

# SECOND LANGUAGE URDU

Paper 3248/01  
Composition and Translation

## KEY MESSAGES

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

- write a composition covering each bullet point in Question 1
- stay within the prescribed word limits for each task
- not miss out words and phrases in Question 3.

## GENERAL

As usual, the overall performance of the candidates was good, with the majority of them producing very good responses to each task. 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

### **PART ONE: DIRECTED COMPOSITION**

This part required candidates to write a short essay of about 150 words on the topic of: **Yskul uniform, School uniform.**

6 marks were 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:

- **School uniform ki mukhalyfat men delail**  
Arguments against School uniform
- **uniform pahenne ke faede**  
The advantages of wearing uniform
- **apne School ke liye munasyb uniform ki tajawiz**  
Suggestions for a suitable uniform for your School

Two marks were awarded for each bullet point, depending on whether they had given two facts and/or how much detail was given. Most candidates scored well on some points this year, but quite a few did not score on at least one of the bullet points. Candidates are encouraged to make an attempt at all 3 bullet points in order to benefit from the full range of marks that are available for this task.

Most candidates scored two marks on the first bullet point. The most frequently mentioned points were: '*fed up with wearing the same stuff all week*', '*discomfort*', '*needs cleaning too often*', '*unsuitable for Islamic culture*', etc., '*expensive*' etc.

The second bullet point was also generally well answered with a wealth of detailed responses, including: '*identity with School*', '*everyone equal*', '*gives pride to the wearer*', '*no distinction between rich and poor*' etc.

The third point was reasonably well attempted. Most suggestions included a desire for the uniform to be better made and more comfortable, such as: "looser fit", 'something cooler to wear in summer', 'shalwar qamiz', "no tie" etc.

The third point, however, 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 because whatever points candidates make after the 200 word limit could not be taken into consideration.

Some candidates wrote far too much on second bullet point and thus did not leave themselves sufficient space to complete the third task within the prescribed word limit.

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 too much and thus incurred loss of marks. Only a few candidates this year did not score at all on this point.

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.

## **PART TWO: DIALOGUE, LETTER, REPORT OR SPEECH**

**As usual, this provided candidates with a choice of tasks:**

The first task was:

### **(a) Write a SPEECH**

***apne School ki assembly men tulba ke faraiz ke mwt'alyq ek taqirir likhiye***

***Write a speech for your School assembly on the duties of candidate.***

Roughly one third of the candidates attempted this task, and many of them scored well on it. The task appealed to more linguistically confident and organised type of candidate capable of writing an excellent speech.

A key point of the speech writing task is getting the appropriate language of introduction and summing up. Many candidates found the right words and phrases, such as 'mwh'taram asatyza' etc. The good candidates included points such as politeness, concentrating on studies, respecting your teachers, in fact everything one might expect to see in such a speech, although some candidates could not distinguish clearly enough in their writing between teachers' and candidates' duties.

The majority of 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 REPORT**

***apne School sports club ki sargarmion awr aainde ke mansubon par ek report likhiye***

***Write a report on the activities and future plans of your School sports club.***

This task was attempted by about two thirds of the candidates and most of them performed well. They wrote organised reports, introducing the report appropriately, and gave full details about what sports the club had been involved in, including successes and failures, and most included some plans for next year's activities.

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

As in previous sessions, candidates need to be reminded to stick to the recommended length of about two hundred words and to remember to cover all the points in order to access a full range of marks available for this task.

### QUESTION THREE

This question required candidates to translate a given passage into Urdu. This session, the topic of the passage was swimming.

Candidates were not penalised for grammatical or spelling errors as long as they did not interfere with communicating the meaning. The vast majority of candidates scored well on this task.

By and large, most candidates manage to convey the gist of the passage as a whole, but some candidates were unfamiliar with phrases such as 'in your case', '*aap ke lyhaz se*', and 'almost the entire body' where many candidates simply left out 'almost'. Some candidates seemed to have difficulty with the spelling of the word 'mango'.

Once again the most difficult parts of the extract were certain English words in the passage that should have been translated as they have common equivalents in Urdu. Many candidates did not attempt to translate words correctly such as 'swimming', '*terna*' or '*teyraki*', 'exercise', '*varzysh*', 'challenge', '*mwqabla*', 'fitness', '*tandwrwsti*' and 'general', '*aam*', which have straightforward Urdu equivalents.

Surprisingly large number of candidates could not find the correct words for body parts such as 'lungs', 'muscles', 'ankles', 'knee', etc. Some candidates used English words; others used Panjabi equivalents which were not accepted.

In order to access full marks available for the translation exercise candidates should be encouraged to translate every single word or phrase from the passage and to use Urdu words in their translation where possible.

# 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 required candidates to compose 5 sentences using the five idioms given. Only the very common and frequently used idioms are chosen for this purpose. Only a few candidates gave five fully correct sentences.

The first idiom was 'arayhathonlayna' meaning to tell off, to scold. Almost all candidates scored a mark. Only a few with sentences like 'os nay Ahmed ki baton koarayhathonliya' were not credited.

The second idiom, 'sabzbagh dekhana' meaning to deceive a person for your own benefit. Some candidates took it literally and gave responses like 'mujhey sabzbagh dekhna acha lagta hai' rather than explaining idiomatic meaning of the expression. Incomplete sentences like 'who her ekkosabzbaghdekhatahai' contained insufficient explanation and were not credited.

The third idiom, 'raasana' meaning to prove to be lucky and is used for leaving your county, new business, a stone in your ring etc. Again it is a very commonly used expression and is used in both negative and positive sense. Most candidates seemed to be familiar with the expression and achieved a mark for it.

The fourth idiom, 'monh say phooljharna' meaning talking in a way that people like and enjoy listening is a very common idiom and the majority of the candidates managed to get it right. Others seemed to understand the meaning but did not use it appropriately in a sentence.

The final idiom, 'shekhibagharn' meaning being boastful was familiar to most candidates but the great majority lost marks either due to an incomplete sentence like 'who shekhibaghartahai' without explaining further or due to sentences which did not make sense.

## **Sentence Transformation**

### **Questions 6 – 10**

Candidates were required to change each sentence into future tense. The majority of candidates got all the questions correct achieving full marks.

## **Cloze Passage**

### **Questions 11 - 15**

Candidates had to fill in the gaps with the words given in the box. Everyone, except a handful of candidates, scored full marks.

## **Part 2: Summary**

### **Question 16**

The task required candidates to summarize the passage within the word limit give. Any points made beyond the hundred word limit were 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. Candidates are reminded, however, to avoid missing out a part(s) of the question in order to access the full marks available for each question.

### **PASSAGE B**

### **Questions 24 – 29**

This passage was understood and attempted well by a great majority of candidates. In some cases fewer responses were given than required. The candidates need to look at the marks given at the end of the question and remember that the number of marks given in the brackets at the end of each question indicate the number of responses required and the same goes for passage A. The marks are awarded only for the responses given. In some cases answers to **Questions 25** and **26** were either repeated or mixed up. The same applies to **Question 27** when the answer to this question was given in **Question 26**. Candidates should be encouraged to check their work carefully before submitting.