

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 *Sahytmand tarz-e-zindagi*, a healthy lifestyle.

6 marks were available for content and 9 for language, giving a total mark of 15 available marks for the question.

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

- *Rozmarra ke mamul men varzish ki ahmiyat*
The importance of exercise in daily routine
- *Varzysh ke elava sahytmand rahne ke liye kya kiya ja sakta hai?*
Apart from exercise, what can be done to remain healthy?
- *Logon ko varzysh ki taraf raghyb karne ki tajaviz*
Suggestions to encourage people to exercise

Most candidates scored well on the first two points this year, but quite a few did not score on the third bullet point.

In first point the most frequently mentioned ideas were that it is good for the heart, good for blood circulation, a healthy body gives a healthy mind, and that it gives you a longer life.

The second bullet point was not quite so well performed. There was a tendency to present ideas which were, in fact, types of exercise, such as going to the gym, playing games, jogging etc. which could not be rewarded. Good and valid ideas included to eat healthily, to get up early and go to bed early, to not smoke, and to get fresh air.

The third point was less well attempted. Some candidates repeated the ideas made in 1 or 2, which could not be rewarded. Such ideas as 'take more exercise' or 'you should...' could not be rewarded. Successful ideas included 'the government should...' and 'advertisements should be run on TV to...'

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 instructions for each question if high marks are to be achieved.

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) *Ap gher par Internet lagwana chahte hain lekyn ap ke vayden nakhush hain- Ap un ko razi karne ki koshysh karte hain- pesh ane wala mwkalama likhye*

You want to get the Internet at home but your parents are unhappy. You try to persuade them. Write the ensuing dialogue.

Or

- (b) *Aap ne guzashta chwtion men kysi rishtedar ki shadi ki taqrib men shyrkat kit hi. Apne ek dost ke nam khat likhen jys men ap us taqrib ke tasurat tafsil se batayen*

Last holidays you attended a relatives wedding ceremony. Write a letter to your friend giving your impressions of the celebrations

Many candidates scored well on the dialogue task. It was important to include the key element of persuasion in the dialogue. In some dialogues this was felt to be missing as parents agreed almost immediately without needing to be persuaded. Most candidates scored 4 or 5 marks out of 5 for content, while most scored between 9-13 out of 15 for language.

The letter writing task was attempted by the majority of the candidates, about two thirds, and was mostly answered well. Some candidates did not mention who the relative was who had got married and so could not be rewarded full marks for content. That being said, most of the candidates scored well.

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

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 weather in England and in Pakistan.

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

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 'foggy', 'subcontinent' and 'season' have straightforward Urdu equivalents, namely *dhund*, *barr-e-saghir* and, in this context, *vaqt* or *mahina*. This is an Urdu examination and while it is 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 manage to convey the gist of the passage as a whole, and certainly this year the passage was on the whole better attempted than in recent sessions.

Some candidates missed out 'only', for which *syrf* or *hi* would be perfectly acceptable and straightforward Urdu words to use. 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 words and phrases.

SECOND LANGUAGE URDU

Paper 3248/02
Language Usage, Summary
and Comprehension

Key messages

In **Part 1** 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 pices of information 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.

General comments

It was a balanced paper catering for the needs of all ability candidates. No questions were particularly easy or particularly difficult. 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 five sentences using the five idioms given. Only very common and frequently used idioms are chosen for this purpose. The first idiom was *Hathoon kay totay uma*, meaning sudden shock or an extremely worrying situation. In some cases it was taken in the physical sense, giving such answers as 'he is always letting his parrots fly away' which could not be rewarded. Idioms 2, 3 and 4 were used correctly by most candidates. Idiom 5 *sanp soonghna* was again mistakenly taken in the real sense by some candidates, which gave such answer as 'he did not go there because he smelled a snake there'. Such answers do not make sense and could not be rewarded.

Sentence transformation

This part required candidates to give the opposite of the underlined words. The great majority of candidates scored full marks. Some candidates could not score full marks as they changed only one of the underlined words and not both.

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 five stimuli given. In this session, only a few candidates managed to score full marks. To score high marks, candidates need to remember to give no more than two pieces of information for each stimulus point within the given word limit.

Part 3: Comprehension

In Part 3 it is important to remember that the number of marks available for an answer corresponds to the number of pieces of information required.

Passage A

Full marks were scored by the majority of candidates for **Questions 17, 19, 20 and 22.**

In **Question 18** it was important to give two responses.

For **Question 21** the three responses required were: every morning, at a fixed time, the female spends some time with the male. Most candidates gave the last response only and missed every morning and fixed time.

Passage B

Full marks were scored by the majority of candidates for **Questions 23, 24, 27 and 28.**

For **Question 25** the responses required were: he crossed every major river by swimming, he swam the River Ganges twice, for exercise he ran up hills with two men sitting on each shoulder. In order to score marks here it was important to give exact information. Imprecise answers such as 'he crossed every major river' (i.e. not mentioning that he *swam* and) 'he went up the hill with someone sitting on his shoulder' could not be rewarded. Full understanding of the passage must be demonstrated.

Question 26 asked the ways that Baber managed to get the support of different tribes and different nationals. The correct responses were: he gave them important jobs in the army, he promoted their culture and perfected their language. In order to score three marks it was necessary to include all three of these points.