

# SECOND LANGUAGE URDU

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

## Key messages

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

- read the whole paper carefully and answer the points given
- make sure that they stay within the prescribed word limits
- translate English-based words where appropriate in **Question 3**.

## General comments

As in previous sessions, the overall performance of the candidates was good. Most candidates coped with the differing requirements of the different questions, the predominant 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 for the paper is 55 marks.

## Comments on specific questions

### **Question 1**

**Question 1** required candidates to write a short essay of about 150 words on the topic of *Kutub Bini*, 'Reading Books'.

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:

- *Kitabon ke taalimi fawaid*  
The educational benefits of books
- *Kitabein parhne ki tafrihi ahmiyat*  
The importance of books for leisure
- *Kitabon mein dilchaspi na lene ki wajoohaat*  
Reasons for lack of interest in books

Most candidates scored well on the first bullet point. The most commonly mentioned points were: acquiring knowledge, finding out about different subjects, they help teachers teach their subjects, etc.

For the second bullet point, there was a tendency to give more educational benefits than those to do with leisure, which was not required by the question. Valid points made included: to relax, to take your mind off exams, read a funny book and laugh, pass the time, etc.

The third bullet point was reasonably well attempted. Most points mentioned the computer and how easy it was to get information that way. Other valid points included: books are boring, language can be very hard, need to be more colourful and attractive to young people.

Some candidates could not be awarded the highest marks for content because what they had written for the third point came after they had exceeded the 200 word limit and so could not be taken into consideration. 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.

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 school ki assembly ke liye school uniform ke haq mein ya mukhalifat mein dalail dekar eik takreer likhye*  
'Write a speech for your school assembly either for against wearing school uniform.'
- Or
- (b) *Aap ke chacha jan ne aap ki salgirah par aap ko eik khoobsoorat aur keemti shai tuhfe mei di hai. Khat likh kar un ka shukriya ada keejiye*  
'Your uncle has given you a costly and beautiful present for you birthday. Write him a thank you letter.'

The letter writing task was attempted by the majority of the candidates, about three quarters, and was mostly answered well. Some candidates did not mention what the gift was, which meant they could not score the highest mark for content. In the Urdu question the word *shai* 'thing' was used. It may be that candidates assumed that the word *shai* was some special kind of gift and wrote phrases such as *main khubsurat she ke liye aap ko shukriya ada karna chahta hun*, 'I want to thank you so much for the beautiful thing'.

Candidates usually complete the letter writing task 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 in flowery introductions and salutations which increased their potential to score marks.

Many of the candidates who selected the speech task scored very highly. They successfully used the appropriate formal expressions used to start and finish a speech and vigorously presented the case for women's rights. Most candidates scored 4 or 5 marks out of 5 for content and between 9-13 out of 15 for language.

For each task, candidates were instructed to write about two hundred words, with an exhortation to keep to the recommended length. As in previous sessions, candidates need to be reminded to stick to the word limit. Parts of responses that go beyond the word limit cannot be rewarded.

## Question 3

This question required candidates to translate a given passage into Urdu. The topic of the passage was the world's largest traffic jam.

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

As in previous sessions, there were issues with certain English words in the passage. Some did not need to be translated because there are no everyday Urdu equivalents, while there are others that should have been translated as they have common equivalents in Urdu. Many candidates neglected to translate these words.

Words such as 'main road', 'capital', 'queue', 'modern' and 'mines' have straightforward Urdu equivalents, namely: *bari sarak*, *dar ul hukumat*, *qitar*, *jadid* and *kan*. This is an Urdu examination and while it 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.

By and large, most candidates managed to convey the gist of the passage as a whole. Some candidates experienced difficulties with more complex sentences. For example, 'New roads are needed to bring coal from the mines to the big factories in the area' where many candidates linked in the area to the coal mines, not the factories.

Another point was in the last sentence of the passage. 'It took two or three more days' is not *do se ziada dyn lage* which is more than two days. The correct translation is *awr do tin dyn lage*.

Some candidates missed parts of the translation out. It is always better to take an educated guess than to write nothing at all.

# SECOND LANGUAGE URDU

Paper 3248/02

Language Usage, Summary and Comprehension

## Key messages

In **Part 1** the candidates need to be familiar with the common idioms used in everyday language. Sentence transformation requires the candidates to change the sentence into a different tense or to use antonyms. 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.

**Part 2** is summary. Five stimuli are given and for each only two points should be mentioned.

**Part 3** tests the candidates' ability to understand and answer the questions appropriately in the light of the passage. Marks allocated for each question are shown on the Question paper. From this the number of responses required can be seen. For example, 4 marks mean four responses are required, 3 marks mean 3 responses and so on. Candidates should provide the number of responses required in order to score the highest marks. The last question is an open ended question and the candidate's opinion is required in the light of the passage. Ideas that are abstract and not related to the passage can not be rewarded.

## General comments

It was a balanced paper catering for the needs of candidates of all abilities. The overall performance of the 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 response. In some cases full marks could not be awarded as fewer responses than required were given. Candidates should be made aware that the number of marks given at the end of the question indicates the number of responses required. A detailed account of each question is given below.

## Comments on specific questions

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

**Questions 1-5** required candidates to compose 5 sentences using the five idioms given. Only very common and frequently used idioms are chosen for this purpose. The first idiom was used correctly by almost all candidates. The second idiom, *ayrian ruggerna*, was wrongly taken by some candidates in a physical sense whereas it means to suffer great hardship through misfortune or lack of effort in the past. The third idiom, *payt ka halka hona*, meaning not to be able to keep a secret was wrongly taken by some candidates in the sense of being hungry or having indigestion. The fourth and the fifth idioms were used correctly by most candidates.

### **Sentence transformation**

This part required candidates to change the sentences into the past tense. A large number of candidates scored full marks. Others lost marks for changing only a part of the sentence into the past tense and leaving the rest as it was, for example, *baarish bahut tez hay sailab anay ka undesha tha*.

### **Cloze passage**

In this exercise, candidates were required to fill in the blanks using words from those given in the box. The majority of candidates scored full marks.

## Part 2: Summary

The task required candidates to summarize the passage within the given word limit. Normally two pieces of information are required for each stimulus hence a total of 10 marks for the 5 stimuli given. The majority of candidates gave the information required within the word limit. Only a few candidates were not able to score higher marks as they had not been specific, had missed points or had written the points after the word limit.

## Part 3: Comprehension

### Passage A

Full marks were scored by almost all candidates for **Questions 17 to 20**.

#### Question 21

The full answer required was 'looking after the herd for eight years'. Candidates who did not give the full answer were not able to score full marks.

#### Question 22

Almost all candidates scored full marks.

#### Question 23

This question required 2 responses for 2 marks. First what feelings are mentioned and, second, the reason the Massai feel this way. The answer to the first part was, 'they felt bitter that the government gave preference to the animals and tourists' and the second part was, 'the land that was given to the National park for the tourists and the animals had actually belonged to them and was taken away by the government without considering their needs for it'. Not very many candidates scored full marks for this question.

### Passage B

#### Question 24

Candidates generally scored full marks for this question.

#### Question 25

Very few candidates scored full marks on this question. It seems that many candidates were unable to distinguish between the two parts of the question. The first part asked two reasons why people chose to live in the coastal areas and the second part asked if there were any disadvantages of living there. Out of a total of three marks two were allocated to the two reasons asked and one to any disadvantages of living in coastal areas.

For the reasons any two of the following would have been accepted:

70-80 % of the land is composed of mountains/ forests.

Unsuitable for cultivation

Severe climatic conditions

For the second part, i.e. disadvantages, any one of the following was acceptable:

The population is overflowing

Destruction due to earthquakes or natural disasters is quite common in coastal areas.

**Question 26 27 and 28** were done well by a great majority of candidates.

#### Question 29

This was an open ended question and asked what in the candidate's opinion could be the benefits for young people living in Japan. The last paragraph of the text was quite suggestive and candidates could have written any of the following reasons:

Lots of jobs available

Good wages

Being rewarded for having children