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# FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned**.

# SECOND LANGUAGE URDU

## GCE Ordinary Level

<div style="border:1px solid black">

**Paper 3248/01**

**Composition and Translation**

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### General comments

This was the second examination of the new 3248/01 Syllabus. In general the candidates' performance was more than satisfactory, with the majority performing very well. There seemed to be no significant problem for candidates coping with the different technical demands of the new question format, the only limitations being the candidates' linguistic ability and their ability to understand and respond appropriately to the texts and the questions.

### Comments on specific questions

### Question 1

This was a task based on a letter writing competition on the topic of:

‟تعلیم میں جدید ٹیکنالوجی کی اہمیت‟

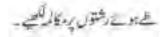'The importance of new technology in education'

Candidates are given three bullet points to be covered in their 150 word composition and are expected to cover each bullet point in some detail whilst not exceeding the word limit. The three points were as follows:

- the importance of computers in education today

- why your school deserves the prize

- what effect would being awarded the prize have on education in your school.
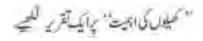
By and large, this task was well accomplished by the majority of candidates. Very few candidates showed insufficient command of Urdu to be able to perform the task adequately. Apart from linguistic competence, there were some difficulties to note, namely length, irrelevant material, and insufficient attention to all three bullet points. Many candidates wrote well over 200 words and were therefore demonstrating a lack of focus and organisation in their answers. It was not necessary for candidates to write lengthy introductions on why they had decided to enter for the competition, nor was it necessary to follow traditional letter writing formalities. In doing so, candidates either wrote far too much or left themselves little time and too few words to cover the three points sufficiently. If high marks are to be achieved, candidates must structure their answer to comply with the word limit and structure their answer to cover all three points succinctly.

### Question 2

This question gave candidates two options; they could either:

‟طے ہوئے رشتوں پر دو کالمہ لکھیے۔‟

write a dialogue about an arranged marriage, or:

‟کھیلوں کی اہمیت‟ پر ایک تقریر لکھیے

write a speech on the importance of sport.

The vast majority of candidates favoured the first choice. The only real difficulty arose when some candidates, fortunately very few, wrote the first task in the form of a letter instead of a dialogue. As always, it must be stressed that candidates should read the question and rubric carefully before beginning their answer.

As was noted last session, the first task produced some extremely interesting and well written dialogues. Many of the dialogues were delightfully and humorously written. This topic was clearly of direct relevance to the life experience of many candidates, most of whom wrote in a very heartfelt way, some writing very movingly of personal tragedy.

The second task, the speech, was, on the whole, satisfactorily attempted by most candidates. They were required to write a speech that included an appropriate introduction, what the importance and benefits of sport are, and some form of interesting concluding remarks. Candidates generally did not engage as well with this topic as with the first one, most relying on the standard view that sport is good for the mind and spirit as well as the body.

Once again many candidates failed to structure their writing in order to keep to the specified length. Writing in excess of the word limit tends to lead candidates to write in an unfocused way and affects the overall quality of their response. Candidates should practice writing well-structured essays which keep to the word limit.

**Question 3**

This question required candidates to translate a given passage into Urdu. This passage was about snakes and was very well attempted by most candidates. Candidates were rewarded for conveying the meaning closely and though many candidates translated the passage very well, most were at least able to approximate the meaning of the passage, if not the detail.

There were some words and phrases that caused difficulties, such as 'limbs', 'friction' and 'slither', and some candidates relied on transliterating those English words. However some candidates had difficulty with more common words such as 'crocodile':



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**Paper 3248/02**

**Language Usage, Summary and Comprehension**

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**General comments**

Candidates generally performed very well on this question paper. Teachers should remind candidates not to write their answers on the question paper, but in the answer booklet provided.

**Comments on specific questions**

*Part 1*

*Language Usage*

The Vocabulary, Sentence Transformation and Cloze exercises were all tackled very competently by most candidates, demonstrating a good understanding of the Urdu words used.

*Part 2*

*Summary*

This exercise was done very well by most candidates, many of whom were able to achieve full marks. Teachers should note that from June 2004 candidates will be required to write their summary in *not more than 100 words*. The summary should include all of the main points which are provided for the candidate in the form of prompts. The summary should cover the points in a concise and condensed form and be no more than 100 words in length.

*Part 3*

*Comprehension*

It is important that candidates when answering the comprehension questions do so in a concise way in their own words.

Passage A

Most candidates were able to answer all five questions well and showed that they had a good understanding of the text.

Passage B

Most candidates answered the questions to this passage very well and showed that they had a good understanding of the problems of overpopulation.