

SECOND LANGUAGE URDU

Paper 3248/01
Composition and Translation

Key messages

In order to do well in this examination, candidates should:

- ensure they cover each bullet point in **Question 1**
- stay within the prescribed word limits
- not miss out words and phrases in **Question 3**.

General comments

As usual, the overall performance of the candidates was good, with the majority of them producing very good performances. The vast majority of 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 consisted of three parts. The total for the paper is 55 marks

Comments on specific questions

Question 1

This question required candidates to write a short essay of about 150 words on the topic of: *Chiriya Ghar*, The role of the Zoo

6 marks were available for content and 9 for language, giving a total mark of 15 available marks for the question.

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

- *Chiriya ghar ke faide*
The benefits of zoos
- *Chiriya ghar ke nuqsanat*
The disadvantages of zoos
- *Chiriya gharon ko bahtar banana ki tajawiz*
Suggestions for improving zoos

Two marks were awarded for each bullet point, depending on whether they had given two facts and how much detail was given. Most candidates scored well on two bullet points, quite a few did not score on at least one of the bullet points.

Most candidates scored two marks on the first bullet point. The most frequently mentioned points were: *a chance to see lots of animals, finding out about animals, conserving rare species, a good family day out.*

The second bullet point was also generally well answered. Good points made included: *dirty, wrong to imprison animals, mistreatment by public, spread diseases.*

It was the animal rights aspect that clearly concerned many candidates who simply thought it was wrong to take animals out of their natural habitat and put them in cages. Only a few candidates did not score at all on this point.

The third point was reasonably well attempted, although a number of candidates did not score any marks at all. Most suggestions were aimed at putting right the negative aspects mentioned in the second bullet point, such as: *make cages bigger, employ trained staff and doctors, make more natural habitats, better food, (for humans as well as animals).*

A few candidates misinterpreted the title of the composition and took *Chiriyā Ghar* as literally meaning Sparrows House and based their response on that understanding.

The third point was sometimes missed out or was not marked because the candidate had overrun the prescribed word limit. This meant that candidates could not be rewarded marks for content here because whatever points they had made after the 200 word limit could not be taken into consideration.

It is very important to follow the rubrics for each question if high marks are to be achieved. That being said, it seems that this year there were fewer candidates than usual who wrote more than the prescribed word limit.

Nine marks were available to reward the candidates' linguistic performance. Most candidates scored between 7-9 marks on this task. Very few candidates were unable to score more than 5.

Question 2

Question 2 provided candidates with a choice of task:

- (a) Write a REPORT

pycchle dynon aap ne apne elaqe ki safai ki muhym men hyssa liya – ws par apne skul ke rysale ke liye ek report likhiye

You have recently taken part in a clean-up campaign in your local area. Write a report on it for your School magazine.

This task was attempted by about a quarter of the candidates and most of them performed well. They wrote organised reports, introducing the Clean-Up programme for their area, how they got it set up and full details about what they cleaned up, how they got local people involved and how much they enjoyed doing the work. They ended with a conclusion about how successful it had been and the need to do it again.

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

The second task was:

- (b) Write a DIALOGUE

ap apne ghar men cand doston ko party men bwlana cahte heyn lekyn ap ke valyden ys bat se mwtafyq nahin hayn- ap wn ko razi karne ki koshysh karte hayn- pesh ane wala mwkalamah likhen

You want to invite a few friends to a party at your house but your parents disagree. You try to persuade them. Write the ensuing dialogue.

Since this task type was introduced, the candidates have taken to it with great enthusiasm, and many inject a welcome sense of drama and humour into their work, including stage directions and making it like a script. It was no surprise to find that about three quarters of the candidates attempted this task nor that many of them scored very well on it.

It was important to adhere to the key point of the task – *trying to persuade the parents to let them have a party at home*. The examining team felt that many parents gave in too easily without being persuaded. That being said, most candidates scored 4 or 5 marks out of 5 for content, while most scored between 9-13 out of 15 for language.

For each task, candidates were instructed to write about two hundred words, with an exhortation to keep to the recommended length. As in previous sessions, candidates need to be reminded to stick to the word limit. Parts of responses that go beyond the word limit cannot be rewarded.

Question 3

This question required candidates to translate a given passage into Urdu. The topic of the passage was on unhealthy lifestyles.

Candidates are not penalised for grammatical or spelling errors as long as the errors do not interfere with communicating the meaning. The vast majority of candidates scored well on this question.

As in previous sessions there were issues with certain English words in the passage. These words should have been translated into Urdu as they have common Urdu equivalents. A number of candidates neglected to translate these words. Words such as west, modern lifestyle, fat, expert, poor diet, and have straightforward Urdu equivalents, namely; *maghrib*, *tarz e zindagi*, *charbi ya chiknai*, *mahyr* and *gheyr sahytmand ghyza*

By and large, most candidates manage to convey the gist of the passage as a whole. Some candidates seemed to have difficulty with phrases such as more and more, *ziada se ziada*, and too many, *bahut ziada* or *had se ziada*, being translated simply as *bahut se*.

Many weaker candidates tend to miss out certain phrases or sentences completely. The whole translation should be attempted in order to have the highest chance of gaining marks.

SECOND LANGUAGE URDU

Paper 3248/02

Language Usage, Summary and Comprehension

Key messages

Part 1: Language Usage requires candidates to be familiar with common everyday idioms. In **Part 2: Summary** two points need to be mentioned for each of the five stimuli given. Giving more than two points per stimuli will not benefit candidates and may mean that their summary exceeds the hundred word limit. In **Part 3: Comprehension** the number of points required for each question is indicated by the marks allocated to that question, for example, 4 marks requires four points and 3 marks requires three points.

General comments

The overall performance of candidates was satisfactory. There were a few candidates whose limited linguistic ability meant they were unable to understand the question or give an appropriate response. Accuracy of spelling is important particularly if the word is copied from the question or the passage. Candidates are required to use their own words when answering questions and so should avoid lifting the sentence directly from the passage and using it as their answer. It is important that candidates' work is legible and answers are clearly indicated on the question paper.

Comments on specific questions

Part 1: Language Usage

Vocabulary

Questions 1 - 5

This section requires candidates to compose five sentences using the five idioms given. Only a few candidates gave five fully correct sentences. The first idiom was the commonly used '*seekh pa hona*' meaning to get very angry/lose one's temper. Correct responses needed to give an explanation of some kind, for example this one, '*Umar ka bura nateeja dekh ker oos kay abbu seekh pa ho gaye*'. Many candidates seemed to understand the idiom but gave an incomplete response such as, '*who ghussay mayn seekh pa ho gaya*'.

The second idiom, '*gul charray urana*' was understood by most candidates but some did not use it appropriately in a sentence. Incomplete responses or sentences such as '*Aslam nay teacher say gul charay uranay ka mutlab poocha*' were not credited.

Some candidates understood '*Zaher ugalna*' in the literal sense and gave the answer, '*who takleef mayn zaher ugalnay laga*'. Some responses such as '*Oos ki adat hay zaher ugalnay ki*' contained insufficient explanation and were not credited.

'*Char chand lagana*/'*lagana*' was used correctly by most candidates. Candidates are required to use their own words when forming sentences; some candidates copied a sentence from the comprehension Passage A and used it as their response, e.g. '*Mulla Do Piyaza nay apni mehnat say kutub kahanay ko char chand laga diye*' which did not demonstrate that they could express themselves in their own words.

The majority of candidates formed correct sentences using '*Bhanda phorna*'. Some candidates only knew the literal meaning of the word '*bhanday*' (pots and pans) rather than the idiomatic meaning which was required here.

Sentence Transformation

Questions 6 – 10

Candidates were required to give the opposite of the underlined words in each of the five sentences. The majority of candidates got all the questions correct. Some candidates changed only one of the underlined words resulting in a sentence which did not make sense, hence could not be credited. Some candidates did not know the opposite of common words such as 'Taza', 'Kahli' or 'girvida' and offered incorrect words such as 'ahli' as the opposite of 'Kahli' and 'bhoosa' as the opposite of 'taza'.

Cloze Passage

Questions 11 - 15

Part 2: Summary

Question 16

Some candidates performed very well giving two points for each of the stimuli and covering each point clearly and concisely which kept them within the word limit. Two points must be made for each stimulus and the word limit must be adhered to. Any points made beyond the hundred word limit are not credited. Many candidates gave only one piece of information for each stimulus or three or four pieces of information for only one or two stimuli. A few candidates missed out the first stimulus altogether.

Part 3: Comprehension

PASSAGE A

Questions 17 – 23

The majority of candidates gave correct responses to most of the questions in this passage. **Question 17** asked about Mulla's position in Akbar's durbar. The answer required was 'he was one of the nau ratans'. Incorrect responses were, 'he had no position' or 'he was in charge of the shahi murghi khana'.

PASSAGE B

Questions 24 – 29

This passage was understood and the questions well answered by the majority of candidates. In some cases fewer responses were given than required. The marks given in brackets at the end of each question indicates the number of responses required. Some incomplete responses were given for **Questions 28** and **29**. In **Question 28** candidates were asked to write the names 'Savana and Forest' as one point and 'the majority of elephants are found in India' for the other; some candidates wrote that the 'Savanas are found in great quantities' which was not the required response. For **Question 29** the required responses were, 'ayse jharian tabah kartay haen jo sabza ugnay say rokti haen' and 'Beej bikhayrtay haen ta kay naye darakht oog sakayn'. Candidates who gave incomplete or irrelevant answers such as, 'qudrat kay nizam ko chalanay mayn mudud daytey haen', or 'sukht beejon kay chil kay tortay hayn', were not credited.