

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, 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 with most candidates producing very good responses for all three questions.

Comments on specific questions

Part one: Directed Composition

Question 1 required candidate's to write a short essay of about 150 words on the topic **Examination and Mental Stress** **امتحان اور ذہنی دباؤ**

Where 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.

- 1 Importance of exams in education system **تعلیمی نظام میں امتحان کی اہمیت**
- 2 Increase in mental stress during examination **امتحانات کے دوران ذہنی دباؤ میں اضافہ**
- 3 How to take mental rest during the examination **امتحانات کے زمانے میں ذہن کو آرام دینے کے طریقے**

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 the first and third bullet point but, there were quite a few candidates who lost marks from the second bullet point. This was due to repetition of the first point and also writing the points well after the word limit point. Quite a few did not score any marks on the third bullet point because of this.

The most frequent answers given to the first bullet point were:

- امتحان کی اہمیت اس لیے ہے کہ اس سے طالب علم کی قابلیت کو پرکھا جاتا ہے
- یا اگلی جماعت میں ترقی دینے کے لیے
- یہ دیکھا جاتا ہے کہ طالب کتاپائی میں ہے

یا اس نے سال بھر میں کیا پڑھا ہے وغیرہ وغیرہ

For the second bullet point, most candidates did not perform well and did not give details of how the examination period increases mental stress. They have only mentioned

امتحان مشکل ہوتا ہے۔ امتحان کا دباؤ ہوتا ہے لیکن
زیادہ نے یہ لکھا ہے کہ رات کو جاگنے کی وجہ سے یا خوف کی وجہ سے یا والدین کے خوف سے یا اساتذہ کے ڈر سے یا ٹیکل ہونے کے خوف سے ذہنی دباؤ بڑھ جاتا ہے۔

The third bullet point was answered very well and most candidates scored 2 marks. The most frequently mentioned points to the third bullet point were,

رات کو زیادہ آرام کیا جائے، ورزش کی جائے، صبح اور شام کو سیر کی
جائے، پہلے سے تیاری کرنا شروع کر دینی چاہیے، اچھی خوراک کھانی جائے اس طرح کے ملنے جتنے جوابات لکھے گئے ہیں۔

Some candidates addressed all three bullet points within the word limit. Unfortunately, other candidates exceed the prescribed word limit therefore they received no marks. 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. Most candidates scored between 6–9 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 pen friend about the entertainment facilities for youth in your area.

Or

(b) Report

Write a report for the school magazine on your last year's school trip

Letter

The letter was attempted by many candidates in this session. This task as a whole was very well written. In this task candidates were asked to write a letter in response to their friend who is asking them to tell him/her about the entertainment facilities in their area. For example, sports club, gym etc.

Some candidates lost marks for indicating the facilities for everyone and not mentioning youth which was specifically asked in the question. Some candidates wrote about the lack of facilities for youth but were granted marks if they included suggestions for providing sports ground, gym etc. A few candidates misunderstood the question and asked the friend to provide these facilities in their areas and lost a few marks.

For both tasks, candidates were asked to write approximately 200 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.

Report

Many students wrote a report about last year's school trip. The best responses produced a detailed report of their school trip keeping within the required word limit. Some candidates wrote relevant points but lost marks as these points were made after the word limit. Some candidates lost marks for not reading the question

carefully and ignoring the instructions about writing about last year's trip. Instead of mentioning last year, they mentioned "sometime ago, a few months ago, or a few weeks ago."

Part 3: Translation

This question required candidates to translate a given passage into Urdu. The topic was **solving a problem or making tough decisions**.

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. The vast majority of candidates scored 15 to 20 out of 20 marks, despite writing very inaccurate Urdu at times.

Some common words mistranslated:

English Word	Suitable Translation	Mistranslated Word
Tough decisions	مشکل فیصلہ	اہننا راستہ / پریشان
Awake for hours	گھنٹوں جاگ	زیادہ اٹھ کر
Go to bed	بستر میں چلے جاؤ	سو جاؤ
Night's sleep	رات کی نیند	سو جاؤ
Much more	بہت زیادہ	missed to translate
Recent report	ایک حالیہ رپورٹ	جدید / ماضی / چند دنوں کی
Complicated decisions	مشکل فیصلے / پیچیدہ	زیادہ تر غلط
Information	معلومات	علم
Experts	ماہرین	تجربہ کار
May seem	شاید / ہو سکتا ہے	Missed to translate
Effective	مؤثر / پر اثر / کارگر / کارآمد	صحیح / فائدہ مند

Some weaker candidates demonstrated a lack of vocabulary for some very common words. For example, subjects, recent, limited, information etc. Other candidates lost marks for missing out common words for example, bed or good night's sleep, the first and most important step.

Overall, the translation passage was well attempted by most candidates.

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Paper 3248/02
Language Usage, Summary and
Comprehension

General comments

The overall performance was good. There were only a few candidates whose limited linguistic ability meant they were unable to understand the question or give an appropriate response, however, most candidates managed to score good marks.

All the content in the exam paper was suitable to cover wider aspects of syllabus and most candidates were able to comprehend and attempt the questions satisfactorily. However, both vocabulary and comprehension parts had enough challenge to differentiate high ability candidates from the average ability candidates.

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.

Comments on specific questions

Part 1 – Language Usage

Vocabulary

Questions 1 – 5 required candidates to compose five sentences using the five given idioms in order to demonstrate their meanings. Although the idioms were simple and from everyday usage, most candidates either confused them with unidiomatic phrases and other idioms or took them in literal meanings.

Question 1 (پول کھلنا) was in many cases answered as پھول کھلنا whereas, **Question 2** (دانت کھنکھ کر دینا) and **Question 3** (رنگ لانا) were taken in literally by many candidates. **Question 4** (ہاتھ ملنا) was wrongly understood by lower ability candidates as ہاتھ ملانا which is not an idiom. **Question 5** (ہوش کے ناخن لینا) proved challenging for all ability levels and few candidates could answer it correctly. Although many candidates understood the meaning (to be sensible), but did not know the appropriate usage as this idiom is used as a warning only and not to describe a state of change (e.g. ہوش کے ناخن لو! کل تمہارا امتحان ہے اور تم کھیل رہے ہو. is correct whereas, استاد کے سمجھانے پر احمد نے ہوش کے ناخن لے کر محنت شروع کی is wrong usage).

While answering this part it must be remembered that the sentence has to show that the meaning has been correctly understood; otherwise a mark cannot be awarded. For instance, لڑائی ہونے پر احمد نے جمیل کا پول کھول دیا is not acceptable until complete information is given to demonstrate the exact meaning, like جمیل کے جھوٹ کا پول کھول دیا . Correct sentence structure is also very important and candidates should avoid too much cutting and overwriting so that the answers are legible.

Sentence transformation

Questions 6 – 10 required the candidates to transform the given sentences into Future tense. The majority of candidates performed well in this part; however, **Question 7** proved challenging for some candidates. While changing the tense, the candidates must be careful not to make any changes regarding the information given. For instance, **Question 10** (وہ محنت کر کے امتحان میں اول آیا تھا) should be answered simply as وہ محنت کر کے امتحان میں

اول آئے گا , and وہ محنت کرے گا، تو امتحان میں۔۔۔ is not acceptable as it makes the sentence conditional; which is not required here.

Cloze passage

Questions 11 – 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, except for **Question 11**, which proved challenging for many candidates. Due to their lack of understanding, some candidates were also unable to answer **Question 13** (مفوظ), although it was very clear that a synonym of the word بے ضرر was to be chosen from the list. **Question 15** was answered particularly well by most candidates.

Part 2 – Summary

Question 16

There was plenty of opportunity for the candidates to score maximum marks in this part. The passage for summary was within the grasp of candidates and points given for discussion were specific and clear and demanded exact information. The candidates' performance was satisfactory and many candidates performed well.. Many candidates gave unnecessary details for the second or fourth bullet point, which indicates that they were unable to distinguish actual information from extended information and thus, reproduced all the details and exceeded word limit. For instance, the second bullet point (initial fountain pen) required only two pieces of information, i.e. the use of a hollow tube with nib on one side and ink filled in the tube. Many candidates also gave further details about who Waterman was and why he tried to improve the fountain pen were also not required for the fourth stimulus.

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). Giving the unrequired information or too much detail for any point results in exceeding the required word limit (100 words) and consequently marks deduction. The candidates must also be careful about the accuracy of their response while reproducing the required information in order to avoid losing marks.

Comprehension

Passage A

Generally this part was well attempted. The passage given for comprehension was easily understood by the candidates. Many candidates have scored high marks in this passage. Very few candidates have missed out on the correct answers due to their lack of understanding. The questions where some candidates faced difficulty are as follows:

Question 20

The question was worth four marks. The first part for one mark required the candidates to write why olives are not eaten right after they are harvested (because of their bitter taste). The second part asked three methods of preparing olives (by keeping in saline solution, pure water or only salt). The candidates who lost marks here either did not give the accurate answer for the first part or they were not able to indicate three specific methods. Candidates who wrote نمک میں بچکونا instead of نمک میں دبانا could not be awarded a mark, as it does not convey the required information.

Question 22

This question was worth two marks and required the candidates to write any two medicinal qualities of olive oil from the given text. Although there were quite a few choices as there were five points given in the text and only two points were required, still many candidates from lower ability level could not understand the question properly and gave incorrect answers.

Passage B

This passage was about oceans and the content was within the grasp of the candidates. However, the answers needed a thorough understanding of the given material as well as the questions asked, along with a careful selection of the required information. There were questions where some inference was required on the part of the candidates. Most of the questions were answered well, but lower and average ability candidates struggled with **Questions 25** and **26**, whereas, **Question 28** was adequately answered by most candidates.

Question 25

(Worth two marks) required the candidates to explain how the ocean life is affected by the oil tanker accidents. There were three pieces of information described in the text:

- oil spreads on water surface and hinders oxygen from entering water
- tar sets at the bottom and kills plants
- when oil reaches the sea shore, the life of sea birds is endangered

Out of which, they were required to give two points for two marks. Many candidates gave only one point or gave a wrong answer for the second point. Answers indicating that oil sets at the bottom of the ocean could not be awarded a mark as it was clearly mentioned in the text that tar sets at the bottom of the ocean.

Question 26

The question (worth three marks) asked about three stages through which the chemicals entering the sea water are transferred to humans (by affecting tiny sea creatures they reach fish through food chain and are then transferred to humans through fish). Here the question is specifically about سمندر میں پہنچنے والے کیمیائی مادے (chemicals entering the sea). Many candidates did not understand the question properly and gave unnecessary details about how these substances get to the sea water; thus missing out one or more of the points asked for.

Question 28

Was worth three marks. The candidates were asked what measures can be taken to prevent sea pollution. If they read the passage carefully, there are four possible answers:

- treatment of sewerage and industrial waste before spilling it into the sea
- to discourage the dumping of rubbish into the sea
- to ensure the safety of oil tankers' movement
- to reduce the use of chemical fertilisers and pesticides

However – except for the first point – the answers could not be directly lifted from the passage and some inference was required on part of the candidates to give accurate responses. For their advantage all correct answers, whether present in the passage or not, were accepted.

Candidates have to ensure that they read the questions carefully and then match the information with the context. It is also important to remember that the number of marks allocated for each question corresponds to the number of pieces of information required.