

# 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 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.

As usual, the performance of the candidates was good. Most candidates produced good responses for all three questions.

Many candidates could not achieve marks from top band i.e. very good in language from both **Questions 1** and **2**, because they could not use complex sentences, extensive vocabulary or good sense of idioms.

## Comments on specific questions

### **Part one: Directed Composition**

#### **Question 1**

Candidates were asked to write a short essay of about 150 words in Urdu for an essay writing competition on the topic of 'learning foreign languages'. The candidates were required to cover three points in detail; the benefits of learning foreign languages, why you have chosen your favourite foreign language and difficulties of learning a new language.

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. The three bullet points were as following:

1. Benefits of learning foreign languages: : غیر ملکی زبانیں سیکھنے کے فائدے:
2. Why have you chosen your favourite foreign language?? آپ نے اپنی پسندیدہ غیر ملکی زبان کیوں چینی؟
3. Difficulties of learning a new language: : نئی زبان سیکھنے میں مشکلات

Two marks were available for each bullet point in content. Most candidates attempted this question well. Some candidates scored full marks in first two bullet points but failed to answer third bullet point, 'difficulties encountered in learning new foreign language'. They have only written, the people encountered many difficulties to learn a new language but did not mention, what the specific difficulties in learning a new language were.

Unfortunately, some candidates exceeded the prescribed word limit. This meant that the candidates lost marks for content for the last bullet point because as that point was made after word limit mentioned in the

question, it could not be taken into consideration. It is 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, some candidates could not access the full range of marks.

## **PART TWO: Letter, report, dialogue or speech**

### **Question 2**

This question provides a choice;

- (a) Write a **dialogue** to persuade your parents to allow you to accompany the friend going on holidays to hilly areas,
- (b) You have participated in a campaign to collect donation for a charity organisation two weeks ago. write a **report** on different activities of this funds collection campaign.

- (a) In this question, five marks were awarded for content and fifteen marks for language. Many candidates chose to write the dialogue. The strongest responses were detailed and clearly relevant.

The best responses showed creativity, extensive vocabulary and good use of idioms as well as including complex sentences, therefore accessed the full range of language marks.

For both tasks, candidates were asked to write approximately 200 words and the best candidates were able to complete the task to a very high standard within that words limit.

- (b) The report, was the less popular question this year. Candidates wrote about three different activities which took place during a fund raising campaign for a charity organisation. There were five marks for content; three marks were for three different activities of the campaign. Many candidates managed to achieve four marks in the content marks, however some candidates failed to give a suitable start or end of the report and lost one mark.

The best responses showed creativity or extensive vocabulary and accessed the full range of language marks. Spelling and grammar mistakes were a reason for losing marks from language marks in this series.

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.

## **PART THREE: Translation**

This question required candidates to translate a given passage into Urdu. The topic was the internet and its uses in the modern world.

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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English Word	Suitable Translation	Mistranslated/missed Words
comfortable	آرام دہ	آسان
communications	مواصلات	کیونکیشن۔ بات چیت
daily life	روزمرہ / روزانہ کی زندگی	missed
communication Tool	مواصلاتی آلے کے طور پر	بات چیت کا ہتھیار / ٹول
post	ڈاک	پوسٹ
messages	پیغامات	مسج
In addition	اس کے علاوہ / اس کے ساتھ ساتھ	ان ایڈیشن / اور
particularly	خاص کر	missed
research	تحقیق	ریسرچ
learn	سیکھنا	پڑھنا / مطالعہ
athough	اگرچہ	چنانچہ
aspects	پہلوؤں	missed
candidates	طلباء / طالبات	بچوں / بچے
lower grades	کم / خراب گریڈز	کم نمبر

It is pleasing that many candidates demonstrated, despite errors of spelling or grammar, that their communication skills in Urdu were successful.

# SECOND LANGUAGE URDU

Paper 3248/02  
Language Usage, Summary and  
Comprehension

## Key messages

The paper is comprised of three parts. The first part tests vocabulary and grammar, the second tests the skill of summarizing a passage. The third part tests the comprehension and the ability of the candidates to provide the answers in their own words in light of the passage given. For the first part the candidates need to be familiar with the common idioms used in everyday language. Sentence transformation requires the candidates to change the sentence according to given instructions. The fill in the blanks exercise tests the candidates' ability to choose the most appropriate word from a number of given words, so the passage makes sense. In **Part 2** (summary), five stimuli are given and for each only two points chosen from the passage need to be mentioned. More than two points written are ignored and may affect the length of the passage. The candidates are awarded marks for summarizing the contents within a hundred words limit. Any information given after this limit is not taken into consideration. **Part 3** of the paper comprises of two comprehension passages and is meant to test the candidates' ability to understand and answer the questions appropriately in the light of the passage. Questions at the end of the passage indicate the marks allocated for each question as well as the number of responses required. For example, four marks mean four responses are required, three marks mean three responses and so on; however, according to the question's requirement sometimes two responses may be required to qualify for one mark. A mark is lost if a response is missing. There is no negative marking on this paper.

## General comments

It was a balanced paper catering for the needs of all abilities of candidates. No questions were particularly easy or particularly difficult. The overall performance of the candidates was good. There were a few candidates whose work was below average. Marks were not awarded for giving fewer responses than required.

Candidates are expected to use their own words while answering questions to demonstrate their understanding and thus, should avoid lifting sentences directly from the passage and using them as their answers. 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 mention it properly to avoid the risk of any answers being left unmarked. Teachers should guide the candidates in this regard, as some candidates cut off their answers and rewrote them in some empty space without mentioning it with the cut off answer. Writing in the blank margins, both on the right and left side should also be avoided. It was also observed during marking that quite a few candidates tend to leave some parts unanswered. 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. Surprisingly, only a handful of candidates managed to achieve full marks in this part. Many candidates either confused the given idioms with some other idioms due to the similarity of key words or used them in literal meanings.

**Question 1** – سر آنگھوں پر بٹھانا (to treat someone with respect) was comparatively well understood by many candidates and they managed to make correct sentences.

**Question 2** – پے پر کی اڑان (to say something meaningless or unauthentic/spreading rumours) is a very familiar and commonly used idiom, but quite a few candidates were confused about the exact meaning and used it as making fun of someone or wasting time.

**Question 3** – لوہے کے چنے چبانا (to perform a very difficult task) was confused with another idiom ناکوں چنے چبوانا due to similarity of key words.

**Questions 4 and 5** (خار کھانا، کبیر کا فقیر ہونا) are commonly used idioms in everyday language, but they proved most challenging and many candidates lost marks for 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. Sometimes you have to clarify or support the answer with reason or explanation in order to convey the exact meaning. Sentences using an idiom in literal meanings are also not acceptable.

### Sentence Transformation

**Questions 6–10** required the candidates to change given sentences into future tense. It was a simple exercise; only the underlined words had to be changed into future tense. Again, this task was not well attempted by many candidates and only a limited number of responses could be awarded full marks. Some candidates neglected the instructions and changed the sentences in a way that the overall structure and meaning of sentences were altered; therefore, they lost marks. Moreover, the candidates who wrote گئی/گئے instead of گئے/گی could not be awarded a mark as this form indicates past tense rather than future.

**Question 7** was generally well attempted, while **Questions 6 and 10** proved challenging for all ability levels. A limited linguistic ability or careless attempts at changing the tenses resulted in a lower than expected performance on this task.

While changing the tenses as required, the candidates should be careful not to make unnecessary changes, e.g. negative sentences should remain negative and similarly, interrogative sentences should also remain the same.

### Cloze Passage

#### Questions 11–15

The candidates were required to choose suitable words from the given list to fill in the blanks. Generally, this task was well attempted by many candidates.

**Question 13** (برقرار) was usually done correctly, whereas **Question 12** (تلقین) and **Question 14** (کنارہ کشی) proved a little challenging for lower ability candidates.

Here also, the candidates should carefully select suitable words from the list which fit in properly with the given text and convey the correct meaning; without having to change the structure of sentences in the given text.

## Part 2: Summary

### Question 16

The passage for the summary was within the grasp of candidates and the prompts given for discussion were specific, clear and demanded exact information. The task requires 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.

Although many candidates scored the first two marks adequately, mostly they reproduced almost everything from the beginning of the passage, consequently exceeding word limit at the end. For the second prompt (یورپ میں استعمال), the use of canned food after it was introduced in other countries of Europe is to be explained. The required points are clearly mentioned in the text:

- It could not gain popularity among masses/it was quite expensive.
- It was used by the elite class/became a fashion statement.

Some candidates neglected these points and instead, explained the early procedures of preparation of canned food.

For the third prompt, جنگ عظیم کے اثرات, impacts of the World War were to be discussed, and each point had further choices:

- Immense increase in demand/mass production/production through machines
- Use of tin or steel jars instead of glass jars/production and publicity for household use

Candidates who lifted sentences directly from the passage without modifying, mostly gave the necessary information, but they also lost marks overall for exceeding the word limit. Similarly, the fourth prompt (فوائد) (benefits) had more than two acceptable answers and only two were required for the two marks. Candidates who gave extra information, subsequently lost marks on the word count. The fifth prompt, تحفظات (reservations) was mostly answered correctly, but the points could only be considered if they were within the allowed word limit.

It was also observed during marking that a few candidates tend to start with one or two points from the given text and then move on to giving their own views about the topic; which is absolutely not required and can not benefit them in scoring marks. Only the arguments given in the text should be selected according to given prompts and explained within the required word limit. Similarly, if they ignore the given stimuli and write unrequired information from the text, they cannot be awarded marks.

Breach of word limit due to lifting sentences directly from the passage appears to be a big cause of marks deduction in the summary task. The candidates need to read both the passage and given stimuli carefully and process the information as required. They should be able to distinguish between key information and extended information in order to tailor their response properly. If concrete information is given in the passage about any stimulus, the candidates should avoid overlooking it and choosing generalised or ambiguous pieces of information instead; as it only increases the word count without scoring marks. Giving unrequired information or too much detail for any point results in exceeding the word limit (100 words) and consequently marks deduction. The candidates must also be careful about the accuracy of their response while reproducing information in order to avoid losing marks.

## Part 3: Comprehension

### Passage A

Generally, this part was well attempted. The passage given for comprehension was easily understood by the candidates. **Question 22** was done exceptionally well by almost all candidates; whereas **Questions 18** and **20** were also understood and answered quite well by many candidates. Most of the candidates tend to lift sentences directly from the passage for their answers, thus, the answers for inferential questions are not usually up to the mark or they write too much detail when actual answer comprises of just one or two sentences. The 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 which some candidates found challenging are as follows:

### Question 17

The question was worth one mark and asked about Farooq Sahib's مشغلہ (hobby). Many candidates did not understand the question and mentioned his profession (instead of reading books/ writing poetry) and thus, lost a mark.

### Question 21

This question was worth two marks. The candidates were required to explain different opinions that Mother and Faiq had about selecting a birthday present. Faiq thought that the gift should make the birthday a memorable occasion; whereas, Mother thought it should be something useful. The candidates wrote about the gifts they were planning to give instead of their opinions, or those who lifted directly from text gave only one correct answer.

### Question 23

This question was worth three marks and had two parts. The first part asked what was the importance of Fatima's gift for her father; for which they had to mention that Farooq Sahib's first poem was published in that number when he was only 10 years old. Many candidates wrote that it was very important for him, but did not mention the reason. For the second part, they had to write the visible changes in his thoughts and feelings described in the text, i.e. he seemed to forget all his worries and gain strength to face life with confidence.

### Passage B

This passage was also understood and attempted well by many candidates. In some cases, fewer responses were given than required. The candidates need to 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 lift the answers from the text or make frequent spelling mistakes while reproducing the words given in the text or question. **Question 29** was attempted exceptionally well by all candidates. **Questions 24, 28 and 30** proved challenging for many candidates; whereas, candidates from lower ability level also had difficulty answering **Questions 25 and 27**. The questions which candidates generally found challenging are as follows:

### Question 24

This question was worth two marks. The first part of the question asked about the quality that distinguishes Sher Shah from other emperors of Subcontinent, i.e. the welfare work he did throughout the kingdom, which is clearly mentioned in the first paragraph. For the second part, they had to mention that his projects are still being used or persist. Many candidates successfully attempted the first part of the question, but neglected the second part and lost a mark for it.

### Question 28

This question was also worth two marks. The candidates were required to tell the name of the Mughal Emperor with whom Sher Shah fought a war and what happened as a result? Due to their limited grasp of the target language or careless reading of the passage, some candidates confused the name Humaiyon with Babar (Sher Shah was associated with Babar's court, but it is clearly mentioned in the text that he fought a war with Babar's son Humaiyon) or for the second part, only mentioned that he won; instead of the required answer from the passage; that he succeeded in establishing a vast and strong empire in the Subcontinent.

**Question 30**

This question was worth three marks. A certain level of inference was required to answer the question properly. They were asked according to the text, which three works of public welfare were initiated (آغاز کیا/نیاد

ڈالی)

by Sher Shah in the Subcontinent. Among the list of his works for public welfare, the candidates had to choose which three things are described as initiated/introduced in his era, i.e.

- 1 Agricultural reforms in the Subcontinent were initiated by him.
- 2 He fixed suitable values for coins and popularized the use of gold, silver and copper coins.
- 3 He introduced the first proper postal system in the Subcontinent.

Candidates who could not understand the question properly, gave random answers and were awarded marks for correct responses only. However, quite a few candidates successfully answered the question and scored full marks.