

SECOND LANGUAGE URDU

Paper 3248/01
Composition and Translation

GENERAL

As with previous sessions, the overall performance of the candidates was good, with the majority of them producing very good performances. Some candidates found the technical demands of the translation challenging, but most candidates showed they were able to turn their hand to the differing demands of the different 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 about 150 words on the topic of:

"the best place to spend a holiday"
'chwtian manane ki bahterin jagah'

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

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

- **The need for holidays**
- **Your favourite place to go**
- **Who will you take with you?**

Two 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 point. The most commonly mentioned points were to recover from a tiring year at school, to see new and different places, and to spend time with family and/or friends.

The second bullet point was very well covered, because most candidates wrote in great detail about where they wanted to go, citing the place's beauty, interest, history, etc. In order to gain the full two marks, candidates were required to name a specific place.

The third point was also very well done, with the majority of candidates scoring 2 marks here. Candidates stated who their companion would be and gave a reason for their choice. Acceptable 'companions' included individuals, the candidate's family or the candidate's class.

In some cases the third point was missed out or was included beyond the word limit of 200 words, meaning that it could not be rewarded. Candidates must be reminded that it is very important to follow carefully the instructions for each question if high marks are to be achieved.

In terms of linguistic performance, most candidates demonstrated Good or Very Good control of Urdu.



QUESTION TWO

This question provided candidates with a choice of either:

- (a) 'Write a speech on women's rights for your School assembly.'

'apne skul ki assembly ke liye awraton ke haquq ke mawzu' par ek taqirir likhiye.'

Or

- (b) 'You want to persuade your parents to let you go on holiday to the Northern Areas of Pakistan with your cousin. Write the ensuing dialogue.'

'aap apne validen ko is bat par amada karna chahte heyn kyhvwh aap ko apne cousin ke sath ke sat Pakistan ke shomali elaqon ki seyr karne den. Pesh aane wala mwqalama lykhen.'

Candidates were instructed to write about two hundred words, with an exhortation to keep to the recommended length. Over three quarters of candidates opted to write the dialogue.

The dialogue has, since its introduction, rapidly become a firm favourite task. Candidates often perform very well in this task, and engage with it with style and humour. This session's performance, was, by and large very satisfactorily attempted. Most candidates scored well, achieving a Good to Very Good performance in both Language and Content. The majority did not waste too many words and wrote entertaining and dynamic dialogues, including script-like comments such as (pleading) or (interrupting), etc.

The candidates who attempted the speech showed they were able to write a speech in an appropriate register using the right language, expressions, etc. and staying focused on the topic concerned. They successfully used the appropriate formal expressions used to start and finish a speech and vigorously presented the case for women's rights.

Most candidates produced Good or Very Good performances in terms of content, while most achieved between Adequate and Very Good in language.

In a number of cases, potential marks were not achieved when candidates wrote far in excess of the prescribed word limit. The limit set for this question is 200 words. Anything written beyond 250 words cannot be credited. These tasks can be completed well within the word limit. Candidates would benefit from practice in completing such tasks within the prescribed word limit.

QUESTION THREE

This question required candidates to translate a given passage into Urdu. The topic of the passage was the life and times of the poet Ahmad Faraz. Candidates generally performed well on this task.

As this is a Second Language syllabus, candidates were not penalised for grammatical or spelling errors that did not interfere with communicating the meaning.

Certain parts of the translation proved challenging:

- Words such as 'tutor', 'principles' and 'student' have straightforward Urdu equivalents, namely; '**ustad**', '**usul**' and '**talyb**', '**ylm**.' This is a written Urdu examination and while it is acceptable in spoken Urdu to use many of these common English words, it is expected that candidates should use the Urdu words in written work.
- The use of the English words 'poem' and 'verse'. In Urdu there are many technical words for different genres of poetry and in this case most would have been acceptable. Here the most appropriate choices would have been '**nazm**' for poem and '**sha'iri**' for verse.
- In translating 'a year senior to me' many candidates used the word '**baRa**', 'elder' which was deemed unacceptable. The most appropriate translation is '**vwh mwjh se ek sal aage the**.'



- The phrase 'He was handsome and full of energy.' While '**khubsurat**' is fine for the former adjective, '**tavanai se bharpur**' is an unacceptably unnatural literal translation. Far better would be the more idiomatic Urdu '**pur josh**' or '**joshile**'.

By and large, the second half of the passage proved less challenging to most candidates. Some candidates incorrectly translated '*dozens of letters*'. The correct translation is the derivation of the English word 'dozens' '**darjan**', not '**bahut se**', '*many*' or '**senkron**', 'hundreds'.

In some cases, candidates missed out certain phrases or sentences completely, meaning that that they certainly could not be awarded any marks for these parts. Candidates should remember that it is always better to make an educated guess that is appropriate to the context of the sentence or the passage than to write nothing.

SECOND LANGUAGE URDU

Paper 3248/02

Language Usage, Summary and Comprehension

General comments

Performance varied across the candidature, with the overall performance being satisfactory. Some candidates, due to limited linguistic ability, did not appear to understand questions which required in-depth thinking, or did not give an appropriate response to the question. A number of candidates, including those with above average ability, did not achieve full marks in places due to giving incomplete responses, e.g. where three responses were required, only two were given. Candidates need to be made aware that the number of marks given indicates the number of responses required.

Candidates should be reminded to write neatly using grammatically correct Urdu, spelled correctly, to ensure that the Examiner is able to read their response. In addition, candidates should be reminded to follow the instruction to write using dark blue or black pen. Answers written in pastel blue prove very difficult for the Examiner to read.

A detailed account of each question is given below:

Part 1

Language usage

Questions 1 to 5 required candidates to compose five sentences using the five idioms given.

The first idiom پانی سر سے گزنا was, sometimes, literally taken in the sense of being submerged under water or the water flowing overhead. The most common incorrect responses were بادش کا پانی آسکے سر سے گزہ گیا or پانی سر سے گزہ گیا مگر وہ ٹھیک دیا.

The majority of candidates knew the meaning and the correct usage of idioms two, three and five.

Idiom number four لال پیلا ہونا was misunderstood by some candidates and was taken in the sense of being embarrassed or scared, which is incorrect.

All the idioms given in the question paper are quite common and are used frequently. Candidates should be advised to revise common idioms when preparing for the exam.

Sentence transformation

Sentence transformation required the candidates to change or to add words to give the opposite meaning. This exercise was generally well done.

Cloze passage

This exercise required candidates to select the correct word from a number of words given and fill in the blank spaces. This was generally well done. The correct answer for gap 12 was داگ which when inserted into the sentence read اپنا ہی داگ الپے دیکھیں. Some candidates chose instead تحریف or مسئلہ which did not make sense in the context of the sentence. Candidates should be reminded to check that their choice of word makes sense within the sentence as a whole.



Part 2

Summary

This task required candidates to provide two pieces of information for each prompt given. Candidates found this task more challenging.

Many candidates missed out the required responses for the first point: *چابلیس سے پینتالیسی* and *کرپڑ سال*.

For the second point the required responses were *بدریں میل دور سے پانی کی موجودگی* and *نظر کا دائرہ وسیع ہونے*.

In many cases the second response was missing. Many responses to the last point were either missed out altogether or written after the word limit cut off point, and could therefore not be awarded. Candidates should be reminded to ensure they include all the points that are asked for and to record all the points within the word limit.

Part 3

Comprehension passage A

Candidates generally performed well in this section. **Questions 18** and **21** proved problematic for some. They both carried two marks for two responses.

For **Question 18** the candidates were required to mention any two of the following possible answers: the pipe lines burst making all work come to a halt, oil extraction is suspended or people become house bound and all businesses close. Some candidates mentioned only one of these, achieving only one mark.

The possible responses for **Question 21** were: the glaciers will melt down, possibility of floods, some rivers will eventually dry up. Almost all candidates mentioned the first response but, in many cases, the second was missing.

As mentioned above, candidates should be reminded to check the number of marks allotted to each question and provide a corresponding number of responses in order that the highest number of marks may be awarded for each question.

Comprehension passage B

In general, candidates handled this passage quite well. **Questions 24** and **27** proved problematic for some.

For **Question 24** the candidates needed to compare the modern ships with those built by Romans. In some cases there was no comparison, only a description of either one or the other, which could not be rewarded.

Question 27 asked the reason why people were travelling to America. The expected responses were: some were going as tourists, some wanted to start a new life or some wanted to try their luck there. As before, some candidates did not give all three responses and could therefore not be awarded maximum marks.