

URDU: SECOND LANGUAGE

Paper 3248/01
Composition and Translation

General comments

The majority of candidates performed well on the different technical demands of the question paper.

There were two main limitations to a good performance:

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

QUESTION ONE

This was task based on a letter writing competition on the topic of:

مشاغل کی اہمیت

'The importance of hobbies.'

Candidates were given three bullet points to be covered in their short (150 word) composition. They are expected to cover each bullet point in some detail in order to achieve two marks for each point.

The three points were as follows:

- 1 The advantages of having a hobby
- 2 The hobbies that are popular nowadays
- 3 The effects of hobbies on our lives

This task was satisfactorily accomplished by the majority of candidates. In linguistic terms, there were only a very few scripts where the Urdu was so poor as to render candidates unable to perform the task adequately.

Apart from linguistic competence, the principal difficulties of note were length, irrelevant material and insufficient attention to the bullet points. While most candidates scored 4 marks out of 6 marks for content, very many wrote far too much for point one, covered point two, but wrote very little on point three. The third point was the least well covered and many candidates simply wrote that hobbies had an effect on our lives but did not say what the effects were, so didn't achieve the full marks available. Many candidates were running over the 150 word limit when they came to address the third point and this is the most likely reason for not covering this point well. Many candidates wrote well over the word limit and points that were made in excess of this could not be taken into consideration. Candidates tended to write lengthy introductions on why they had decided to enter for the competition or they discussed the fact that their schools had allowed time for hobbies in the curriculum. The importance of following the rubrics for each question cannot be overstated.

QUESTION TWO

This question gave candidates two options; they could either:

(a) Write a report as secretary of their school sports club, including next year's plans

آپ اپنے اسکول میں سپورٹس کلب کے سیکریٹری ہیں۔ کلب کی پچھلے سال کی سرگرمیوں پر ایک رپورٹ لکھیے اور آئندہ کے منصوبوں کا ذکر کیجیے۔

or

(b) Write a dialogue persuading your parents to let you have your choice of subject next year

آپ اپنی اگلی جماعت میں اپنی مرضی کے مضامین چننے کے لیے اپنے ابا جان کو رضامند کرنا چاہتے ہیں۔ اس سلسلے میں پیش آنے والا مکالمہ لکھیں۔

Most candidates chose (b). A small number of candidates wrote this task in the form of a letter, rather than in the form of a dialogue as specified in the question.

The first task, the report, was on the whole satisfactorily attempted by many candidates. They were expected to write a report that included an appropriate introduction, a central section on the activities of the club, and some mention of what plans there are for the future. Most candidates attempted this task at least adequately, covering successes and failures on the field, facilities that needed improving etc.

Once again, the dialogue task produced some extremely interesting and well written compositions. Many of these dialogues had a genuine element of humour and many candidates were able to introduce appropriate colloquial language which read very naturally on the page. Once again writing to a specified length was a problem for many candidates.

QUESTION THREE

This question required candidates to translate a given passage into Urdu. Candidates are not penalized for grammatical or spelling errors as long as they do not interfere with the meaning. The topic of the passage was about controlling one's temper and it was successfully attempted by many candidates. There were some words and phrases that caused difficulties, but the majority of candidates were able to convey the gist of the passage, if not always the detail.

The first difficulty was in the first sentence 'Sofia had a very bad temper'. While most candidates got the appropriate word

مزاج

some rephrased the sentence as

صوفیا بہت غصیلی لڑکی تھی

which was equally acceptable. The sentence which included the phrase 'the back of the fence.....' caused problems for some candidates. An adequate translation would read something like this:

باڑکی پشت پر

The word 'fence' caused some problems, with many candidates simple transliterating the English word

دیوار

which means 'wall' and was not accepted. Some candidates used the incorrect word for 'nails' which Sofia was meant to hammer into the fence to control her temper, which she then had to extract when she succeeded in keeping her temper. Some candidates used the word

ناخن

meaning fingernail instead of a nail which is hammered.

کیل

URDU: SECOND LANGUAGE

Paper 3248/02

Language Usage, Summary and Comprehension

General comments

The overall performance and standard of answers was good. The number of candidates who answered questions using their own words increased this year but there were still many candidates who copied out their answers directly from the text, resulting in lengthy responses. It may be that candidates are copying rather than using their own words because they are not confident in their spelling. In this respect positive marking is used and mistakes in spelling are not penalized unless words are incomprehensible or convey different meanings.

Candidates needed more practice in writing concise and relevant summaries.

Some candidates were not aware that all questions have to be attempted and none should be left out. Some left out either part/parts of Language Usage or one of the comprehension questions and as a result lost marks unnecessarily.

Comments on specific questions

Part 1: Language Usage

Vocabulary

In this section candidates were required to make five sentences. Most candidates did well to secure four or five marks.

Candidates had no problem with 'Nazar Rakhna', 'Dil Townra' and 'Dil Meyn Owterna'. The most common responses for these were:

Nazar Rakhna

'Vaaldeyn apnay bachchown per nazar rakhte hayn.'

والدین اپنے بچوں پر نظر رکھتے ہیں

'Police ne chowr per nazar rakhi hay.'

پولیس نے چور پر نظر رکھی ہے۔

'Nowker per nazer rakhna, kahin chowri ker ke bagh na jaey.'

نوکر پر نظر رکھنا، کہیں چوری کر کے بھاگ نہ جائے

Dil Townra

'Kisi ka dil townra Gownah hay.'

کسی کا دل توڑنا گناہ ہے

'Imtehaan meyn fail ho ker usne upne vaaldeyn ka dil towr diya.'

امتحان میں ٹیل ہو کر اُس نے اپنے والدین کا دل توڑ دیا

Dil Meyn Owterna

Bahu upni meeti baatow ki vajja se sussral ke dil meyn owter gaey

بہو اپنی میٹی باتوں کی وجہ سے سسرال کے دل میں اُتر گئی

Some candidates mistook this sentence to be 'Dil se owterna', which conveys the opposite meaning to 'Dil meyn owterna.'

Nazar Choorana

This was mainly well done but some candidates used it in the sense of 'Nazar bachaana'.

Nazar Lagaana

Nazar Lagna and Nazar lagaana were both accepted in sentences.

There were some curious responses to this, for e.g.

'Aslam ki henna se nazar lag gaey', applied in the sense of 'Nazar Larna'.

کچھ امیدواروں نے نظر لگانا کو نظر لگانا کے معنوں میں استعمال کیا

Sentence Transformation

Almost all candidates secured full marks in this part. A few candidates tried to change some sentences into the passive voice and therefore lost marks.

Cloze passage

Most candidates were successful in securing four out of five marks. Some candidates failed to select the correct word for task 8. 'Qalil' was the correct word but a number of candidates chose 'Kaseer' or 'Chowti' instead. 'Kaseer' is the complete opposite of 'Qalil', and 'Chowti', though having a similar meaning, was inappropriate for the context.

Part 2: Summary

The number of candidates producing lengthy text for the summary reduced considerably. Candidates writing in excess of the specified number of words or who copied text from the passage instead of using own their own words for responses lost marks.

A small number of candidates used sub-headings for conveying points instead of producing the summary in a paragraph form.

Some candidates missed out the point 'The effects of flattery on society' and some did not cover the point 'Flattery'

The most popular point was the description of a 'Good friend.'

Part 3: Comprehension

Question 14

This was well done.

Question 15

This was generally well done but a number of candidates lifted the whole answer from the text e.g. '..... aloome Latifa ko Chaar Chaand lagaa diey.' Very few candidates came up with alternative words for 'Chaar Chaand.'

Question 16

Most candidates wrote the names of historical buildings but failed to comment on their beauty.

Question 17

This question was quite popular and almost all candidates secured full marks.

Question 18

This was well done by most candidates.

Question 19

Some candidates secured only one mark for conveying only one piece of information instead of two that were required for the task. The most common responses were:

'Lahore ka mahowl bara rangeen hay.'
'Lahore meyn her waqt chehul pehal rehti hay.'
'Zinda dil logown ki jagha hay.'

لاہور کا ماحول بڑا رنگین ہے
لاہور میں ہر وقت چہل پہل رہتی ہے
زندہ دل لوگوں کی جگہ ہے

Passage B

Question 20

Most candidates did well to secure full marks in this task. A small number of candidates mentioned the physical appearance of the ancestors but missed out 'Quantity/Quality of Food,' and 'Exercise.'

Question 21

This was generally fine but there were few curious responses e.g.

'They are simply lazy and eat a lot' etc.

وہ سست ہیں اور بہت کھاتے ہیں

Question 22 and 23

Relevant responses were given.

Question 24

Most candidates agreed with the writer over the importance of health.

Candidates who gave personal reasons secured better marks. Very few candidates seemed to disagree e.g.

'Meyn poori tarah se muttfaq nahin kyunke tawajjo naa dainay ki vaja se aap budsoorat samje jaate hain aur ehsaas e kamtri ka shikar bhi ho sakte hayn. Zindgi myn kaamyaabi haasil kerna mushkil hota hay.' etc.

میں پوری طرح سے متفق نہیں کیونکہ توجہ نہ دینے کی وجہ سے آپ بد صورت سمجھے جاتے ہیں اور احساس کمتری کا شکار بھی ہو سکتے ہیں۔ زندگی میں کامیابی حاصل کرنا مشکل ہوتا ہے وغیرہ وغیرہ۔