

# SECOND LANGUAGE URDU

Paper 3248/01  
Composition and Translation

## Key messages

In order to do well in this examination, candidates should:

- in Part I, respond fully to each of the bullet points
- in Part II, respond to the set task
- in Parts I and II, stay within the prescribed word limits
- in Part III, attempt a translation of a word or phrase rather than leave blanks.

## General comments

As in previous sessions, the overall performance of the candidates was good, with the majority of them producing very good performances. There were some for whom the technical demands of the translation were too much, but most coped with the differing requirements 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 consisted of three questions. The total marks for the paper is 55.

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

## Comments on specific questions

### Question 1

This question required candidates to write a short essay of about 150 words on the topic of *gheyr mulki zabanen sikhna kyon zaruri hai* 'Why is it important to learn foreign languages?'

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 it is important to learn languages
- Which language you want to learn and why
- How will you use languages in the future

Most candidates scored well on developing some of these points but a significant number could not be rewarded for at least one of these bullet points.

The first point was generally well developed. The most commonly mentioned points were being to be able to speak with people in other countries, to acquire more knowledge and to do business with foreign countries. There were, however, a number of candidates who wrote very generally about languages and not necessarily foreign languages.

In general, candidates did not perform so well on the second bullet point where there was a tendency to reiterate the points made in 1. Some candidates wrote about Urdu which was accepted by the examiners. Candidates who did not name a specific language could not be rewarded for this point.

The third point was not so well attempted, with a number of candidates not scoring any marks because they did not mention the future at all. Some simply repeated the points made in 1 or 2.

Unfortunately, the third point was sometimes missed out or was not marked because the candidate had overrun the prescribed word limit. This meant that candidates lost marks for content because whatever points they had made after the 200 word limit could not be taken into consideration.

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. That being said, it seems that this year there were fewer candidates than usual who wrote too much and thus incurred loss of marks.

Nine marks were available to reward the candidates' linguistic performance. Most candidates scored between 7 and 9 marks on this task. Very few candidates were unable to score more than 5.

## Question 2

This question provided candidates with a choice of either:

(a) *apne skul ke rysale ke liye kysi film ya drama par ek report likhiye*  
'Write a report for your school magazine on any film or drama'

Or

(b) *aap aane wali chwtion men kysi dusre shahr men apne dost/ apni saheli ke pas kwch dyn gwzerna cahte/cahti heyn. Use ek khat lykhen jys men apna arada awr programme batayen.*  
'You want to spend some days with your friend in another city in the forthcoming holidays. Write a letter to your friend telling them of your intention and programme.'

Candidates were instructed to write about two hundred words, with an exhortation to keep to the recommended length.

The majority of the candidates opted to write the letter. Candidates usually do this task very well, and this session's performance, was, by and large, very satisfactorily attempted. Most candidates scored well, scoring at least 4 out of 5 for Content and 11-14 out of 15 for Language. The majority did not waste too many words on flowery introductions and salutations, which meant they were able to score more marks.

5 content marks were awarded in all: one for introduction and ending of the letter, one for where they were going, and three for details of the programme. Most candidates got four or five marks for content. Those that did not score 4 gave very few details of what they wanted to do, just that they were coming to their friend's city. Many candidates wrote far too much about how much they missed their friends and how much time they would spend refreshing memories, rather than naming the places they wanted to visit, etc.

Most of the candidates who attempted the report did very well. This year the candidates who attempted the report were able to write in an appropriate register using the right language, expressions, etc., and staying focused on the topic concerned. 5 content marks were awarded in all: one for setting the scene, (the what where and when), three for the description of the event and finally one for giving the candidate's opinion on the performance. Most candidates scored 4 or 5 marks out of 5 for content, and between 9 and 13 out of 15 for language.

Once again, candidates need to be reminded to stick to the word limit. Parts of responses that go beyond the word limit cannot be rewarded. That said, this year the examining team have reported a slight decrease in the number of overlong responses overall.

### Question 3

This question required candidates to translate a given passage into Urdu. The topic of the passage was the problems faced by Pakistani fishermen in the ocean.

Candidates were not penalised for grammatical or spelling errors as long as they did not interfere with communicating the meaning. The vast majority of candidates scored well on this part.

Once again the main stumbling block is with certain English words in the passage. English words in Urdu fall roughly into three classes. There are some which need not be translated because there are no everyday Urdu equivalents, as in bus, taxi and in this passage, tonnes and dollars. There are others which have common everyday equivalents in Urdu, but many candidates did not bother to translate. Words such as 'net', industry' and 'boat' have straightforward Urdu equivalents, namely; *sa'nat*, *jaal* and *kyshti*. The third category are those rather more difficult and unusual words, such as 'rowing', *chapoo wali* or *hath se chalane wali* and 'export', *baramad*, although commonly and wrongly written as *daramad* ('import') while many wrote *dusre mwilkon ko bykti heyn* ('sold to other countries'). There are only a few of these in this passage, and the more enterprising candidates paraphrased them quite satisfactorily. Merely leaving a blank or writing the English word is not usually going to be rewarded. This is an Urdu examination and while it can be acceptable in spoken Urdu to use many of these common English words, it is expected that candidates should use the Urdu words in written work.

A list of the English words most commonly *not* translated in the exam, which do have everyday Urdu equivalents, is as follows:

Fishing – *mahigiri*  
industry – *sa'nat*  
level – *satha*  
ocean – *samandar*  
stock – *ta'dad*  
net – *jaal*  
painted – *rangi*  
boat – *kyshti*  
full time – *pure waqt/mwkamal*  
average – *awsatan*  
percent – *fi sad*  
export – *baramad*

An interesting phrase was the translation of '*as little modern machinery is available.*' Many candidates used the word *choTi*, 'small' for this, which is not acceptable. An appropriate translation is *bahwt kam jadid machinen dastyab heyn*. The phrase which proved troublesome for many was 'Some fishermen have had to become expert fishermen'. While there are several suitable words for 'fishermen', *ban chuke heyn* is an inadequate rendering of 'have had to become' which should be ..... *ko* ..... *banna paRa*.

Many weaker candidates tend to miss out certain phrases or sentences completely. This means that they will certainly have missed out on marks. It is always better to have an educated guess that is appropriate to the context of the sentence or the passage than to leave out any parts.

# SECOND LANGUAGE URDU

Paper 3248/02

Language Usage, Summary and Comprehension

## Key messages

In order to do well in this paper, candidates should be reminded to read the questions carefully and to take note of the number of marks given in brackets per question. The number of marks indicates the number of responses required to gain those marks.

## General comments

This was a balanced paper catering for the needs of candidates of all abilities. The overall performance of candidates was satisfactory. There were only a few candidates whose work was below average. Due to limited linguistic ability, some candidates were unable to understand the question or give an appropriate answer. As mentioned above, in some cases marks could not be awarded due to incomplete answers, i.e. where 3 responses were required, only 2 were given. In other cases poor handwriting, spelling and grammatical errors made the answer incomprehensible, rendering it impossible to reward these responses.

Candidates are reminded to follow the instructions on the front cover of the Question Paper, particularly to write using dark blue or black pen. Candidates who write using pastel colours risk not being awarded marks if their responses cannot be read.

This session candidates seemed well prepared for summarising the passage in Part 2. A large number of candidates produced an excellent piece of work including every single response required within the word limit. A detailed account of each question is given below:

## Comments on specific questions

### **Part 1: Language usage**

**Questions 1-5** required candidates to compose five sentences using the five idioms given. Most candidates secured 3-4 marks here. The first idiom was used correctly by most candidates. The second idiom *ji churana* was sometimes used in the sense of stealing someone's heart whereas the idiom meant 'being lazy' or 'to avoid work'. The third idiom, *jaan chirukna* means to love someone to bits and is used in terms of love for a relation and not for the country or religion. The last two idioms in particular were used wrongly which were, *hoash urna* and *hoash mayn aana*. The appropriate meaning of the former is 'shocked' or 'awe struck' and the idiom is used in a negative sense. The candidates used it in the sense of pleasantly surprised or overjoyed. Similarly *hosh mayn aana* was used literally, in medical terms giving the answer, 'he regained consciousness two hours after the accident' whereas the correct meaning of the idiom is to 'come to one's senses'.

### **Sentence transformation**

The sentence transformation task required candidates to write the opposite of the words underlined and transform the sentences into negative form. Almost all candidates did well at this. Some candidates did not seem to understand the task and manipulated the sentences differently. Candidates should be reminded to read the task carefully.

### **Cloze Passage**

In this exercise, candidates were required to fill in the blanks using words from those given in the box. Most candidates scored only 2 to 3 marks in this exercise. The most mistakes occurred in **Questions 12** where the required answer was 'expert' and the answer given was 'unknown' and in **Question 13** where candidates wrote 'look after' instead of 'give advice'.

## Part 2: Summary

The task required candidates to give two pieces of information for each stimulus given. The great majority of candidates did very well giving the information within the required word limit. Only a few candidates could not be awarded marks because they either missed points or wrote the points after the cut off limit of 120 words.

## Part 3: Comprehension

### Passage A

#### Question 17

Almost everyone scored full marks in this question by giving all three pieces of information required.

#### Question 18

The question required candidates to write the name of the music teacher and the reason he was chosen for the job. Almost everyone did the first part correctly but misunderstood the second part and wrote about the candidate instead of the teacher.

#### Question 19

The candidates were required to give two quotes indicating the 'magic in Tanseen's voice'. Some candidates wrote the reason why he was appointed the court singer instead and hence could not be awarded the marks.

#### Question 20

One part of the question required the candidates to give meaning of the word *nageenay* and the second part required the name other two *nageenay* mentioned in the passage. Almost all candidates scored full marks for this question.

#### Question 21

Candidates were required to write the name of the books mentioned and the author. Some candidates mistook the musical terms like *Megh Malhr*, *Raag Deepak* etc. for the name of the books and hence lost the marks.

#### Question 22

Almost everyone achieved full marks for this question.

### Passage B

#### Question 23

Three responses were required for this question which included the location of the Fort Rohtas and two reasons for building it. Some candidates gave only one reason and lost a mark.

#### Question 24

99 % of the candidates achieved all 4 marks.

#### Question 25

The two answers required were 'one gold coin for fixing one brick in the wall' and 'because nobody from the neighbouring tribes wanted to take part in building the fort'. The candidates missed out on marks for just mentioning the gold coin and not writing what they had to do to earn it.

#### Question 26

This question was answered correctly by most candidates.

**Question 27**

Most candidates achieved full marks in this question.

**Question 28**

This question was an open ended question and required the candidates to write their own opinion on the reasons which results in the war between the two countries. The answer could have been resources, interference in the affairs of other countries, political reasons etc. Candidates seemed to find it difficult to come up with a valid reason.