

SECOND LANGUAGE URDU

Paper 3248/01
Composition and Translation

General comments

Candidates generally performed well on this paper, with the majority producing very good performances. There were of course some for whom the technical demands of the translation were too much, but most of them coped with the differing requirements of the different 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 consists of three parts. The total for the paper is 55 marks.

Part 1: Directed Writing

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

"Tree Planting."

شجرکاری

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

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

- * درخت کاٹنے کے نقصانات
- * The disadvantages of cutting down trees
- * درخت لگانے کی مہم کیوں ضروری ہے
- * Why it is necessary to have a tree planting movement
- * اس میں عوام کا ہاتھ
- * What the people can do to help

2 marks were awarded for each bullet point, depending on whether candidates had given two facts and how much detail was given.

Most candidates scored well on a number of points this year, although quite a few did not score on at least one of the bullet points. It was gratifying to find that, in general, candidates were fully aware of the ecological issues facing their respective countries.



The first bullet point this year was usually fully completed, and most candidates scored 2 marks. The most commonly mentioned points were that lack of trees would result in less oxygen, an increase in pollution, and animals' losing their habitat.

One point to make was that some candidates appeared to have misunderstood the topic heading, specifically "shajarkari". They took it to mean the opposite, writing something on the lines of "shajarkari ki lana'at ne janglat ko khatam kar diya.." or *The curse of tree-planting has destroyed the jungle.*

The second bullet point was also more than satisfactorily covered, with most candidates achieving the two marks available. Good points made included the fact that it is the responsibility of humans to look after God's creation, and to restore the natural balance of nature. Also mentioned frequently were the need to try to moderate the climate, to retain soil in position and to reduce the incidence of floods and landslides.

The third point was the least well done, with the majority of candidates scoring only one out of two marks here. Most candidates were able to make the obvious point that people should plant trees but apart from that many candidates tended to write rather vaguely that they should help the government or clean up their own neighbourhood without going into specifics.

The third point was in fact sometimes missed out altogether or could not be credited because the candidate had already 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.

Part Two: Letter, Report, Dialogue or Speech

This question provided candidates with a choice of either:

- (a) آپ کے دوست نے آپ کے ساتھ کہیں سیر کرنے کا پروگرام بنایا ہے۔ لیکن آپ اس کو کسی اور مقام پر جانے کے لیے قائل کرنا چاہتے ہیں۔ پیش آنے والا مکالمہ لکھیے۔

"Your friend has arranged to go somewhere with you but you want to persuade them to go somewhere else. Write a dialogue to persuade them."

Or

- (b) حال ہی میں آپ نے کسی شادی کی تقریب میں شرکت کی ہے۔ اپنے دوست کے نام ایک خط لکھ کر بتائیے کہ اس میں آپ کس بات سے زے ادہ لطف اندوز ہوئے۔

"You have recently taken part in a wedding celebration. Write a letter to a friend about it including what part you liked best."

Candidates were, as usual, instructed to write about **two hundred words**, with an exhortation to keep to the recommended length. As at previous sessions, there were a markedly unequal number of responses for the different choices here, with over three-quarters of candidates opting to write the letter.

The dialogue was, by and large, satisfactorily attempted. Most candidates scored reasonably well, getting at least 3 out of 5 for content and 10-12 out of 15 for language. The majority did not waste too many words and wrote amusing dialogues, including script-like comments such as: (angrily) or (interrupting), etc. However, while over the last few years this format has proved to be a very successful one, at this session there were some rather dull scripts which did not contain any appropriately persuasive language, or were limited to a discussion about going to the park, for example, and were much less engaging than in previous years.

This year the majority of candidates who chose the letter were able to write one using the correct register, with appropriate expressions and vocabulary, and to stay focused on the topic. Everyone has, of course,



attended a wedding and there were some excellent and amusing descriptions of all the fun and excitement of a wedding party. The one shortcoming was where candidates did not state which part of the celebration they had enjoyed most.

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

Part Three: Translation

This question required candidates to translate a given passage into Urdu. The topic of the passage at this session was an Islamic Charity Concert.

Candidates are not penalised in this exercise for grammatical or spelling errors as long as they do not interfere with communication of the meaning. This is consistent with the paper being part of a second language syllabus.

As at previous sessions there were issues with certain English words in the passage. Some did not need to be translated because there are no everyday Urdu equivalents, while others should have been translated as they have common equivalents in Urdu. However, a number of candidates did not do this. Words such as "charity" were considered acceptable, even though there is an Urdu equivalent, as the word is accepted in Urdu.

One or two phrases did cause problems. The first, "country and western" was translated literally by nearly every candidate, although "mulk awr maghrib" does not quite cover the meaning, which is an American music style taken from cowboy music. However, no-one was penalised for this. Another more interesting error was that many candidates could not translate 'war-torn'. Many simply transcribed the English into Urdu, for which they could not be credited. Those who wrote something like "jang se mutasir" were rewarded.

By and large, the third and fourth paragraphs proved more accessible to most candidates, although some candidates had problems in coping with "£2 million." They produced a variety of amounts for this, ranging from "do pound", "do lakh", "bis lakh", "bis kror" and "do arb", using rupees, dollars and even Euros. "Bis lakh pound" was the prevailing phrase here.

The last sentence did cause difficulty for some candidates. "The concert coincided with the end of Ramadan and the celebrations associated with Eid." Many candidates paraphrased and wrote something like "Kansert Ramzan ke ba'ad hua." Better would have been, for example, "kansert Ramzan ke Khatam hone par awr Eid ki taqrib ke sath hua" which would have captured the full meaning better.

Many candidates had omitted certain phrases or sentences. Whatever the reason for this, they lost marks as a result. Candidates are reminded that it is always better to attempt a translation than to leave sections out.



SECOND LANGUAGE URDU

Paper 3248/02

Language Usage, Summary and Comprehension

General Comments

Candidate performance overall was good and comparable to that at the previous November examination session.

The following exercises were particularly well done: the Sentence Transformation and Cloze Passage in Section 1 and the Passage B Comprehension in Section 3. Most candidates were able to secure excellent marks in these areas. Some of the idioms in **Questions 1 and 2** in Section 1 proved a bit challenging for candidates who were not able to provide appropriate, clearly expressed examples. Candidates performed well generally on the summary exercise in Part 2 and the majority of them managed to stay within the word limit. However, there were still some isolated examples of versions that were too long, including some where the prompts from the question paper were included as subheadings, which were not necessary. Candidates need to be reminded that a summary should be in paragraph form; prompts are a framework to ensure essential points are included.

Comments On Specific Questions

Part 1: Language Usage

Question 1 - 1st idiom

Most candidates secured a mark. General responses were:

گم شدہ بچے کی خبر ملنے پر ماں کے منہ پر رونق ہو گئی۔
پاس بیٹے کی خبر سن کر اس کے منہ پر رونق ہو گئی۔
خالہ / ماموں کے آنے کی خبر سن کر منہ پر رونق آ گئی۔

2nd Idiom

Able candidates managed to secure marks, while less able ones misunderstood the meaning of the idiom, e.g.:

’ احمد ابر کے منہ پر سواپٹیاں اڑا رہا ہے !

The most frequent correct responses were:

پولیس کو دیکھ کر چور کے منہ پر سواپٹیاں اڑ گئیں۔
شیر کو اپنی طرف آتے دیکھ کر اس کے منہ پر سواپٹیاں اڑ گئیں۔
چوری بکڑی جانے پر اس کے منہ پر سواپٹیاں اڑ گئیں۔



3rd Idiom: Attempted by all, yet only 50% of candidates secured any marks. The idiom means "to face defeat". It was mistaken by several candidates to mean a physical form of punishment. Examples include:

سزا میں گرنے پر اسی سے منہ کی کھائی -
برٹیشی گرنے پر اسٹا د سے منہ کی کھائی -

Common correct responses were:

کھانا رنے جنگ بدر میں مسلمانوں سے منہ کی کھائی -
بھارت نے جنگ میں پاکستان سے منہ کی کھائی -

Question 2

1st idiom

This idiom was handled reasonably well by most candidates, but a small number were unable to provide suitably clear examples.

مثالی - احمد ابر سے گن گن کر بدلے لیا ہے -

Appropriate responses included:

اپنے ساتھ کی کسی زیادتیوں کے بدلے دوس نے گن گن کر لے لے
اپنے ساتھ کیسے گئے ظالموں کے بدلے دوس نے گن گن کر بدلے لینے کی کھائی ہے -

Part 2: Summary

Overall, there was a significant improvement in candidates' summary writing skills. The points to be covered were drawn together reasonably succinctly within the set word limit. There was an obvious pattern in the case of several small and isolated centres where almost all candidates exceeded the word limit and could not be credited with marks for the 5th and final task.

There were no problems generally with prompts (i) and (iii), but a small number of candidates did not provide both parts of the response to prompts (ii), (iv) and (v).

In response to the second prompt, candidates generally wrote:

اردو پاکستان کی قومی زبان ہے

but missed out

رابطے کی زبان ہے یا اسکولوں تک پڑھائی جاتی ہے

In response to prompt (iv), Allama-Iqbal and his poetry were mentioned by most candidates to secure one mark, but some missed out the second part of the response:

رسالوں اشاعری دینے میں زندہ ہے -

Everyone responded to prompt (v) on the "Status of Urdu in Britain":

اسکولوں میں پڑھائی جاتی ہے
نصاب میں شامل ہے



but many missed the second point:

دوبی پر درہم موٹے ہیں

Part 3: Comprehension

The Principal Examiner has noted a continuing tendency on the part of candidates in Section 3 to lift material from the text rather than constructing answers to comprehension questions in their own words. In doing this candidates do not necessarily demonstrate comprehension and it should be avoided.

Comprehension Passage A

Candidate responses to a few questions on this exercise were incomplete, although overall candidates were still able to gain a reasonable mark of 11-12 out of 15

Questions 17 and 20 were most often answered incompletely.

Three points were required in response to Question 17, including mentioning oil/gas , crops , and metals .

تیل اور گیس

Most candidates referred only to oil and gas.

Question 20 too was often only partially completed. Candidates were required to give their personal opinion about the effect of the shortage of water on the general population. However, most candidates concentrated on the effect on crops and livestock without going on to include how the human population was affected.

Common correct responses included:

آبادی کم ہو جائے گی
پانی پر متعنے کے لیے صف میں گئے
پانی بننا شروع ہو جائے گا۔ عزیز نہیں خرید سکیں گے۔
فضلیں نہ ہونے سے محظ کی صورت حال ہوگی۔

Comprehension Passage B

This exercise was handled well by candidates, most of whom secured excellent marks. Occasionally, candidates were unable to describe the use of windmills, e.g.:

پینے اور آبپاشی کے کام آتی ہیں

Instead, candidates drew for their answers on material that was not included in the text, for example:

بجلی بنانے کے کام آتی ہیں

کششِ ارضی

In Question 25 some candidates did not mention the word "gravity" in relation to explaining how ink reaches the tip of a pen

روشنائی کششِ ارضی کے ذریعے قلم کی نوک تک پہنچتی ہے۔

