

# 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, 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 for all three questions.

## Comments on specific questions

### **Part one: Directed composition**

**Question 1** required candidates to write a short essay of about 150 words in Urdu about your city. The candidates were required to explain the positive and negative aspects of their city and suggestions for the improvement of the city.

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 **Positive or good aspects of your city**

آپ کے شہر کی اچھائیاں یا مثبت پہلو

2 **Negative or bad aspects of your city**

آپ کے شہر کی کمزوریاں یا منفی پہلو

3 **Suggestions for the improvement of the city**

شہر کو بہتر بنانے کے لیے تجاویز

Two Marks were available for each bullet point in content, depending on whether two points and been included and how much detail was given. Most candidates scored well in all three bullet points.

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

بڑی بڑی عمارتیں ہیں، ساحل سمندر ہے، تفریحی گاہیں، پارک، سکول ہیں، ہسپتال ہیں، بلند و بالا پہاڑ ہیں

**For the second bullet point**, the responses were written in Urdu were as following,

سڑکیں تنگ ہیں، گندگی ہے، پانی کی نکاسی کا انتظام نہیں ہے، بہت زیادہ ٹریفک ہے، ٹریفک کی بحالی کا انتظام ٹھیک نہیں ہے، لوڈ شیڈنگ بہت زیادہ ہے سکیورٹی کا انتظام اچھا نہیں ہے، شہر میں چوریاں بہت ہوتی ہیں، آلودگی بہت ہے وغیرہ وغیرہ

Many candidates have scored full 2 marks from this bullet point.

The third bullet point was demonstrated very well and many candidates scored 2 marks. The most frequently mentioned points to the third bullet point were as following and candidates scored 2 marks.

حکومت کو چاہیے صفائی کا بہتر انتظام کرے، سڑکوں کا کشادہ کیا جائے، پولیس کا بہتر انتظام کر کے چوریاں کم کی جائیں، پانی کی نکاسی کا انتظام بہتر کیا جائے، گورنمنٹ دہشت گردی ختم کرے، آلودگی کے ختم کرنے کے لیے اقدامات کرے وغیرہ وغیرہ۔

Some candidates addressed all three bullet points within the word limit. Unfortunately, as is the case in every session, other candidates exceed 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.

It is also very important that candidates must follow the rubrics for each question if high marks to be achieved.

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 two: Letter, report, dialogue or speech**

#### **Question 2**

This question provides a choice of either writing,

(a) **A speech on occasion of retirement of his/her favourite teacher,**

**OR**

(b) **A dialogue to persuade parents to join a youth club,**

#### **(a) Speech**

The speech was well attempted by most candidates but some candidates did not include an introduction and a conclusion and could not keep to the recommended length. A few candidates misunderstood the question and wrote a letter to their favourite teacher on the occasion of his/her retirement and lost the marks due to adopting the wrong format.

Most candidates lost marks as they did not start or finish the speech in the correct way. The best responses showed creativity and extensive vocabulary and scored high marks in language.

#### **(b) Dialogue**

Most candidates wrote an interesting dialogue to convince their parents to get permission to join the youth club. The best responses included a start and an ending to their dialogues. There were five marks available for content.

The best responses showed creativity, use of extensive vocabulary. complex sentences and a range of idioms.

For both task, 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 three: Translation**

This question required candidates to translate a given passage into Urdu. The topic was about the importance of sports and how people perceive the concept of sports in their everyday life. It must be stressed that candidates are not penalised for grammatical or spelling errors as long as these do not interfere with communicating the meanings. Most candidates performed well in this task.

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Some common words mistranslated:

English Word	Suitable Translation	Mistranslated /missed Words
Sports, not only keeping fit	کھیل	سپورٹس / گیمز / فٹ /
ups and downs	اُچھل / نیچ / نشیب و فراز	اُپر نیچے / نیکی بدی / اچھا بُرا /
<b>but of</b> learning to deal getting <b>too</b> upset,	بلکہ / بہت زیادہ پریشان / اُداس ہوئے	Simply , <b>too</b>
However, the modern world	البتہ / تاہم / جدید دُنیا	However صرف دُنیا لکھا ہے
we live in think	جہاں ہم رہ رہے / خیال ہے	
<b>more</b> important, all costs	بہت اہم / بہت ضروری ہے	<b>more</b>
Team coaches	ٹیم کے کوچ	اُستادہ / راہنما / لیڈر / کپٹین
very experienced coach's	بہت تجربہ کار کوچ	بہت / Opinion
<b>quite</b> naturally	بالکل قدرتی	نیچرل / <b>Quite</b>
do <b>almost</b> anything	تقریباً کچھ بھی کرنے	almost
young people /improve <b>their</b>	نوجوان / اُن کی	بچوں کی / <b>their</b>

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 sentences 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 that the passage makes sense.

In **Part 2: Summary**, five stimuli are given and for each one, two points should be mentioned from the given passage. The word limit for this response is 100 words.

**Part 3: Comprehension** tests the candidates' ability to understand the give passage and answer the questions appropriately. The marks allocated for each question are shown on the question paper and correspond to the number of piece of information required for each question. For example, three marks means that three pieces of information are required.

## General comments

It was a balanced paper catering for the needs of all candidates across the ability and language proficiency range. The content of the paper covered the wider aspects of the syllabus and had a fair amount of challenge for candidates especially in language usage. The overall performance of the candidates was good and many candidates accessed the full range of marks.

Candidates are expected to use their own words when answering questions to demonstrate their understanding and so should avoid lifting sentences directly from the. 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 if they are using blank space on the paper or additional sheets, they should clearly mention this in the answer space in order to avoid any confusion. It was also observed during marking that quite a few candidates tend to leave some parts un-attempted. It 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. The idioms selected for the task were simple and commonly used by native speakers. Very few candidates managed to achieve full marks in this part.

**Q1** (دن بھرنا) means to have one's life changed for the better, but was used in literal meanings as دن بھرنا or دن بھرنا by some candidates. It was also noted while marking the candidates' responses that many candidates were familiar with **Q2** (جی چرنا) and **Q4** (دانت پیننا) but they could not use them in sentences properly. **Q3** (تیر مارنا) was only acceptable in ironic meaning and the candidates who used it otherwise could not be given a mark. **Q5** (اوس پڑنا) was again used in literal meaning by some candidates.

Candidates are reminded that they should make sentences that are grammatically correct but also show that the meaning has been correctly understood. 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.

For instance, 'امجد کو دیکھو، اس کے تودن پھر گئے ہیں۔' does not demonstrate the meaning until it is supported by reason, e.g. 'نئی ملازمت کیامی، امجد کے تودن پھر گئے ہیں۔'

### Sentence Transformation

**Questions 6–10** required candidates to write the antonyms of the underlined words. Both underlined words had to be correctly altered to gain one mark. Some candidates scored good marks in this part; however, many candidates struggled with the opposites of (اجالا/رودشتی) تاریکی and طویل (مختصر/چھوٹی). Some candidates confused تاریکی (darkness) with تاریخی (historical) and wrote برائی (evil) as the opposite of سچ (truth). Another reason for lower than expected performance on this task was that some candidates did not read the question and example carefully and wrote synonyms instead of antonyms of the underlined words. While changing the underlined words as required, the candidates also have to be careful to choose a word that fits in properly without making any changes in the sentence structure. An answer for which the given sentence structure has to be modified, does not qualify to score a mark.

### Cloze Passage

#### Questions 11–15

The candidates were required to choose suitable words from the given list to fill in the blanks. Many candidates performed well on this task, except for **Q15** (تسخیر), which proved challenging for most candidates and only the ones with higher ability level could choose the correct answer.

### Part 2: Summary

#### Question 16

There was plenty of opportunity for the candidates to score maximum marks in this part. The passage was within the grasp of candidates and prompts given for discussion were specific and clear and demanded exact information. The task required candidates to summarise the passage within the given word limit. Two pieces of information are required for each stimulus hence a total of 10 marks for the 5 stimuli given. The best responses gave two pieces of information for each stimulus within the word limit.

The candidates need to read the stimuli carefully and understand what responses are required for each one. In response to **Q16(d)**, many candidates wrote about the devastation caused by floods in general and ignored the two specific major floods which are mentioned clearly in the passage (natural flood of 1332 which claimed more than 7 million lives and the flood of 1938 caused by the Chinese government to hinder the advancing Japanese troops). Giving irrelevant 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. The candidates must also be careful about the accuracy of their response while reproducing the required information in order to avoid losing marks.

### Part 3: Comprehension

#### Passage A

Generally this part was well attempted. The passage given was easily understood by the candidates. Candidates are required to reproduce the given information according to the question in their own words in order to show their understanding. It is also important to remember that the number of marks allocated for each question corresponds to the number of pieces of information required. The questions where some candidates faced difficulty are as follows:

#### Question 17

The question was worth 2 marks and asked about the two major differences between pearls and other precious stones mentioned in the very beginning of the passage:

Grows inside a living animal  
Does not require cutting or polishing

Many candidates gave the second point only and elaborated it at length while neglecting the first point.

#### Question 18

This question was worth one mark. It required the candidates to tell how the making of a pearl can be called **حادثاتی** (accidental/happening by chance) as mentioned in the text. Many candidates either took it as dangerous/ causing accident or gave the same answer as for **Q19**.

#### Question 23

This question was worth two marks and candidates had to mention that how modern pearl production is different from olden times. Two specific points regarding bulk production through farming and use of modern equipment in searching for natural pearls are clearly mentioned in the text. Candidates who mentioned only one point or incomplete information could not be awarded full marks.

#### Passage B

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. It was observed that some candidates tend to miss out important details even when they directly lifted the answers from the text or made frequent spelling mistakes while reproducing the words given in the text or question. The questions where some candidates faced difficulty are as follows:

#### Question 27

This question was worth two marks. It proved a bit challenging for all ability levels, and required candidates to state the basic difference between chemical matches and friction matches. The required answer was that chemical matches were ignited by dipping them into acid whereas friction matches were rubbed against a rough surface for the same purpose. Either one or both details were missing in quite a few responses; therefore full marks could not be awarded.

**Question 28**

This question was worth three marks. The candidates were required to write three disadvantages of using white phosphorus in match sticks, which are:

Factory workers got sick with a disease which affected their teeth and bones.

The quantity of white phosphorus in a single box was enough to kill a person if swallowed / accidents caused by swallowing the substance.

Incidents of suicide by eating this substance.

Some candidates however, missed out one or more points or did not reproduce proper details and therefore lost marks.

