

# SECOND LANGUAGE URDU

**Paper 3248/01**  
**Composition and Translation**

## GENERAL

As has become the norm in this paper, the overall performance of the candidates was good, with the majority of them producing very good performances. There were of course some for whom the technical demands of the translation were too much, but most candidates 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 questions. The total for the paper is 55 marks.

## **QUESTION ONE**

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

***“qawm ki ta'mir men khel ka kirdar”***

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:

- **The advantages of sport for the individual**
- **The importance of sport from a national point of view**
- **Sport and international competition**

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

Most candidates scored well on some points, but a number did not score on at least one of the bullet points.

Most candidates scored two marks on the first bullet point. The most commonly mentioned points were physical fitness, improved health and mental agility.

The second bullet point was less satisfactorily covered, because many candidates wrote about putting teams together and being fit, which were not considered valid points in terms of a national point of view. Good points included the fact that supporting a national team is good for a country's spirit, and that a good player can make his name nationally, but the idea of raising a country's status internationally comes in the third bullet point.

The third point was not so well approached, with many candidates scoring only one mark here. The obvious points were made by most, such as international relations, tourism, income, etc., although there was some overlap.

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 want to invite your foreign pen friend to spend the holidays with you. Write a letter including your intention and the programme for the visit.”

**“aap ane wali chwttion men apne gheyr mulki qalmi dost ko apne pas chwttian gwzarne ki d’awat sena chahte hain. Ws eek khat likhen jys men apna yrada awr program batayen.”**

Or

- (b) “You have been given the chance to speak in your school Independence Day celebrations. Prepare a speech on that topic.”

**“aap ko apne skul men yaum –e-azadi ke jashn par kwch kehne ka mawq’a diya gaya hai. Ys mawzu’ par taqir lykhiye.”**

Candidates were instructed to write about two hundred words, with a reminder 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 speech.

The letter was attempted by the great majority of the candidates, and was, by and large, very satisfactorily attempted. Most candidates scored well, getting at least 4 out of 5 for content and 11 to 14 out of 15 for language. The majority did not waste too many words and wrote letters including appropriate headings and endings, an invitation to come and stay and several suitable activities to be undertaken.

Some candidates lost marks because they did not write in the letter format, or failed to give details of the programme. A few Examiners noted that a small number of candidates wrote to pen friends in their own country or to a relative. This sort of error is classified as a rubric error and marks were deducted. It is, of course, essential for candidates of any examination to read the question thoroughly and then answer that question and not one they have either prepared in advance or one they think they have to answer.

This year the relatively few candidates who attempted the speech were able to write a speech in an appropriate register using the right language, expressions, etc., and stay focused on the topic concerned. It is possible that only the more able candidates would have chosen this technically more demanding topic.

Most candidates scored 4 or 5 marks out of 5 for content, while most scored 9 to 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 the decline of vultures in the subcontinent.

Candidates were not penalised for grammatical or spelling errors as long as the errors did not interfere with communicating the meaning of the passage. According to this criterion, a large number of candidates scored at least 15 marks out of 20.

Once again there were issues with certain words and the use of English words in the passage. In general, some English words need not be translated because there are no everyday Urdu equivalents, though there were none of these in this passage. However, there are other English words in this passage with common equivalents in Urdu, which candidates mistakenly did not translate, for example, words such as ‘feathers’ and “subcontinent” do translate: “par” or “pankh” and “barr-e-saghir”

Many candidates clearly did not know the word for vulture, which is “gidh”. The majority wrote the English word in Urdu script, while others wrote either “shaheen” (falcon) or “baaz” (hawk) or “cheel” (kite) or “uqab” (eagle). Such errors are penalised only once. The word ‘ugly’ also caused problems. While most candidates correctly wrote “badsurat”, quite a few wrote words like “bura” (bad) or “khatarnak” (dangerous) which does not convey the meaning at all. At the end of the passage most candidates knew what rabies was and just wrote the English word in Urdu. A few, however, clearly were confused and translated rabies as “khargosh” (rabbit).



Many candidates seemed to miss out certain phrases or sentences. An example is “During the last decade.” Only a small percentage of scripts contained the word “**dehai**”. While thoughtful candidates wrote “**das saal**” many just wrote a phrase like “**kwch saal pahle**” which does not accurately convey the meaning. Whatever the reason for this, candidates lost marks. Candidates should remember that it is always better to attempt an answer than to leave parts out. Another phrase often missed out was ‘A surprising effect’, “**ek heiran kwn natija/asar**”.

Once again, 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 marking criteria for the higher grades successfully.



# SECOND LANGUAGE URDU

Paper 3248/02

Language Usage, Summary and Comprehension

## General comments

The overall performance of candidates was satisfactory, with only a few candidates whose work was below average. However, the performance of the candidates varied from Centre to Centre. Some weaker candidates, with more limited linguistic ability, failed to understand some questions, especially the ones which required in-depth thinking, or produce appropriate answers. Quite a few candidates lost marks by giving incomplete answers, i.e. where three responses were required, these candidates gave just one or two. Candidates should remember that the number of marks indicates the number of responses required.

In some cases, poor handwriting, grammatical and spelling errors made answers incomprehensible. Some candidates wrote in pastel blue ink, which was difficult in cases to read. Centres should ensure that candidates follow the instructions on the front of the Question Paper to write in dark blue or black ink.

Most errors in this paper were made in the cloze passage and comprehension passage B. A large number of candidates secured full marks in the summary task. Those who didn't wrote the last point beyond the word limit or gave an irrelevant answer for the last point. Many candidates managed to score full marks in passage A.

## Comments on specific questions

### Part 1: Language usage

#### 1A Vocabulary

Questions 1 and 2 required candidates to compose five sentences using the five idioms given. Most candidates secured 4 to 5 marks. Almost everyone used the first two idioms 'huth say guzarna' and 'huth mayn rahna' correctly; 'khatir mayn na laana' was mistaken for not entertaining the guests. The most common sentence was 'who mehmanoon ko khatir may laatey hain' or 'who mehmanoon ko khatir mayn nahin lateey hain'. 'Haath paon maarna' was taken in the physical sense by some and produced sentences like 'jub Ahmed ko gusa ataa hay to who haath paon maarnay lugta hai'. The last idiom 'haath paon phool jana' was also taken in the physical sense. The most common incorrect response was 'din bhar kaam karnay kay baad meray haath paon phool gaye'. The most common correct response was 'sher ko dekh ker shikari kay haath paon phool gaye.'

#### 1B Sentence transformation

Sentence transformation required candidates to change sentences from past tense into future tense. Sentences 5 and 6 created problems for only a handful of candidates. The correct response, was 'who kai din tuk or kai din ghar mayn baithay ga' instead of 'who kai din say ghar mayn baithay ga'; and 'who kahani parhay ga lekin samjhay ga nahin' instead of 'oos nay kahani parhi hogi per sámjhi nahin hogi' respectively.

There were few problems for candidates with the other sentences.

### 1C Cloze passage

In this paper, candidates found this exercise challenging with many candidates scoring 2 to 3 marks.

### Part 2

#### Summary

This task required candidates to provide two pieces of information for each point. The majority of candidates performed very well and scored 8 to 10 points by giving the information within the word limit. Only a few candidates lost marks because the last point was either misunderstood or written after the cut off point. Candidates are reminded that they should write no more than the specified number of words.

### Part 3

#### Comprehension passage A

A great majority of candidates managed to score full marks in this part, except for those who missed out a few points mainly in questions 15 and 18.

**Question 15** required candidates to explain why tourists are attracted to Bangkok and what the effect of tourism is on its economy.

The question carried 4 marks: 3 marks for three reasons and 1 mark for the effect on Bangkok's economy.

The expected response was old historical buildings **تاریخی عمارتیں**, royal palace **شاہی محل**, beautiful scenery **خوبصورت مناظر** or various shopping malls **بہت سے مال** and for the effect candidates could have written 'an increase of 5% in its economy' or just 'a positive effect on the income'.

**Question 18** required two responses, i.e. why it is difficult to control illegal activities and what steps the government has taken to control the illegal supply of drugs. The two responses required were incompetent police **نااہل پولیس** and the death penalty **سزائے موت**.

Some candidates responded to only one part of the question.

#### Comprehension passage B

Candidates performed less well responding to this comprehension passage than to passage A. Very few candidates achieved full marks for this passage. **Questions 20** and **22** were completed well by almost all candidates. **Question 21** carried three marks. The responses required were: being the only son, he was

quite spoilt, **لگڑا ہوا**; to train him **تربیت دینے**; and for 14 years **چودھ سال**. A large number of candidates missed out the first response.

**Question 23** also carried 3 marks for three responses: one response to why did Saleem rebel against his father and two responses for the consequences. A large number of candidates only gave two responses in total.

**Question 24** required a detailed account of Anarkali's sacrifices for her love. The question carried 4 marks indicating that 4 responses were required.

**Question 25** required candidates to write the meaning of **ڈھونگہ مچانا**. Candidates found this question more challenging and only a small number of candidates answered correctly.