

SECOND LANGUAGE URDU

Paper 3248/01
Composition and Translation

Key messages

In order to achieve a good grade in this examination, candidates should:

write a composition covering each bullet point

stay within the prescribed word limits for each task

for translation, read the English carefully, translate it into Urdu, and do not miss out words and phrases

General comments

This paper consists of three questions and the total marks for the paper are 55.

As usual, the performance of the candidates was good. The majority of the candidates produced very good responses of all three questions.

Comments on specific questions

Part 1: Directed Composition

Question 1 required candidates to write a short essay of about 150 words in response of an article from the health department, **Careful usage of water**.

The candidates were asked to cover three main points, 6 marks were for content and 9 marks for language, giving a total mark of 15 for the question. The three main bullet points were given in the stimulus:

- 1 Importance of water پانی کی اہمیت
- 2 Use of water in homes/houses گھروں میں پانی کا استعمال
- 3 Proposals or suggestions for the preservation of water/how to save water پانی بچانے کی تجاویز

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 in all three bullet points but, there were some candidates who did not address the second bullet point. This was due to a repetition of the first point and also writing over the prescribed word limit.

The most frequently mentioned points for the first bullet point were:

پانی کی اہمیت اس لیے زیادہ ہے کہ اس کے بغیر کوئی جاندار شے زندہ نہیں رہ سکتی/پانی پیاس بجھاتا ہے/انسانی جسم میں 70٪ پانی ہے/پانی فصلوں، کارخانوں میں استعمال ہوتا ہے۔

The second bullet point was also generally well answered, good and valid points included:

گھروں میں پانی کا استعمال۔ کھانا پکانے/پانی پینے/برتن دھونے/کپڑے دھونے/غسل کرنے/وضو کرنے/پودوں کو پانی دینا/فرش دھونے۔ وغیرہ وغیرہ۔

The third bullet point was answered well. Many candidates wrote, 'we should not waste the water' but they did not give proper suggestions about how to save the water, therefore they could not access the full range of marks for this point. The most frequently mentioned points were :

ہمیں پانی ضائع نہیں کرنا چاہیے / منہ ہاتھ دھونے / دانت برش کرتے وقت نکابند کرنا چاہیے / ہر وقت پانی کا ناکہ کھلا نہیں رکھنا چاہیے / بالٹی کا استعمال کرنا چاہیے / ڈیم بنانے چاہیے / سکول میں بچوں کو پانی بچانے کے متعلق بتانا چاہیے / حکومت کو اشتہار لگا کر لوگوں کو پانی بچانے کی ترغیب دینی چاہیے۔

Some candidates addressed all three bullet points within the word limit. Unfortunately, other candidates exceeded the prescribed word limit. This meant that the candidates lost marks for content because the points made after the 200 word limit could not be taken into consideration.

Nine marks were available to reward linguistic performance. Due to having many spelling and grammar mistakes, most candidates scored between 5–7 marks in this question.

Part 2: Letter, Report, Dialogue or Speech

This session provided candidates with a choice of either:

(a) Letter

Write a letter to your uncle who has invited you to go on a trip to Europe. In the letter you have to accept this invitation and describe the possible benefits of this trip.

The letter was attempted by the majority of the candidates in this session and it proved to be a very popular choice. This task as a whole was very well written. The best responses showed creativity or extensive vocabulary and scored 13–14 marks in language. Some candidates lost marks for not saying thanks to their uncle for offering this trip of Europe. Some candidates failed to describe at least three benefits of this trip.

The best responses gave detailed, clear and relevant responses with complex sentences, idioms and extensive vocabulary.

(b) Speech

Write a speech for your school assembly on the importance of time keeping.

This year the speech was less popular but those candidates who have attempted this question performed well. The best responses included a detailed speech, used extensive vocabulary to form grammatically correct sentence structures, and kept to the word limit. Other candidates wrote relevant points but were not concise and marks were lost as they were made after the word limit and also did not have a proper start or ending to the speech.

For both tasks, candidates were asked to write approximately two hundred words. Once again, the most unnecessary deduction of marks occurred when candidates wrote in excess of the prescribed word limit. The limit set for this question is 200 words and the best candidates were able to complete the task to a very high standard within that limit.

Part 3: Translation

This question required candidates to translate a given passage into Urdu. The topic was the importance of sleep, daily routine and how to live a healthy life. Candidates were not penalised for grammatical or spelling errors as long as these did not interfere with communicating the meanings. The vast majority of candidates scored 14 to 18 out of 20 marks.

Some common words that were mistranslated:

English Word	Suitable Translation	Mistranslated/missed Words
Enough sleep	کافی نیند / بہت نیند	Enough word missed
however	تاہم	Missed to translate
perfectly natural, always	کامل طور پر قدرتی / ہمیشہ	Perfectly, always missed
half-awake, only, routine	صرف / آدھا جاگا ہوا / بیدار / اٹھا ہوا	Half/Only missed / آدھا تنکا / آدھی حالت
enough sunlight	کافی دھوپ / کافی سورج کی روشنی	Sunlight/enough missed
rhythm	توازن / روانی / تسلسل	حالت / قدرتی انداز / ردھم / سرا / دھمن
both your brain and body	دونوں جسم اور دماغ	both / دونوں
northern Europe	شمالی یورپ /	جنوبی / مشرقی / مغربی
much shorter	بہت چھوٹے	Much missed بہت
completely unbearable	کامل ناقابل برداشت / بالکل ناقابل برداشت	completely بے چین / بے گل / بے سکون / مکمل /
Long dark winter months.	لمبے تاریک / اندھیرے / سردی / مہینوں	Long/dark missed دن / کالے سرد مہینے / سیاہ

It is pleasing that the majority of candidates demonstrated, despite errors of spelling or grammar, that their communication skills in Urdu were generally very successful.

SECOND LANGUAGE URDU

Paper 3248/02
Language Usage, Summary and
Comprehension

Key messages

In **Part 1: Language Usage**, candidates need to be familiar with the common idioms used in everyday language. Sentence transformation requires the candidates to change the grammatical structure of sentence as required. The fill in the blanks exercise tests the candidates' ability to choose the most appropriate word from a number of given words, so the passage makes sense.

In **Part 2: Summary**, five stimuli are given and for each only two points should be mentioned from the given passage, keeping the whole response within the limit of 100 words.

Part 3: Comprehension tests the candidates' ability to understand the given passage and answer the questions appropriately. Marks allocated for each question are shown on the question paper, which correspond to the number of pieces of information required for each question. For example, three marks means three responses are required, two marks means two responses and so on.

Candidates are expected to use their own words while answering questions to demonstrate their understanding and so should avoid lifting sentences directly from the passage and using them as their answer.

It is important that candidates' work is legible and answers are clearly indicated on the question paper. It is also important that candidates write their answers in the correct spaces and is advisable to always attempt an answer rather than leaving a blank space.

General comments

It was a balanced paper, catering for the needs of all candidates across the ability and language proficiency range. The contents in the paper covered a wider aspect of syllabus and also had a fair amount of challenge for the candidates especially in the language usage area. The overall performance of the candidates was good and candidates managed to access the full range of marks.

There is an adequate provision of space for each response in the paper. However, if the candidates find an answer exceeding the given space or they change their mind after writing an answer and want to utilise the blank pages or continue the answer on an extra sheet, they should clearly mention this in the answer space in order to avoid any confusion.

Comments on specific questions

Part 1: Language Usage

Vocabulary

Questions 1 to 5: required candidates to compose five sentences using the five given idioms in order to demonstrate their meaning. Very few candidates got full marks in this part.

Question 1 was answered exceptionally well by almost all ability levels.

Question 2 کان کھڑے ہونا (to get alarmed) was confused with another idiom روٹے کھڑے ہونا by many candidates.

Question 3 خون سفید ہونا was wrongly used in a sentence as many other idioms conveying fear or anger instead of the required meaning (a lack of feelings towards one's blood relations).

Question 4 بھاگ دوڑ کرنا، دوڑ دھوپ کرنا، ملی بھگت ہونا (to be welcoming/hospitable towards guests) was confused with آؤ بھگت کرنا .

Question 5 اپنے منہ میاں مٹھوینا (to praise oneself) was understood by many candidates, but their sentences did not clearly demonstrate their understanding of meanings. Sentences like --- کو ہر کسی کے سامنے اپنے منہ میاں مٹھوینے کی عادت ہے do not show clearly that the concept of praising oneself is being referred to.

While answering this part it must be remembered that the candidates have to make sentences which are grammatically correct and show that the meaning has been correctly understood. Similarly, literal meaning of an idiom is not accepted. Candidates should also be careful not to confuse idioms with ones having similar key words but different meanings.

Sentence Transformation

Questions 6 to 10 required the candidates to change the sentences to present tense. Many candidates found **Questions 6** and **8** challenging and struggled with different sentence structures. **Questions 7** and **9** were answered well, whereas in case of **Question 10**, some candidates only changed the second half of the sentence into the present tense and leaving the first part آئندہ as it was, which does not make sense. While answering this part, the candidates should also be careful to change the tense in such a way that it does not affect the overall sentence structure, e.g. if a sentence is conditional or interrogative, it should remain the same after changing the tense.

Cloze Passage

Questions 11 to 15

The candidates were required to choose suitable words from the given list to fill in the blanks. Most candidates performed well on this task. Candidates with lower ability however, found **Question 12** quite challenging.

Part 2: Summary

Question 16

There was plenty of opportunity for the candidates to score maximum marks in this part. The points given for discussion were specific and clear and demanded exact information. The best responses managed to get full marks by being concise. Giving unrequired information or too much detail for any point results in exceeding the required word limit (100 words and consequently they cannot access the full range of marks available).

Question 16(c) (کتابوں کا انتخاب) was not properly understood by some candidates and they only gave a general statement that books should be selected in order to sustain the reader's attention, instead of writing about the points to be considered when selecting books as given in the text ((i) – reader's age/area of interest and (ii) – standard of books). The candidates should make sure that they read the passage very carefully and then choose the specific information according to each bullet point (two pieces of information for each stimulus).

Part 3: Comprehension

Passage A

Generally this part was well attempted, and many candidates showed a good understanding of the passage and questions. **Questions 18** and **20** were very well attempted by all ability levels. Some lower ability candidates gave ambiguous responses for **Questions 17** and **19** by missing out on facts or reference to salt mining and thus could not access the full range of marks. Reading and understanding the question and looking at the marks allocated is important as it shows how many responses are required; candidates who give few points than require lose marks.

A comprehension exercise is meant to test the candidates' ability to understand and reproduce, according to questions, the information given in the text; therefore, any answers giving ambiguous or incomplete information are not accepted. The questions where some candidates faced difficulty in general are as follows:

Question 21

The question was worth two marks. It asked two reasons for the economic importance of Khewra mines. The word معاشی اہمیت (economic importance) was either overlooked or not understood by some candidates and they gave irrelevant answers. Some candidates did mention the point regarding tourism, but missed the trade or production of salt showing that the question was not properly understood.

Question 22

The question was worth two marks and required two responses i.e. نمک سے بنے عمارات کے ماڈل and تراشی گئی گھر یلو آرائش کی اشیاء specifically. Many candidates mentioned only رنگ برنگی اینٹوں سے بنی عمارات or گھر یلو اشیاء and could not access the full range of marks available.

Question 23

This question was worth three marks. Candidates required a level of inference to answer this question. Instead of finding out the relevant information from the text, some candidates gave their own ideas regarding the first part of the question and totally missed out the second part. Some candidates who chose the relevant details also lost a mark for wrongly stating that نمک کے جراثیم کش instead of writing نمک کے جراثیم کش کان میں موجود نمک کے جراثیم ان کے لیے مفید ہیں . اثرات .

Passage B

This passage was understood and the questions well answered by the majority of candidates. **Question 24** was attempted particularly well and candidates accessed a full range of marks. **Questions 25, 29** and **30** were also attempted well.

Question 26 proved a bit challenging for many candidates. The question was worth four marks and candidates had to write two similarities and two differences between the systems of bee hive and human society. Although some candidates successfully mentioned all four points, there were some candidates who either could not find the relevant points or confused similarities with differences.

Question 28 also proved to be challenging for some candidates. It was worth two marks. The candidates were asked to mention the name of the profession to which bees are compared in the text and why. Candidates, who did not understand the question, gave ambiguous answers and did not access the full range of marks for this question.