

SECOND LANGUAGE URDU

Paper 3248/01
Composition and Translation

General comments

The majority of candidates performed very well, with only a small number being less than adequate. There seemed to be no significant problem for most of them to cope with the different technical demands of the different questions, the only limitations being that of their linguistic ability, and their ability to understand and respond appropriately to the questions.

The paper comprised three questions, which will be described and discussed separately.

Part 1: Directed Writing

This task required candidates to write a short essay of about 150 words on the topic of:

'Aaludagi' 'Pollution'

Marks were awarded on a scale of 6 for content and 9 for language, giving a total mark of 15 marks for the question.

Three main bullet points were given in the stimulus, namely:

- The causes of increasing pollution
- The effects of pollution on people and the environment
- Ways of reducing pollution

Two marks were awarded for each bullet point, depending on how much detail was given.

Most candidates scored well on the first point, mentioning the increasing output of smoke, etc. from factories and cars, the waste on the streets and the fouling of the water supplies.

The second point was not so well covered by most candidates. Nearly everyone concentrated on writing about illnesses such as cancer that are caused by pollution. What was missed was any mention of effects on the environment, such as global warming or animals becoming extinct.

The third point was better covered because nearly every candidate was able to give two methods of reducing pollution, such as placing factories away from cities, cutting down on the use of cars, or controlling the use of scooter rickshaws.

Many candidates had difficulty keeping to the prescribed length as stated in the rubric. Some candidates wrote well over 200 words because they wrote unnecessarily lengthy introductions and therefore lost marks. It cannot be stressed too much how important it is to follow the rubrics for each question if high marks are to be achieved.

As for language, it is expected that candidates should be able to write and spell everyday words correctly, especially if these words are included in the question. This question gave candidates an ideal opportunity to demonstrate their linguistic ability and the great majority of candidates produced excellent and accurately written compositions.

Part 2: Letter, Report, Dialogue or Speech

This session the question gave candidates a choice of writing a speech or a letter, namely:

(a) Write a speech for your literary circle on the topic of "The value of hard work"

'apne askul ki bazm e adab ke liye "Mahnat ki qadar awr qimat mozu par ek taqrir lykhiye"

or

(b) Your friend has sent you an invitation to their birthday party. Write a letter sending your apologies that you cannot attend because of unforeseen circumstances.

'Aap ke dost/saheli ne aap ko apni saalgrya ka da'vat nama bheja hai. Aap kysi ghair mwtafaq'a vaqea ki vaja se shirkat na kar sakne par mo'zerat ka khat lykhye.'

Candidates were instructed to write about 200 words and as in previous years the majority of candidates opted to write the dialogue.

The speech was reasonably attempted but the main shortcoming was excessive length. Many candidates seemed to be able to write appropriate introductions using the standard formulaic phrases, but it was the main content that distinguished the satisfactory from the good speeches. Most candidates' responses did not 'read' very well and were rather boring.

The letter-writing task was well attempted by candidates at all levels and some were excellent. Letter writing is, of course, a skill that is taught from an early age and candidates showed their expertise. Some of the reasons produced by some candidates for being unable to go to their friends' parties were also highly imaginative.

Part 3: Translation

This question required candidates to translate a given passage into Urdu. The topic of the passage was a boy watching a butterfly emerge from its cocoon. It was on the whole well attempted this year. The specification for this task does not require absolute accuracy, the basis of the mark scheme being to reward transfer of meaning. This meant that candidates were not penalised for grammatical or spelling errors as long as they did not interfere with communicating the meaning.

There were several words and phrases that did cause problems, for example, 'cocoon'. Many candidates just transliterated the English word, which in this case was perfectly acceptable. The word for 'egg' that some candidates used, 'anDa', however, was not.

Another problem for some candidates in the second paragraph was how to translate 'he expected'. The correct word is 'tavaqo', but not many candidates wrote that. They commonly used 'umid', which strictly speaking means 'hoped' which was not acceptable. 'Crawling' was another word which produced a wide range of responses. While most used 'reengte hue', many wrote 'zamin par calte' or similar phrases which were not accepted.

In the last paragraph, there was one word which many candidates omitted, namely 'haste'. The Urdu words 'jaldi' or 'jaldbazi' are perfectly suitable. Some even put 'masumiat' meaning 'innocence' but it was difficult to understand why they had used this word.

Many candidates produced very good translations of the sentence,

'It was God's way of forcing blood from the body of the butterfly into its wings and enabling it to fly.' such as:

'Yh khuda ka titli ke jism men se paron men majbur kerne ka tariqa tha jys se vuh urne qe qabyl ho jae.'

Although some words caused some difficulties, including 'forcing', 'majboor karnal', this sentence was generally well written.

In the last sentence a surprising number of candidates translated 'allow' rather too literally as 'ijazat' which really means 'permission'. It was better to use 'home dena' here.

SECOND LANGUAGE URDU

Paper 3248/02

Language Usage, Summary and Comprehension

General comments

The overall performance and standard of answers was good. The number of candidates who tried to answer questions in their own words increased this year but there was still a great tendency to copy answers from the text. This could have been due to the fear of making spelling errors.

There was a great improvement in summary writing skills and candidates secured good marks.

Most candidates had difficulty securing full marks in **Question 1**

A small number of candidates spent valuable time producing rough drafts of summaries but were then not able to complete some comprehension tasks at the end of the paper.

Comments on specific questions

Part 1: Language Usage

Vocabulary

In this section candidates were required to make five sentences. Most candidates did well, securing three or four marks. Candidates had no problem with خون خشک ہونا 'khoon khushk howna' (blood curdling) and خون کا پیاسا ہونا 'khoon ka pyaasa howna' (blood thirsty).

'Makhian maarna'

(remain idle/nothing to do), مکھیاں مارنا

Most candidates didn't use these words appropriately and used them in the sense of 'blood curdling', for example, 'Sher ko daikh ker mera khoon sowfaid ho gaya.'

Appropriate responses were: شیر کو دیکھ کر میرا خون سفید ہو گیا -

'Ajkal paisay ke liay bhai ka bhai ke liay khoon sufaid ho gaya hay.'

آجکل پیسے کے لئے بھائی کا بھائی کیلئے خون سفید ہو گیا ہے -

'Ajkal koi kisi garib rishtedar ki madad nahin kerta, sub ke khoon sowfaid ho gaey hain.'

آجکل کوئی کسی غریب رشتہ دار کی مدد نہیں کرتا، سب کے خون سفید ہو گئے ہیں -

'Khoon ka pyaasa howna'

Common responses for this were:

'Voh apne baap ke qatil ke khoon ka pyaasa hai.'

وہ اپنے باپ کے قاتل کے خون کا پیاسا ہے -

'Police qatil ke khoon ki pyaasi hai.'

پولیس قاتل کے خون کی پیاسی ہے -

'Makhian maarna'

Most candidates did well with this phrase but some used it in a literal sense and produced some unusual responses.

For example:

'Main ne usse garmi main makhian maarte dekha.'
(I saw him killing flies in hot weather.)

میں نے اُسے گرمی میں مکھیاں مارتے دیکھا -

'Uska mashghla makhian marna hai.'
(It is a hobby to kill flies.)

اُس کا مشغلہ مکھیاں مارنا ہے -

'Sabz bagh dikhana'

Some candidates did not understand sabz bagh dikhana (to raise false hopes/deceive others by presenting a rosy picture). Some used it in the sense of seeing real gardens. The most common and correct response was:

'Usne ghareeb kisaan ko sabz bagh dikhana kar, uski zameen hathya li.'

اُس نے غریب کسان کو سبز باغ دکھا کر اسکی زمین ہتھیالی -

Sentence Transformation:

Most candidates secured full marks in this part.

Close Passage:

This was generally well done. For task 12, many candidates used the word 'naa paid' ناپید (extinct), rather than 'owjhal' اوجھل (hidden).

Part 2: Summary

This question was well done by the majority of candidates and this was a great improvement on last year. Most candidates tried to keep their summaries concise and at least half of the candidates used their own words to convey the points. Most candidates however spent more time explaining point (i) origin of football than the other points. Most candidates mentioned 'ban on liquor' but missed 'police presence required'.

Part 3: Comprehension

Passage A

Question 14: Most answers were correct and most candidates secured full marks.

Question 15: There were some longer answers to this question and a number of candidates copied the text from the passage which included answers to both **Question 14** and **15**. Candidates were required to select the appropriate response and write the answer in own language.

Question 16: This was well done and almost all candidates secured full marks.

Question 17: Most answers were correct but some candidates only secured two marks because they failed to answer part of the question. The answer consisted of three parts, 'women work harder than men', 'they are paid less than them' and 'even if they are more capable than them'. The last part was often missing from their answer.

Question 18: Most candidates secured full marks. Common responses were:

'Son carries the family name.'

خاندان کا نام بیٹے سے چلتا ہے -

'Supports parents in old age whereas the girl leaves after marriage.'

بڑھاپے میں سپہارا دیتا ہے جبکہ لڑکی شادی کے بعد گھر چھوڑ دیتی ہے

'Parents don't have to work hard to build a dowry for a son.'

لڑکوں کے لئے جہیز نہیں بنا کر پڑتا -

'Boys are more powerful and can take appropriate decisions.'

لڑکے زیادہ طاقتور ہوتے ہیں اور صحیح فیصلے لیتے ہیں -

'They are good businessmen.'

وہ کاروبار صحیح طرح چلا سکتے ہیں -

'Boys are allowed to go out freely whereas women need protection.'

لڑکے آزادی سے باہر گھوم سکتے ہیں جبکہ لڑکیوں کو حفاظت درکار ہوتی ہے

Passage B

There were no problems with **Questions 19** and **20**.

Question 21: Most candidates secured three or four marks for this question.

Question 22: Three things relating to the crocodile's origin were required for this answer. A number of candidates were confused between the rituals and the stories about the crocodile's origin. Many repeated the answer to **Question 21** in this task and failed to secure any marks..

Question 23 and **Question 24** were answered well.