally an effective speech conclusion with some good Urdu ending words.

The best responses to this question showed creativity, a wide vocabulary, and a good use of idioms. They have also included complex sentences which allowed candidates to reach high marks for language. Weaker responses presented many spelling mistakes, a limited vocabulary, an inaccurate sense of idioms and struggled to use more complex sentences.

For both tasks, candidates were asked to write approximately two hundred words. Once again, the most unnecessary deduction of marks occurred when candidates wrote more than the prescribed word limit. The limit set for this question is two hundred words and stronger candidates were able to complete the task to a very high standard within the limit established.

## **PART THREE: Translation**

This question required candidates to translate a given passage into Urdu. The topic was '**The Importance of Education**'.

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.

Most candidates, despite errors of spelling and/or grammar, demonstrated a good performance, which has shown that candidates' communication skills from English to Urdu were generally very successful.

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The following words were mistakenly translated or missed during the translation into Urdu.

| English Word       | Suitable Translation | Mistranslated/missed Words                 |
|--------------------|----------------------|--------------------------------------------|
| Skills             | مہارتیں              | اسکلز۔ چیزیں                               |
| knowledge          | علم                  | معلومات                                    |
| obstacles          | رکاوٹوں              | مقابلوں / Missed                           |
| culture            | ثقافت                | کلچر                                       |
| social             | معاشرتی / سماجی      | سوشل                                       |
| economic           | معاشی / اقتصادی      | اکنامک                                     |
| different subjects | مختلف مضامین         | اسباق                                      |
| space station      | خلائی اسٹیشن         | اسپیس / ہوائی اسٹیشن                       |
| mathematics        | ریاضی / حساب         | گنتی کے ماہرین                             |
| entire life        | پوری / ساری زندگی    | Missed to translate the word <b>entire</b> |
| always             | ہمیشہ                | Missed to translate                        |
| society            | معاشرے               | سوسائٹی                                    |
| imperative         | لازمی / ضروری        | Missed to translate                        |
| strong foundation  | مضبوط بنیاد          | مضبوط نشانی / فاؤنڈیشن                     |
| successful future  | کامیاب مستقبل        | کامیاب منزل / قابل مستقبل                  |

# SECOND LANGUAGE URDU

Paper 3248/02  
Language Usage, Summary and  
Comprehension

## Key messages

This question paper is comprised of three parts. The first part tests vocabulary and grammar, the second part test the skill of summarizing a passage, while the third and final part tests the comprehension and the ability of candidates to provide answers using their own words in the light of the given passages.

In **Part 1** candidates need to be familiar with the common idioms used in everyday language. Sentence transformation requires candidates to change the grammatical structure of sentences as required. The fill in the blanks exercise tests candidates' ability to choose the most appropriate word from a list of words, so the passage makes sense.

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

**Part 3** is the comprehension that is meant to test candidates' ability to understand the given passages 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. However, sometimes two responses may be required to qualify for one mark.

Candidates are expected to use their own words while answering questions to demonstrate their understanding and therefore, should avoid lifting sentences directly from the passages 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 similarly important that candidates write their answers in the correct spaces provided. 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.

It is advised that candidates recheck their responses after completing their answers 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 covered a wider aspect of syllabus and also had a fair amount of challenge for candidates, especially in the language usage area. The overall candidates' performance was good. A large number of candidates managed to score good marks, but only the most competent candidates scored 50 marks or above.

Many candidates tended to lift their answers directly from the given text while answering inferential questions, which results in irrelevant and lengthy details that make the answer ambiguous or even inappropriate. Candidates should be able to understand the questions and select appropriate answers from the given text.

Candidates should be reminded that they need to provide legible answers and avoid over writing. Some responses were first written with a pencil and then overlapped using a pen, creating a double image. If the work is not legible, it can cause a disadvantage to the candidate. It was also observed during marking that some candidates tend to leave questions unanswered. Candidates are encouraged to try attempting all answers to the best of their ability.

### Comments on specific questions

#### **Part 1 – Language Usage**

##### **Vocabulary**

**Questions 1–5** required candidates to compose five sentences using the five given idioms in order to demonstrate their meaning. Although the idioms were the ones in common use in everyday life and many candidates seemed to understand the meanings, only a few candidates were able to use all the idioms correctly in suitable sentences in order to display their meanings. Candidates need to practice more this exercise as some candidates left some parts unanswered or struggle with their answers. Only a few candidates were able to score full marks on this task.

Candidates have performed better in **Question 2** and **3**, whereas **Question 4** and **5** proved to be challenging for almost all ability levels.

Some common mistakes are as follows:

- Using idioms in literal meaning: e.g. **Question 1** پیٹ پالنا (earn one's bread/subsist) was incorrectly used in literal or inappropriate meaning by some candidates in sentences like اتنا زیادہ کھانا کھا کر اس نے اپنا پیٹ پال لیا or **Question 5** کھچڑی پکانا (to conspire) as کابل لوگوں کو صرف کھچڑی پکانا ہی آتا ہے.
- Inaccurate written sentences to explain the meaning of an idiom; e.g. **Question 4** اونے پونے داموں بیچنا (to sell at a very cheap/much less than actual price) was mostly well understood by candidates, but sentences such as اس نے اپنی نئی گاڑی اونے پونے داموں بیچ دی could not qualify for a mark as candidates needed to support the sentence with an appropriate reason in order to show that the idiomatic meaning was understood; e.g. اس کو پیسوں کی اشد ضرورت تھی، اس لیے اس نے اپنی نئی گاڑی اونے پونے داموں بیچ دی۔
- Inaccurate usage of idioms due to inappropriate sentence structure, e.g. **Question 2** زمین آسمان کا فرق ہونا (a great/prominent difference between two things) was inadequately used in sentences like; میرے اول آنے پر امی نے میرا اور میرے بھائی کا زمین آسمان کا فرق سمجھا۔
- Misinterpretation of given idioms with other idioms with similar key words; e.g. **Question 5** کھچڑی پکانا (to conspire) was sometimes confused with another idiom خیالی پلاؤ پکانا which conveys totally different meanings.

While answering this part it must be remembered that candidates must write sentences which are grammatically correct and show that the meaning has been correctly understood. Sometimes, sentences should be supported by an appropriate reason to clearly demonstrate candidates' understanding, and absence of a logical explanation can result into deduction of marks. Similarly, literal meaning of an idiom is not accepted. Candidates should also be careful not to confuse idioms with the ones having similar key words but different meanings.

##### **Sentence Transformation**

**Questions 6–10** required candidates to write the given sentences again after changing the underlined words with suitable antonyms. The task was simple, and the majority of candidates performed well. Weaker candidates struggled to give suitable answers. There may be multiple words which convey opposite meaning of an underlined word, candidates had to choose a word which fits in properly in the given sentence

structure. In **Question 6** پرندے آزاد رہنا پسند کرتے ہیں the word پرندے as antonym of آزاد could not be accepted as it is not appropriate using it as reference to birds. Similarly, in **Question 9**, وزنی is not a suitable antonym of ہلکے as reference to colours. There were still multiple correct answers that candidates could choose from. Although minor spelling errors were not penalised and most phonetically similar spellings were accepted, the use of نہیں with the underlined word to make an opposite – instead of a proper opposite word – could not be allowed, e.g. صحت مند نہیں، بہتات نہیں، پسند نہیں instead of بیمار/ کمزور کمی، ناپسند، کمی was not accepted.

While answering this part, candidates should also be careful to change the sentences in such a way that it does not affect the overall sentence structure. It was also observed during marking that some candidates overlooked the instructions and gave confused responses. It is highly recommended that candidates read carefully both the instructions and the example given for clarification so that they can understand properly what they are required to do.

### Cloze Passage

#### Questions 11–15

Candidates were required to choose suitable words from the given list to fill in the blanks. Most candidates were able to answer **Question 11** (وقفہ), **Question 13** (بہتری) and **Question 14** (مصروف) accurately, whereas **Question 12** (بجال) proved to be challenging for many candidates. Weaker candidates also struggled with **Question 15** (متاثر).

#### Part 2 – Summary

##### Question 16

There was plenty of opportunity for candidates to score maximum marks in this part. The passage given for summary writing was about the importance of social health. The details were easy to grasp and related to common everyday life. The bullet points given for discussion were specific and clear and demanded exact information. There were some outstanding responses, showing a thorough understanding of the text as well as an excellent command on language usage and delivering the required information in minimum words. However, candidates could have shown a better performance in this part as only a few candidates scored full marks.

The main reason for deduction of marks remains the same as in previous series, candidates wrote unnecessary details for the introduction or the development part of the summary and therefore could not achieve full marks as they have gone beyond the word limit. Many candidates tended to copy the opening sentence directly, even when it does not contain any valid points. In this paper specifically, the first three sentences of the passage serve the purpose of introduction only; if copied without modifying, they do not contain any valid points. Those who lifted this part directly, could not gain any marks and used more than forty words out of one hundred words limit.

Some candidates struggle to grasp the idea of writing a summary and exceeded the word limit by writing long paragraphs. There were also a few candidates that used the five given stimuli as headings but showed great difficulty in categorizing their points accurately.

Teachers should prepare candidates with more practice in this area and explain to candidates how not to waste words and be more succinct, using small sentences. Direct lifting from the text results in lengthy answers with irrelevant information making many candidates lose marks in the later part of the task for exceeding the word limit.

For stimulus **16(b)**, many candidates overlooked the second bullet point حالات کی مناسبت سے خود کو ڈھالنے کی صلاحیت and copied the information for the first bullet point لوگوں کے ساتھ (کشیدگی یا تناؤ کے بغیر وقت گزارنا/ اچھے تعلقات رکھنا) instead of picking up the required information and reproducing it in a brief way. This consumed about forty

words for only one valid point. For **16(d)** (factors that cause social distancing), the required information for the second point was منفی سوچ رکھنے والے لوگ / منفی سوچ رکھنے والے لوگوں سے دوستی یا تعلقات. Candidates had to specifically mention 'people with negative mentality'; but due to direct lifting, many candidates have written 'such people' which did not specify which people and therefore a mark could not be credited for these answers.

Candidates should make sure that they read the passage very carefully and then choose the specific information according to each bullet point (two pieces of information for each stimulus). They should be able to extract the gist of the information required for their summary, separating the extended details in order to meet the word limit (100 words). If they reproduce the information without properly cutting down on unnecessary details, they end up exceeding the allowed word limit. They must also be careful about the accuracy of the selected information in order to avoid losing marks.

### Part 3 – Comprehension

#### Passage A

Generally, this part was well attempted and quite a few candidates demonstrated a good understanding of the passage and its questions and achieved good marks for their answers. There were also some answers that showed lack of understanding and careless attempt at reading the passage. Most direct questions were answered well, whereas inferential questions proved to be challenging for many candidates. **Questions 17** and **20** were very well attempted by almost all candidates. **Questions 18** and **19** were also understood and answered properly by a large majority of average and higher ability candidates. Some weaker candidates gave ambiguous or irrelevant responses for **Questions 18** and **19** or lost marks for missing out a part of the answer. The questions where candidates faced difficulty in general are as follows:

#### Question 21

The question was worth 3 marks. The first part of the question asked about the purpose of forming APWA organization and the second part was about the role of Ra'ana Liaqat in Pakistan before 1952. The second part of the answer required some inference from candidates to identify the appropriate information given in the text. Although all the official responsibilities she was given by the government of Pakistan are clearly mentioned in the text chronologically, many candidates struggled to spot the required information and gave ambiguous answers.

#### Question 22

This question was worth 2 marks and asked which two offices she served internationally, representing Pakistan. Many candidates wrote مندوب کی حیثیت سے, which only means 'as a representative' and did not mention where (i.e. in UN), or for the second point, they mentioned she served in Holland and Italy but did not write that she served as an ambassador; therefore, full marks could not be awarded.

#### Question 23

This question was also worth 2 marks. The question was simple and direct and there were two parts within the question. The first part asked about Mrs. Ra'ana Liaqat's distinctive position with reference to Sind province, i.e., she was the first female governor of Sind, while the second part of the question was about the award bestowed upon her by the government of Pakistan. Many candidates mentioned that she became the first governor of Sind, instead of referring that she was the first female governor, or, for the second part, they named only the awards she achieved internationally and therefore lost one or both marks.

#### Passage B

This passage contained general information about Uzbekistan. The text was fairly well understood and answered by many candidates. **Question 24, 25, 27** and **28** were attempted particularly well by most candidates and many candidates achieved full marks for their answers. **Question 30** was very well attempted by a large majority of higher and average ability candidates, however it proved to be challenging for most lower ability candidates as they did not understand the question properly and provided inaccurate answers. The questions where candidates faced difficulty in general are as follows:



### Question 26

This question was worth 2 marks and candidates had to tell the importance of Russian and English language in current times. Candidates should have read the passage more carefully as many gave confused responses, mixing up past and present eras, mainly because the text contained the status of both languages in Soviet times and current days. Even though the question was simple, some candidates, even higher ability candidates, could not provide correct answers, probably because they struggled to understand the question properly.

### Question 29

This question was also worth 2 marks and required very direct and specific information, i.e., the names of two scholarly personalities related to Uzbekistan mentioned in the text. The text clearly describes that Bokhara and Samarkand are also known as the native land of famous scholars and scientists of ancient times and the names of Bu Ali Sina (Avicenna) and Alkhwazmi are mentioned as examples. However, many candidates incorrectly mentioned the names of other historical personalities mentioned in the text and lost marks.

A comprehension exercise is meant to test the candidates' ability to understand and reproduce – according to questions – the information given in the text; therefore, any answers giving ambiguous or incomplete information are not accepted. Alongside reading the passage carefully and understanding the questions, looking at the marks allocated is also very important as it indicates the required number of responses.