

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 passage carefully and then translate it into Urdu without missing 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. Most candidates produced very good responses for all three questions.

Many candidates could not achieve marks from top band i.e. **very good** in language for both **Questions 1** and **2**, because they could not use complex sentences, or show an extensive vocabulary and good sense of idiom.

Comments on specific questions

Part One: Directed Composition

Question 1

Candidates were asked to write a short essay of about 150 words in Urdu about the safe and secure use of the internet for an essay writing competition from the education department. Candidates were required to cover three points in detail about the benefits of the internet for students, potential or possible risks of using internet and different principles of using the internet safely. 6 marks were available for content and nine marks for language, giving a total mark of 15 for the question.

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|--|------------------------------------|
| 1. Benefits of internet for students | طالب علموں کے لیے انٹرنیٹ کے فوائد |
| 2. Potential or possible risks of using internet | انٹرنیٹ کے استعمال کے ممکنہ خطرات |
| 3. Principles of using internet safely | انٹرنیٹ کے محفوظ استعمال کے اصول |

Two marks were available for each bullet point for content. Some candidates did not score two marks for the first bullet point in this question as they described the benefits of the internet in general but failed to relate this to students. Possible responses for bullet point one were that students use the internet for homework, to prepare for examinations and to find information for further study i.e. colleges and universities. Candidates were able respond very well to bullet points two and three and many achieved the full four marks for these two points.

Some candidates addressed all three bullet points within the word limit. Unfortunately, other candidates exceeded the prescribed word limit. This meant that the points made after the 200-word limit could not be taken into consideration in awarding marks. It is important that candidates follow the rubrics for each question if high marks are to be achieved.

Nine marks were available for linguistic performance. Most candidates performed well but were limited in the marks they could achieve due to having too many spelling mistakes, not using complex sentences, having a limited vocabulary or a poor sense of idiom.

Part Two: Letter, Report, Dialogue or Speech

Question 2

This question provides a choice of two tasks:

- (a) a letter to an uncle about a favourite city
(b) a report for the candidate's school about possible improvements to the school

Question 2(a) was attempted very well by many candidates. There were some strong responses seen which showed creativity, extensive vocabulary and good use of idiom and which included complex sentences. Stronger candidates were able to complete the task within the word limit of 200 words. However, many candidates did not keep to the recommended length. In weaker responses there were many spelling mistakes and a lack of complex sentences, extensive vocabulary or good sense of idiom.

Question 2(b), the report, was attempted by fewer candidates. There were five marks for content and three of these marks were given for three suggestions, in detail, for improvements to the school. Many candidates managed to provide suitable suggestions but some did not give a suitable start or end to the report.

The best responses showed creativity or extensive vocabulary and accessed the full range of language marks. These candidates managed to complete the task within the word limit to a very high standard. In weaker responses, spelling and grammar mistakes were often seen.

Part Three: Translation

This question required candidates to translate a given passage into Urdu. The topic was wildlife or natural world. It must be stressed that candidates are not penalised for grammatical or spelling errors as long as these do not interfere with communicating the meaning. Most candidates demonstrated that their communication skills in Urdu were generally very successful, despite some errors in spelling or grammar.

English Word	Suitable Translation	Mistranslated/missed Words
Wildlife	جنگل کی زندگی / جنگلی حیات۔	جنگلی جانور
Wild creatures	جنگل کی مخلوق / جنگلی مخلوقات	جنگلی جانوروں
Local zoo	مقامی چڑیا گھر	عام چڑیا گھر / اژد
Environment	ماحول	گھر / جگہ
Artificial homes	منصوبی گھر	گھر / انسان کا گھر
Mental health experts	ذہنی صحت کے ماہرین	دماغ کا ڈاکٹر / پاگلوں کا ڈاکٹر
Researchers	محققین / تحقیق / تحقیقات کرنے والوں کے مطابق	ریسرچر / تحقیق کرنا
Anxiety	بے چینی / ذہنی پریشانی	پریشانی
Attitude	رویہ	موڈ۔

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Principal Examiner Report for Teachers

Encouraging	حوصلہ افزائی	خوش / خوشی ہوتی ہے
Positive emotions	مثبت جذبات	اچھے احساسات

SECOND LANGUAGE URDU

Paper 3248/02
Language Usage, Summary and
Comprehension

Key messages

In **Part 1**, 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 list of 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 mean three responses are required, two marks mean two responses and so on; however, sometimes two responses may be required to qualify for one mark.

Candidates are expected to use their own words while answering questions to demonstrate their understanding and therefore, 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. 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. It is recommended to always attempt an answer rather than leaving a blank space.

It is advisable for teachers to equip candidates with a good understanding of the vocabulary of questions as well as enough practice in choosing appropriate information for the answers. If there is still time, they should also recheck their paper after completing to avoid any unintentional mistakes or unanswered parts.

General comments

The overall performance of candidates was good. 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. Although a large number of candidates managed to score good marks, only the most capable candidates scored 50 or above marks. Some candidates scored below average marks due to their limited understanding of the target language.

It was observed during marking that many candidates tend to lift their answers directly from the given text while answering inferential questions, which results in irrelevant and lengthy details that make the answer ambiguous or even inappropriate. The candidates should be able to understand the questions and select appropriate answers from the given text. Another increasing issue is that of over writing. Complete responses are probably first written in pencil and then overlapped using a pen, creating a double image. If the work is not legible, it can cause a disadvantage to the candidate. It was also observed during marking that some candidates tend to leave questions unattempted, probably when they are not sure about the answers. Since there is no negative marking on this paper and they have sufficient time, the candidates should be advised to try attempting all answers.

Comments on specific questions

Part 1: Language Usage

Vocabulary

Questions 1–5

Questions 1–5 required candidates to compose five sentences using the five given idioms in order to demonstrate their meaning. Although the idioms were ones in common use in everyday life and many candidates seemed to understand the meanings, they were unable to use them in suitable sentences in order to display their meanings. Due to a lack of practice in this area, many candidates also confused some idioms with others because of the similarity of some key words. Candidates' performance in general was not up to the mark and only a minority of candidates scored full marks in this part.

Question 1

آنجڑ آنا (to be saved from a misfortune or problem) was comparatively better understood and many candidates successfully used it in sentences. Those who lost a mark usually used it in literal meaning, e.g. آگ لگنے سے بہت سا. سامان جل گیا مگر میری الماری تک آنجڑ آئی or some candidates incorrectly used it as something not getting scratched and thus, lost a mark.

Question 2

آنکھیں دکھانا (to give an angry look) was used incorrectly by some candidates as another idiom آنکھیں پھیر لینا which has a totally different meaning.

Question 3

شیشے میں اتارنا (to convince or charm someone) generally proved challenging for all ability levels and many candidates answered it incorrectly as 'taking pictures'.

Question 4

پگڑی اچھالانا was incorrectly used in literal sense as throwing one's turban in the air out of excitement or some candidates also lost a mark due to wrong usage, although they understood the idiomatic meaning; for instance . . . کے چوری کرنے سے اس کے عزت دار بزرگوں کی پگڑی اچھال گئی.

Question 5

بے پرچی اڑانا (to spread baseless information/rumours) was a very commonly used idiom but many candidates could not make appropriate sentences as they confused it with some other idioms having the same key word اڑانا or took it as being involved in leisurely activities as پینگ اڑانا.

While answering this part it must be remembered that the candidates have to make sentences that are grammatically correct and show that the meaning has been correctly understood. Similarly, the 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 6–10

Questions 6–10 required the candidates to change the underlined words with their antonyms. The task was a simple one as the words that needed to be changed were from everyday usage. Many candidates performed well on this task but lower ability level candidates mostly struggled with this part and tried multiple responses. Although there were many acceptable options, **Question 8** proved challenging for a large majority of candidates as they could not give the correct antonym for برآمدات (exports). Both underlined words

had to be changed accurately in order to qualify for one mark. Lower ability candidates also struggled with **Question 10**, where they could not come up with a suitable word as the opposite of بہار (spring season), which is a very simple and commonly used word خزاں (autumn). Some candidates misread the word بہار and probably read it as باہر (outside); for they wrote اندر کے موسم میں ----- as its opposite.

While answering this part, the candidates should also be careful to change the underlined words in such a way that it does not affect the overall sentence structure. It was also observed during marking that some candidates neglected the instructions and changed words with a mix of synonyms and antonyms. It is highly recommended that candidates read carefully both the instructions and the example given for clarification so that they fully understand what they are required to do.

Cloze Passage

Question 11–15

The candidates were required to choose suitable words from the given list to fill in the blanks. Most candidates were able to answer **13** and **15** accurately; whereas **Questions 11** and **14** proved challenging for some lower ability candidates. Candidates found **Question 12** challenging and they frequently wrote حجم (volume) instead of جال (network).

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. However, few candidates managed to get full marks, as many wrote unnecessary details from the introduction or middle part and thus lost marks in the word count. Some candidates did not understand the idea of writing a summary and wrote long answers. Some candidates used the five given stimuli as headings, but failed to categorize their points correctly.

Teachers should equip the candidates with more practice in this area and explain to them how not to waste words and say more in small sentences. Direct lifting from the text resulted in lengthy answers as well as irrelevant information and thus some candidates lost marks in the last part for exceeding the word limit although they had written valid points for the last stimulus **16(e)**.

The candidates should make sure that they read the passage carefully and then choose the specific information according to each bullet point (two pieces of information for each stimulus). They should be able to extract the gist of required information for their summary, separating the extended details in order to meet the requirement of word limit (100 words). If they reproduce the information without cutting down on unnecessary details, they end up exceeding the allowed word limit. They must also be careful about the accuracy of the selected information in order to avoid losing marks. For instance, in response to **Question 16(c)** (problems faced by tourists), the candidates who wrote vaguely that some people never want to travel, could not be awarded a mark as the required answer was that some people miss their families or familiar environment too much while they are away. Similarly, for **Question 16(d)** (modern facilities) some candidates wrote that سفر کی تیاری جانے سے پہلے کر سکتے ہیں could not be credited as they were required to specify that one can arrange boarding, lodging and transportation etc. ahead of one's trip.

Part 3: Comprehension

Passage A

Generally, this part was fairly well attempted, and quite a few candidates showed a good understanding of the passage and questions and achieved maximum marks for their answers. Still, some responses indicated a careless attempt at reading the passage. Although **Question 17** was very well attempted by almost all ability levels, **Questions 20** and **21** were understood and answered properly by a large majority of average and higher ability candidates. Some lower ability candidates gave ambiguous responses for **Questions 18** and **19** also by mixing up the points. Others still, lost marks for missing out a part or parts of the answers or writing things that were irrelevant. Again reading and understanding the question and looking at the marks allocated is important as it shows how many responses are required.

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 candidates faced difficulty in general are as follows:

Question 18

The question was worth two marks and required two responses, i.e. **معلوم نہیں ہو سکا / جزیرے** and **آٹھویں سے گیارہویں صدی کے دوران**. Many candidates confused the first part – about when the ancient inhabitants of the island started settling there – with the details about when the island was discovered and gave wrong answers. The second part (why did they settle there?) was clearly mentioned in the text, but many candidates could not spot the required information and gave ambiguous answers.

Question 19

This question was worth two marks. The candidates required a clear understanding of the question as well as a certain level of inference to answer this question about the structure of land and caves on the island (land made up of layers upon layers of lava and caves formed by collision of hot lava with ocean currents/caves extending to the base of volcanoes). Candidates from lower ability levels found this task challenging.

Question 23

This question was also worth two marks and required some inference to answer how more information could be obtained about the ancient civilization on the island and what hindrance is faced by the experts regarding this. Instead of extracting the relevant points from the text, some candidates tried to give their own ideas as answers and lost marks.

Passage B

This passage was fairly well understood and answered by many candidates. **Questions 24 and 26** were attempted particularly well by all ability level candidates and many candidates gained full marks for their answers. **Questions 25 and 29** proved challenging for many candidates as they did not understand the question properly and gave wrong answers. The questions where candidates faced difficulty in general are as follows:

Question 25

Question 25 proved a bit challenging for many candidates as it required some inference and the candidates had to select the appropriate answer from indirect statements and multiple dates. The question was worth two marks and candidates had to write the reason for considering Nanga Parbat a difficult mountain for climbers and the year when it was first attempted. It was clearly mentioned in the text that steep and vertical rocks make it difficult to climb and that expeditions started in 1895, but many candidates wrote that it is difficult to climb because many people got killed during attempts, and also gave the wrong date (1953).

Question 27

Question 27 was worth two marks and the candidates were asked why it is also known as German Mountain and on which number we can place it according to the failure rate of the mountaineers. The first part (three German brothers introduced it to the world/many Germans have been a part of expeditions here) was mentioned clearly in the text and was a direct answer; whereas some inference was required to extract the second answer (second in the world according to failure rate).

Question 29

Question 29 was worth two marks. The candidates had to mention how fairies are thought to be linked with Fairy Meadows. Many candidates did not pay attention to the question and instead of writing about Fairy Meadows, they gave details about them dwelling on the peak of Nanga Parbat and stories associated with their queen. The answer was in fact much simpler and they only had to write that on starry nights, fairies are believed to descend and dance there.