

SECOND LANGUAGE URDU

Paper 3248/01
Composition and Translation

Key messages

To achieve a good grade in this examination, candidates should:

- Write a composition covering each bullet point.
- Stay within the prescribed word limit 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.

Many candidates performed well and achieved their full potential. Overall, candidates' performance was of a good standard. Candidates need to be aware of the word limit for **Questions 1 and 2** and should include complex sentences and/or a good sense of idioms in their answers, so they are able to reach full marks.

Comments on specific questions

Part one: Directed Writing

Question 1

Candidates were asked to write a short essay of about 150 words in Urdu on the holidays topic. The candidates were required to cover the following three points, where 6 marks were for content and 9 marks for language, giving a total of 15 marks for this question:

1. Importance of holidays چھٹیوں کی اہمیت
2. Favourite place of entertainment پسندیدہ تفریحی مقام
3. Holidays with whom? چھٹیاں کس کے ساتھ

Two content marks were available for each bullet point and most candidates responded very well to all three bullet points.

In the second bullet point, some candidates were confused and misunderstood the words, تفریحی مقام and have written about library or aunt's house instead of writing about their favourite entertainment places or attractions during the holidays.

Most candidates addressed all three bullet points within the word limit. Some candidates exceeded the prescribed word limit. This meant that the candidates lost marks for content as what was written after the word limit for this question could not be taken into consideration. It is crucial that candidates understand and follow the rubric for each question in detail if they want to achieve high marks.



Nine marks were available to reward linguistic performance. Due to having spelling mistakes and not using complex sentences, extensive vocabulary or good sense of idioms, many candidates were not able to achieve full marks.

Part two: Letter, report, dialogue or speech

Question 2

This question provides a choice to:

- (a) Write a **dialogue** between parents and son/daughter asking permission to invite their friends to their home on their birthday party, as parents do not agree to throw the party at home.
- (b) Write a **letter** to a friend, describing three extracurricular activities taking place in your school.

Candidates did not show any particular preference for the dialogue or the letter option as the number of answers on both topics was fairly even. Despite the difference in each task, candidates have performed well on the task attempted.

For **Question 2(a)**, there were five marks for content. One mark credited the start of the dialogue, while three marks were credited for the detail of discussion between parents and their children, to allow or not to allow them to invite their friends to celebrate their birthday at a party at home. The remainder mark was given to candidates for the decision or conclusion of the whole discussion with a clear Yes or No from the parents.

Most candidates could not keep to the recommended length and therefore were not able to access the full range of marks for content and lost a mark for the decision or the conclusion of the discussion. As mentioned previously, it is important that candidates keep to the recommended length.

There were fifteen marks allocated to language. Most candidates showed good language skills, used an extensive and varied vocabulary and presented a good use of idioms, including complex sentences in their answers.

For **Question 2(b)**, the break down of marks was similar to **Question 2 (a)**, where five marks were given for content. One mark was allocated for a proper start of the letter, while three marks were credited for three different extracurricular activities taking place in school. The final mark was given for a suitable ending for the letter

Most candidates did not keep to the recommended length and therefore lost the mark allocated to the ending of the letter. Candidates must be aware of the word limit and write their answers within the requirements for this question.

The best responses to this question showed creativity, an extensive vocabulary and a good use of idioms. They also included complex sentences which allowed candidates to reach high marks for language.

For both tasks, candidates were asked to write approximately two hundred words. Once again, candidates wrote more than the prescribed word limit. The limit set for this question is two hundred words and stronger candidates were able to complete the task to a very high standard within the limit established.

Part three: Translation

This question required candidates to translate a given passage into Urdu. The topic was '**health and fitness**'.

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.

Most candidates, despite errors of spelling and/or grammar, demonstrated a good performance, which has shown that candidates' communication skills from English to Urdu were generally very successful.



The following words were mistakenly translated or missed during the translation into Urdu.

English Word	Suitable Translation	Mistranslated/missed Words
health and fitness	صحت اور تندرستی	فننس/چستی
main goal	بنیادی مقصد/ہدف	مین گول
long-term illnesses	طویل/لمبی مدت کی بیماریاں	بڑی بیماریاں
self-esteem	عزت نفس/خود اعتمادی	سیلف اسٹیم/خود مختاری
will alert you	خبردار/آگاہ/چوکنا کر دے گا	اشارہ دے گا
		Some candidates missed
digestive system	نظام ہاضمہ/انہضام	کھانے کا سسٹم/پیٹ
catch colds	نزلہ/زکام	بخار/سردی
often	اکثر	missed
end up	آخر کار/پھر آپ	missed
once	ایک بار/مرتبہ/دفعہ	missed
then	تب/پھر	missed



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 sentences as required.

The fill the blanks exercise tests the candidates' ability to choose the most appropriate word from a list of words, so the passage makes sense.

Part 2 is a 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 is comprehension and 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, 3 marks mean three responses are required, 2 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. Therefore, candidates 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. If the candidates find an answer exceeding the given space or they change their mind after writing an answer and want to use the blank pages or continue the answer on an extra sheet, they should clearly mention this in the answer space to avoid any confusion. It is recommended to always attempt an answer rather than leaving a blank space.

Candidates need a good understanding of the vocabulary of questions and enough practice in choosing appropriate information for the answers. If there is still time, they should also check their answers to avoid any mistakes or parts left blank.

General comments

The overall performance was good. Maximum achieved marks were 52 in this component. Although a large number of candidates managed to score good marks, only the most capable candidates scored 50 or above marks.

Many candidates tended to lift their answers directly from the given text while answering inferential questions, which resulted in irrelevant and lengthy details that made the answer ambiguous or even inappropriate. Many candidates tended to leave questions without attempting to write any response. Candidates should be advised to try attempting all answers.

Comments on specific questions

Part 1: Language Usage

Vocabulary

Question 1–5 required candidates to compose five sentences using the five given idioms in order to demonstrate their meaning. Many candidates were unable to use them in suitable sentences in order to display their meanings. Many candidates also confused some idioms with others because of the similarity of some key words. **Question 3** and **5** were wrongly answered or not responded to by a large number of candidates, especially **Question 5** was correctly answered by only a handful of candidates. **Question 4** was well understood by almost all ability levels, whereas **Question 1** and **2** were also answered well.

Question 1

چارچاندگنا (to enhance the beauty/charm) was generally well understood by most candidates, but some lost marks due to inappropriate usage of the idiom; like

آپ کی وجہ سے محفل کی رونق بڑھ گئی، آپ تو چارچاندگن رہی ہیں۔

Question 2

رفو چکر ہونا (to run away) was generally well understood, but some candidates did not mention a qualifying reason, like in امتحان کا نتیجہ آنے پر وہ رفو چکر ہو گیا and some candidates lost marks because they confused it with the literal meaning of چکر آنا.

Question 3

زیب دینا (to look good or be appropriate) was misunderstood or confused with فریب دینا by many candidates.

Question 4

سبق سکھانا (to teach a lesson/punish someone) was well understood and attempted correctly by many candidates. Those who lost marks, usually used the idiom in the literal meaning of teaching something.

Question 5

طول پکڑنا (to prolong a situation) proved challenging for most candidates and it was wrongly answered or skipped by a large majority of candidates. Only a few candidates wrote appropriate sentences and score marks for this idiom.

While answering this part, candidates should remember to make sentences which 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 required the candidates to change the given negative sentences into positive sentences. Many candidates performed well on this task, but a few candidates struggled with this part and tried multiple responses. **Question 8** and **9** were correctly answered by most candidates, whereas **Question 10** proved challenging for almost all candidates.

Candidates had to change the parts of sentences giving negative meaning, without affecting the overall meaning or tenses. Some candidates neglected the sentence structure and did not incorporate the phrases like پہلے بھی/اکثر/ہوگا etc. in their answers and lost marks.



While answering this part, candidates should be careful to change sentences in such a way that it does not affect the overall sentence structure. Some candidates only changed the order of phrases in the sentences. It is highly recommended for the candidates to read carefully both the instructions and the example given for clarification so that they can understand properly what they are required to do.

Cloze Passage

Questions 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 **Question 11 – 12** (ورزش، وقت) accurately, whereas **Question 13** and **15** (فاسلے) proved challenging for many lower ability candidates. Some candidates also struggled with **Question 14** (معاشرے), frequently choosing wrong answers.

Part 2: Summary

Question 16

The passage given for summary was about Guide Dogs. The points given for discussion were also specific and clear and demanded exact information. Very few candidates managed to get full marks, as a large majority wrote unnecessary details from the introduction or middle part and thus lost marks in the word count. Many candidates did not write a summary and wrote long paragraphs and used extra sheets. A few candidates used the five given stimuli as headings. There were only a few responses where candidates displayed a thorough understanding of the text as well as a firm grasp on technique of summary writing and managed to score full marks.

The beginning sentence of the passage consists of more than 40 words and serves the purpose of introduction only. The information required for the first bullet point appears in the next sentence, but a large majority of candidates copied the introductory sentence directly.

The second stimulus **Question 16b**. ((انتخاب کا معیار)) also required very specific brief information, i.e. (1)

غیر معمولی طور پر ذہین ہوں (1) مزاج دوستانہ ہو, but majority of candidates wrote lengthy details as to why these qualities are required. Direct lifting from the text resulted in lengthy answers as well as irrelevant information and thus, many candidates lost marks in the last part for exceeding the word limit although they had written valid points for the last stimuli.

It is also very important to identify exactly which information is required. Candidates should remember that when exact information is provided in the text, a generalized or ambiguous statement would not suffice for an answer. For instance, **Question 16(d)**. (قانونی سہولیات) required specific information, i.e.

قانونی تحفظ فراہم کیا. The candidates who only wrote ر ہنماکتے کے لیے مفت ہوائی سفر کی سہولت and مالک کے ساتھ تمام عوامی جگہوں پر جانے کی اجازت could not be awarded marks for these points.

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). They should be able to extract the idea of the 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 properly 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.



Part 3: Comprehension

Passage A

Generally, this part was very well attempted and quite a few candidates showed a good understanding of the passage and questions, achieving maximum marks for their answers. Most of the questions were very well understood and answered properly by candidates. However, a few candidates struggled with **Questions 18** and **23**. **Question 20** also proved a bit challenging for some candidates.

A comprehension exercise is meant to test the candidates' ability to understand and reproduce, according to questions, the information given in the text; therefore, answers giving ambiguous or incomplete information are not accepted. The number of marks allocated for each question corresponds with the required number of responses. The questions where candidates faced difficulty generally as follows:

Question 18

The first part of the question asked which materials were used to build these tiny houses, (لکڑی اور دھات). The second part was about the source of energy used to provide facilities in these houses, which required the exact answer شمسی توانائی. Some candidates did not give the right answers for one or both parts.

Question 20

The candidates required a clear understanding of the question as well as a certain level of inference to answer this question about the offer that the team of experts gave to the public and which challenge they set up for themselves. The first part was mostly answered accurately, لوگ اپنے سماجی مسائل بتائیں, but the second part of the question proved a bit challenging, and many candidates wrote بے گھر لوگوں کی مدد کرنے کا چیلنج instead of گھنے میں مسئلے کا حل تلاش کرنا.

Question 23

Again, the question was worth 2 marks. It asked about two modifications expected to be introduced in this project in future, i.e. حرارت کو کنٹرول کرنا اور جہائی استعمال کرتے ہوئے کم توانائی.

For the first part, quite a few candidates could not understand the text properly and wrote نیٹ ورک کو وائر لیس گھروں سے ملانا. نیٹ ورک کو وائر لیس گھروں سے ملانا. whereas, the required answer was the use of minimum power for these facilities. Some candidates also wrote نئی اور درجہ حرارت کو کنٹرول کرنا as a second point and ignored the information about wireless network.

Passage B

This passage was about the historical caves found in Mustang, Nepal. The overall performance of candidates was fairly good. **Question 28** was attempted particularly well by all ability level candidates and many candidates gained full marks for their answers. Many candidates struggled with **Questions 24** and **27**; and **Question 25** proved challenging for some candidates as well, as they could not produce the required information for one or both parts of the question. The questions where candidates faced difficulty in general are as follows:

Question 24

The question required very specific answers about the location and historical importance of the caves, which is clearly mentioned in the text نیپال اور تبت کے درمیان گزرگاہ and کھٹمنڈو کے شمال مشرق میں. However, some candidates overlooked important parts of answers. The answers like ایک گزرگاہ کے طور پر مشہور or نیپال کے شمال کھٹمنڈو کے مشرق میں / مشرق میں could not qualify as accurate responses.



Question 25

This question required two details mentioned in the text that indicate that it's very hard to reach the caves. One, that the caves are located 155 feet above ground level and secondly, that the openings of the caves are on the side of the mountain where there's no way to access them.

Question 27

This question required the time period when the caves were used for the purpose of residence and the reason for it. The candidates who generally mentioned دوسرے دور میں lost a mark for the first point, as they needed to write tenth century, which is clearly mentioned in the text.

