

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 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.

The candidates' performance was of a good standard and most of them performed well. A vast number of candidates had some difficulty in achieving full marks as they have exceeded the word limit and struggled to include complex sentences or use a good sense of idioms.

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 how a friendship plays a positive role in someone's life. 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 friendship دوستی کی اہمیت
2. The principles of friendship دوستی کے اصول
3. Difficulties in maintaining a friendship دوستی نبھانے میں مشکلات

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

Some candidates addressed all three bullet points within the word limit. Unfortunately, many other candidates exceeded the prescribed words limit. This meant that the candidates have lost marks for content as what was written after the word limit mentioned in the question could not be taken into consideration. It is extremely important that candidates follow the rubrics for each question.

Nine marks were available to reward linguistic performance. Due to having many 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 **letter** to your cousin brother describing to him the most enjoyable events at the wedding party.
- (b) Write a **speech** for your school assembly on the topic 'Your individual efforts to protect the global environment.'

- (a) Candidates have preferred to write a letter rather than the speech this series. The candidates who have attempted the letter have performed well.

There were five marks for content. Some candidates misunderstood the question and could not achieve full marks for content. They have written the letter to their uncle 'chacha چچا' instead of their cousin brother 'chachazad bahi چچازاد بھائی'. Furthermore, there were some candidates who started writing their letter to their cousin but finished the letter by saying goodbye from their nephew or niece and therefore lost one mark for content.

Most candidates could not keep to the recommended length and therefore were not able to access the full range of marks for content. It is important that candidates keep to the recommended length.

There were fifteen marks allocated to language. Most candidates showed good language skills, used extensive vocabulary, and made a good use of idioms, including also complex sentences which allowed them to access the full range of marks for language.

- (b) The speech was attempted by fewer candidates. Most candidates scored good marks for meeting the speech requirements which included an introduction, the outlining of three different activities to protect the global environment and an effective conclusion.

The best responses to this question showed creativity, an extensive vocabulary and a good use of idioms, including complex sentences which allowed them accessing the full range of marks for language. On the other hand, weaker responses have shown many spelling mistakes, an absence of complex sentences and a limited vocabulary or an inaccurate sense of idioms.

For both tasks, candidates were asked to write approximately two hundred words. Once again, the most unnecessary deduction of marks occurred when candidates wrote more than the prescribed word limit. Stronger candidates were able to complete the task to a very high standard within the word limit established.

PART THREE: Translation

This question required candidates to translate a given passage into Urdu. The translation task was based on **looking after elderly people in a joint family system**. Most candidates performed well and were able to achieve high marks.

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, despite errors of spelling and/or grammar, performed well in this question, which showed that their communication skills from English to Urdu were generally very successful.

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

English Word	Suitable Translation	Mistranslated/missed Words
independently	آزاد نہ طور پر	اکیلے رہنا/ غیر محتاجی کی زندگی
society	معاشرہ	شہر - قصبہ
moral	اخلاقی	ذہنی/ جذباتی/ نفسیاتی
Younger relatives	نوجوان رشتے دار	چھوٹے رشتے دار
However,	تاہم	Missed to translate
In addition to this	مزید یہ کہ	اضافی طور پر
circumstances	حالات	واقعات/ وجوہات
medical care	طبی دیکھ بھال	ہسپتالی مدد/ میڈیکل مدد
state	ریاست/ ملک	شہر/ صوبہ
provide carers.	دیکھ بھال کرنے والے	نوکری کرنے والے
After all	آخر کار	Missed to translate
elderly relative	بوڑھے/ بزرگ رشتے دار	بڑے لوگ
care home	کیئر ہوم/ دیکھ بھال کرنے والے ادارے/ گھر	نخیالی گھر/ مدد گھر
Regardless	اس سے قطع نظر/ اس سے ہٹ کے	Missed to translate
regular	باقاعدگی/ مسلسل	مستقل

SECOND LANGUAGE URDU

Paper 3248/02
Language Usage, Summary and
Comprehension

Key messages

This question paper is comprised of three parts. The first part tests vocabulary and grammar, the second tests the skill of summarizing a passage and the third part tests the comprehension and the ability of candidates to provide answers in their own words in the light of the passage given.

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.

Part 2 is the 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 one hundred words.

Part 3 is the comprehension that is meant to test 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 utilize 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

It was a balanced paper catering for the needs of all ability candidates. The contents in the paper covered a wider aspect of the syllabus and also had a fair amount of challenge for the candidates especially in the language usage area. The overall performance of the candidates was good. A large number of candidates managed to score good marks. A few candidates succeeded to score full marks also, whereas some candidates scored below average marks due to their limited understanding of the target language.

Candidates should avoid lifting 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. Candidates are reminded to read the questions carefully and write their response within the specified word limit.

Candidates should be reminded to ensure their answers are legible. It was also observed during marking that many candidates tend to leave questions unanswered. Candidates should be advised to try attempting all answers to the best of their ability.

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 meaning. Although the idioms were the 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 in their minds because of the similarity of some key words. **Questions 1** and **5** were wrongly answered by many candidates. **Questions 3** and **4** were well understood by middle and higher ability level candidates. Candidates' performance in general was not up to the mark and only a few could score full marks in this part.

Question 1

جان ڈالنا (to energize / enhance the effect / impart grace, beauty or taste) generally proved challenging for all ability levels and many candidates answered it wrongly, taking it as some other idioms like, جان مشکل میں ڈالنا، جان میں جان آنا، جان مارنا, etc. due to similarity of the key word جان.

Question 2

زبان کھولنا (to speak out) was also confused with another idiom زبان درازی کرنا which means speaking disrespectfully with someone.

Question 3

بات کاٹنا (to interrupt someone) was understood and attempted correctly by most of the candidates. However, there were not many good quality answers.

Question 4

بھانڈا پھوٹنا (a secret to be disclosed or leaked out) was again well understood by many candidates, but some answers could not be awarded a mark as they were not supported with a logical hint to a secret. For example, sentences like جب عمر کی سلیم سے لڑائی ہوئی تو اس نے سلیم کے سارے بھانڈے پھوڑ دیے could not be accepted as it does not clarify if the meaning is understood or the idiom is being taken in literal sense.

Question 5

قدم اکھڑنا (to be no longer able to stand firm / to retreat in the battlefield) was wrongly answered by a large majority of candidates. Most of the candidates confused this idiom with other idioms having similar key words, such as قدم لٹکھڑانا، قدم جمانا، etc.

While answering this part it must be remembered that the candidates must make sentences which are grammatically correct and show that the meaning has been correctly understood. Similarly, 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 sentences into present tense. Many candidates performed well on this task while weaker candidates mostly struggled with this part and tried multiple responses. **Question 6** was correctly answered by most candidates, whereas **Question 9** proved challenging for almost all candidates.

Many candidates could not distinguish appropriately between the forms of words indicating present tense and past tense; therefore, use of words like گئے، گئی، گا، etc. made their answers unacceptable. Many candidates also neglected the sentence structure and did not incorporate the phrases like ہو ہی جاتے، کر سکتے، etc. in their answers and lost marks.

While answering this part, candidates should also be careful to change tenses 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 sentences into a mix of past and future tenses. It is highly recommended for 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

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 **Question 11–13** accurately; whereas **Question 15** proved challenging for almost all ability levels, as they chose تہذیب instead of مہذب، which was the appropriate for the sentence. Weaker candidates also struggled with **Question 14** by frequently providing wrong answers.

Part 2 – Summary

Question 16

There was plenty of opportunity for the candidates to score maximum marks in this part. Although the points given for discussion were specific, 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. Some candidates did not understand the idea of writing a summary and wrote long paragraphs, even stretching their answers to extra sheets. A few candidates used the five given stimuli as headings but did not to categorize their points correctly. However, there were some outstanding responses which 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 second point for stimulus **16(c)**, i.e. جانور کی دیکھ بھال مالکان کے لیے زیادہ مشقت / پریشانی کا باعث نہ ہو، was overlooked by many candidates, although they gave extra details for the first point. It was evident that they struggled to differentiate between main information and extended information.

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, many candidates lost marks in the last part for exceeding the word limit although they had written valid points for the last stimulus **16(e)** (پالتو جانور کا انتخاب).

Candidates should ensure that they read the passage very carefully and choose the specific information according to each bullet point (two pieces of information for each stimulus). They should be able to extract the essence of required information for their summary, separating the extended details in order to meet the required word limit (100 words). If they reproduce the information without avoiding unnecessary details, they end up exceeding the allowed word limit. Candidates must also be careful with the accuracy of the selected information in order to avoid losing marks.

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 and achieved maximum marks for their answers. **Questions 18 and 19** were very well attempted by almost all candidates, **Questions 17 and 20** were understood and answered properly by a large majority of average and higher ability candidates. Many weaker candidates struggled with **Questions 21 and 22**.

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 21

This question was worth 2 two marks. First part of the question asked where Spice Islands are situated. This part was usually answered correctly. The second part was about a distinctive feature of these islands in the past, which required the exact answer, i.e. *ماضی میں یہ دنیا میں جانفیل، جاوتری پیدا کرنے والا واحد ملک تھا*. Many weaker candidates could not give the right answer to this question.

Question 22

This question was also worth two marks. Candidates required a clear understanding of the question as well as a certain level of inference to answer this question about the introduction of these spices in Europe and the reason for their escalating prices. Candidates had to clearly mention that Arab Merchants introduced it in Europe and as it was considered helpful in curing the plague pandemic, prices started getting very high. Weaker candidates usually struggled with the second point or they just wrote Arabs instead of Arab Merchants.

Passage B

This passage was fairly well understood and answered by many candidates. **Questions 24 and 27** were attempted particularly well by all candidates and many gained full marks for their answers. **Question 26** proved challenging for many of the stronger candidates too, as they skipped one point out of three required answers and thus, were not able to score full marks. The questions where candidates faced difficulty in general are as follows:

Question 25

This question proved to be challenging for many candidates as it required some inference and candidates had to select the appropriate answer from indirect statements. The question was worth two marks and candidates had to write the quality of the sand dunes for which the locals name them. It is suggested in the text that sand dunes adopt different shapes and forms. Depending on these shapes, the locals give them names, like Burkhan dunes which are called so due to their resemblance with moon in its early phase (crescent). Most candidates copied directly from the text and although they answered the second part correctly, they could not give an appropriate answer for the first part.

Question 29

This question was worth two marks. This question also required some inference to give two details mentioned in the text that indicate that this area was a prosperous one in the past. One is the presence of a river and the second, the trade route passing along the river. Candidates who could not understand the question and produced irrelevant details lost one or both marks.

Question 30

This question was worth two marks and asked two specific pieces of information about Darawar Fort given in the text, like its 40 towers and that the jeep rally begins from this point. Many candidates could not understand the question properly and only wrote that the desert hosts the jeep rally for the second point required in the question, clearly missing out the first point, which could only credit them with one mark.