

# URDU: SECOND LANGUAGE

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**Paper 3248/01**  
**Composition and Translation**

## GENERAL

In general the performance of candidates was good, with the majority producing very good performances. 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:

- (a) the candidates' linguistic ability, and
- (b) their ability to understand and respond appropriately to the questions.

The paper consists of three questions. The total for the paper is 55 marks.

## **QUESTION ONE**

**Question 1** requires candidates to write a short essay of about 150 words on the topic of:

***'Akhbar naujavanon ke liye ma'ni nahin rakhte'***

*'Newspapers are meaningless for young people.'*

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:

- Why young people do not read newspapers
- The need to include interesting articles
- Other suggestions to improve newspapers.

Two marks are awarded for each bullet point, depending on whether two facts are given and how much detail is given. Most candidates scored well on some points this year, but quite a few did not score on at least one of the bullet points.

For the first point, most candidates wrote that young people watch TV and use computers so do not read papers, or that they are too busy studying or that papers only include politics and violence, etc., which were all good responses.

The second bullet point was not so well covered because some candidates simply wrote that the papers should include subjects of interest to young people, which was the title of the bullet point, and did not receive a mark.

On the other hand most candidates mentioned including articles on sport, fashion, music, and other things that interest young people. These quite rightly scored marks.

The third point was to suggest other improvements. There were some very good suggestions, including more pictures, use of colour, making the Urdu more straightforward, special Internet editions, etc.

Unfortunately, the third point was sometimes missed out or was not marked because the candidate had overrun the prescribed word limit of 150 words. Examiners read up to about 200 words before ignoring any extra material. This means that candidates lose marks for content because whatever points they make after the 200 word limit can not be taken into consideration.

The main reason for this seems to be that candidates tend to write lengthy introductions about why they had decided to enter for the competition, which was unnecessary. It cannot be stressed too much that it is very important to follow the rubrics for each question if high marks are to be achieved.

In the Second Language Urdu syllabus we are not expecting perfect Urdu but 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 better candidates produced excellent and accurately written compositions. The vast majority of candidates wrote relevant and linguistically mainly accurate responses to this question.

## QUESTION TWO

This question provides candidates with a choice of either:

'You have taken part in a movement to collect funds for some charity. Write a report for your school magazine on your activities'

***'aap ne apne askul men kysi kheirati edare ke liye canda ikatha karne ki muhim men hyssa liya.. Yskul ke rysale ke liye un sargarmiyon par ek report lykhiye.'***

or

'You want to get the Internet at home but your parents disagree. You are trying to persuade your parents. Write a dialogue about it.'

***'aap ghar par Internet lagvana chahte hain magar aap ke valyden is bat se mutafyq nahin. Aap apne valid/ valyda ko qayl kern rahe hain. Pesh aane wala mukalama lykhen.'***

Candidates were instructed to write about two hundred words, with an exhortation to keep to the recommended length. As seems normal for this question, there were a markedly unequal number of responses for each choice here, with most candidates opting to write the dialogue.

The dialogue was, by and large, satisfactorily attempted but the main shortcomings were in the lack of conviction in the persuasion and responses. It seemed, in many cases, that the candidates asked, a parent objected in rather obvious ways, such as a waste of time and money, etc., the candidate gave a positive argument for the Internet and the parent agreed. Since the introduction of the dialogue as a common feature of this examination, Examiners have noted how enthusiastically candidates have taken to this format. It seems that this time there was a little less imagination shown.

Many candidates achieved only 3 marks for content and 11-14 for language.

This year candidates who attempted the report did rather better than expected. It is perhaps only the more confident candidates would have chosen this technically more demanding topic. They wrote in an appropriate register and focused mainly on the topic concerned.

Most candidates scored 4 or 5 marks out of 5 for content, while most scored between 9-13 out of 15 for language.

## QUESTION THREE

This question requires candidates to translate a given passage into Urdu. The topic of the passage was a man who came to England as a refugee and making a new life in Britain.

Candidates were not penalised for grammatical or spelling errors as long as they did not interfere with communicating the meaning. Most candidates managed the passage very well with very few candidates losing marks on the final paragraph.

The most difficult parts of the passage were certain English words in the passage that should have been translated as they have common equivalents in Urdu, but many candidates did not attempt to translate. Words such as 'leather' and 'political' have everyday Urdu equivalents, '**chumri**' and '**siasi**'.

Many candidates found it very difficult to translate the words 'East' and 'West'. They either did not attempt to translate them at all and just used the English words or put '**janubi**' or '**magribi**', or put the correct words for 'East' and 'North' in the wrong position.

For many candidates the most problematical sentence was the last one of the middle paragraph. '*I applied for a government flat but there were not any available, so temporary accommodation has been arranged for us.*' A good translation runs something like: '*men ne hukumat ke flat ki darkhwast di magar koi khali nahin tha is liye mamare liye arz ki tawar par rahaish ka bandobast kiya gaya hai.*'

Unfortunately, some candidates simply left out certain words and phrases, presumably because they did not fully understand them. Whatever the reason, they lost marks. It is always better to have a try than to leave bits out.

It is very pleasing to report that in this session of the examination, the great majority of candidates have demonstrated, in spite of errors of spelling or grammar, the communication skills in Urdu to achieve the assessment objectives for the higher grades successfully.

# URDU: SECOND LANGUAGE

Paper 3248/02

Language Usage, Summary and Comprehension

## General comments

The performance of candidates varied from Centre to Centre. Most of the questions posed few problems for candidates. Most candidates did well in **Part 1** compared with last year and secured good marks. Fewer candidates this year exceeded the word limit when writing a summary, however most candidates were still reluctant to use their own words for this task. A similar trend was found in answering the comprehension tasks, but to a lesser extent. A number of candidates found it difficult to develop some of the comprehension tasks sufficiently to secure full marks.

Responses to the sentence transformation task were missing from some candidates' scripts. Most of these candidates had good language skills, which suggests that they might have attempted this task on the question paper instead. Centres need to remind candidates that all tasks should be written in the answer booklet only and not on the question paper.

Some candidates were not able to complete the whole paper. This was mainly due to mismanagement of time and in some cases lack of skills.

## Comments on specific questions

### Part 1 : Language Usage

#### **Vocabulary**

In this section candidates were required to compose five sentences. Most candidates secured 4 or 5 marks. It was evident from the similarity of responses from candidates that most of the idioms were prepared from a book of idioms.

#### **Question 1**

##### **Task 1**

The majority of candidates did well on this task. The most common response was,

'Mother was relieved to find her missing child.'

انپے گنڈہ بچے کو پا کر ماں کی جان میں جان آ گئی۔

'I was relieved to find a cold drink in scorching heat.'

سخت گرمی میں گنڈہ اشربت دیکھ کر میری جان میں جان آ گئی۔

##### **Task 2**

This task was mainly well done by most candidates. Some responses were,

'He lost his life in a car accident.'

کار کے حادثے میں وہ جان سے ہاتھ  
دھو بیٹھا

'He lost his life trying to save a drowning child.'

ڈوبنے والے بچے کو بچانے کیلئے وہ اپنی جان سے ہاتھ دھو بیٹھا -

'A lot of people lost their lives in an earthquake.'

زلزلے کی وجہ سے کئی لوگ اپنی جان سے ہاتھ دھو بیٹھے -

### Task 3

Most candidates performed well on this task.

### Question 2

#### Task 1

There were no problems regarding this task.

#### Task 2

A number of candidates could not use '*Munh se phool jehrna*' (pleasant style of speech) appropriately.

'*Imtehaan meyn fail hone per uske munh se phool jehr gaye.*'

امتحان میں فیل ہونے پر اس کے منہ سے پھول جھڑ گئے -

A common response was,

'*Hazoor ka andaaz e gooftagu aisa tha jaise munh se phool jher rahe hown.*' (Prophet Mohammed (Peace be upon him)) always talked in a pleasant manner.

حضرت کا انداز گفتگو ایسا تھا جیسے منہ سے پھول  
جھڑ رہے ہوں -

The expression was also used in the sense of adopting a pleasant way of speaking rather than having a natural style.

جب بھی اسے کوئی کام ہوتا ہے، اس کے منہ سے پھول جھڑتے ہیں -

### Part 2: Summary

Most candidates did well and on average secured 7 to 8 marks. A number of candidates missed **Task 1** or **3**. Some candidates while attempting to give responses in their own words, got carried away and added additional information not found in the text.

#### Task (i)

Candidates were required to write the origin of the drink '*lassi*'.  
The desired responses were either:

یونانیوں نے متعارف کرایا

'Very old' بہت پرانی or 'Introduced by the Greeks.'

A number of candidates referred to it as a drink introduced in Pakistan. Candidates appear to have been confused by the various benefits and uses of 'lassi', mentioned in the text in relation to Pakistan.

Tasks (ii), (iv) and (v) were very well answered.

### Task (iii)

Some candidates either missed this task completely or just wrote the following to secure 1 out of 2 marks.

'Abh lowg ziyaada lassi nahin peetay.'

اب گوگ زیادہ لسی نہیں پینے۔

An appropriate response would have been to write the names of one or two drinks, which have recently replaced 'lassi'.

اسکی جگہ چائے، کوک ویزہ نے لے لی ہے یا دوسرے مغروبات نے لے لی ہے

### Part 3: Comprehension

#### Passage A

Question 14 This was well done and most candidates secured full marks.

Question 15 Most candidates secured 3 or 4 marks. Some candidates got carried away with 'Violence on TV' and failed to mention other negative effects upon youngsters. Some candidates copied the text for answers and added irrelevant information, which was not required for the task.

تشدد دہمیرے پروگرام دیکھتے ہیں۔ کارٹون پروگرام بھی تشدد سے مملو ہو رہے ہیں جن کو دیکھ کر بچے نقل کرتے ہیں / جارحیت پروان چڑھتی ہے۔

Question 16 Very few candidates secured 2 marks. The required response consisted of two parts,

- (i) Neighbours, relatives and teachers also play a part in building one's character.

بھائی، رشتہ دار اور اساتذہ بھی کردار سوارنے میں مدد دیتے ہیں۔

- (ii) This is because they are regularly in touch with them.

کیونکہ بچوں کا دن سے رابطہ رہتا ہے۔

Part (i) was included in the text and the other was for the candidates to think about how these relationships had an effect on one's life.

Question 17 This was generally well done apart from a few candidates who made suggestions not found in the text.

- 1۔ ٹی وی دیکھنا بند کر دیں
- 2۔ سختی سے منع کریں
- 3۔ بڑے دوستوں کی صحبت سے بچائیں
- 4۔ اسلامی طرز زندگی کی طرف مائل کریں

**Question 18** Most candidates secured 2 out of 3 marks. Candidates frequently repeated the same point.

Common responses were:

انگریزوں سے ہی سناواریں گے تو بعد میں بھی بھینک رہیں گے۔ اگر  
بڑی باتیں سیکھیں گے تو بڑے بڑے پروفیسر بھی بڑے کام کریں گے۔

#### Passage B

**Question 19** This task was mostly well done but some candidates completed part of the task and wrote, 'She became the first female physician in America.'

وہ امریکہ میں پہلی خاتون ڈاکٹر بنیں۔

This was credited with only one mark. The missing response was, 'She also encouraged other women to go for medicine.'

اس نے طب کے شعبے کو اپنانے کے لئے عورتوں کی حوصلہ افزائی کی /  
عورتوں کو طبی تعلیم کا انتظام بھی کیا۔

**Question 20** This was well done.

**Question 21** This was generally well done and most candidates secured 2 marks. Candidates with more ability and imagination secured full marks.

**Question 22** Candidates mentioned a long list of difficulties Elizabeth faced to enter this profession but occasionally missed the expense it cost to study medicine in those days.

- 3۔ اسلامی طرز زندگی سمجھائیں۔
- 4۔ بڑے دوستوں سے بچائیں۔

**Question 23** This was well done. Occasionally candidates missed the second part: 'Sarjan nahin bun saktin thin' (She could not become a surgeon).

اُس نے طب کے شعبے کو اپنانے کے لیے عورتوں کی حوصلہ افزائی کی /  
عورتوں کے لیے طب کی تعلیم کا انتظام کیا -

**Question 24** This was well done.

**Question 25** In this task candidates were required to think of three reasons why women were considered unsuitable for the medical profession in those days.

Most candidates came up with two reasons, but others only described one in greater detail.

For example, 'Women are soft natured and kind hearted. They can't see blood and dead bodies around them and they have to see injured patients as well. They feel sick and can't bear it because they are soft natured.'

Other interesting responses were:

Women had fewer rights.

عورتوں کو پورے حقوق حاصل نہیں تھے

Men dominated everywhere.

ہر طرف مردوں کا راج تھا

Women were meant to raise children and stay at home.

عورتوں کا کام بچے پالنا اور گوداری  
تھا -

They were considered less intelligent.

اُن کی ذہانت پر اعتراض تھا -

They were soft natured and feared blood etc.

مکڑور دل ہوتی ہیں، خون  
میں ہراسہ برداشت نہیں کر سکتیں -