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
- avoid using too many English-based words in the translation.

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.

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

Question 1 required candidates to write a short essay of about 150 words on the topic of:'*publik transport ki ahmiyat.*'*,* 'The importance of public transport.'

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 is public transport necessary?
- The state of public transport in your city
- Suggestions to improve it

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 to be able to get to work, especially if you can not afford a car, to reduce pollution and to ease traffic jams.

The second bullet point was also generally well developed. Some candidates wrote about Pakistan in general, rather than 'a city', which was acceptable.

The third point too was generally well attempted. Points included new buses, driver training, police checking, more bus stops, and buses for women.

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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.

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) '*Aap apne ghar men apni pasand ka ek paltu janwar rakhne ke liye apni ammi ko razi kar rahe heyn. Pesh aane wala mwkalama lykhen.*'
'You are persuading your mother to let you keep a pet of your choice at home. Write the ensuing dialogue.'

Or

(b) '*apne skul men aap ko kysi tehwar (eid ya krysmas, waghera) par kwch kahne ka mawq'a diya gya hai- ys mawzu' par taqrir lykhiye.*'
'You have been given the chance to say something about a festival (Eid or Christmas, etc.) Write a speech on this topic.'

Candidates were instructed to write about **two hundred words**, with an exhortation to keep to the recommended length. The majority of candidates opted to write the dialogue.

Candidates usually do the dialogue writing task very well, and this session's performance was mostly very satisfactorily attempted. Most candidates scored well, scoring at least 3 out of 5 for content and 11-14 out of 15 for language. The dialogues featured a wide choice of animals. Some dialogues were very amusing with stage directions. Some were let down by the over-easy persuasion of the mother. In order to demonstrate a range of language an element of persuasion was needed here, with the mother objecting and the child arguing the case strongly for keeping a pet animal.

The candidates who attempted the speech were able to write a speech in an appropriate register using the right language, expressions, etc., and staying focused 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.

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 very contemporary: Office staff wasting time using Facebook and other social network sites.

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 do 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. Words such as 'staff', 'workers' and 'government' have straightforward Urdu equivalents, namely; '*amle*', '*mwlazy*' and '*hwkumat*'. While words such as 'survey', 'sites' and 'interview' do not and have effectively become incorporated into Urdu. 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.

An interesting instance was the translation of the very first one of the passage. 'Many firms are producing less and losing money…..' Many candidates used the word '*firm*', which has not become normalised into Urdu. Of course '*kampani*' another English word has. 'Producing' and 'production' have straightforward Urdu equivalents, '*bana rahi hain*' and '*peydawar*' which are not by any means obscure.

The second paragraph was reasonably well done but words such as '*average*' and '*nearly*' were frequently omitted. It is always better to have an educated guess that is appropriate to the context of the sentence or the passage than to leave words out, which will always be wrong.

By and large, the second half of the passage proved more accessible to most candidates, but unfortunately, some candidates had problems with words such as '*breaks*' which has a straightforward Urdu equivalent '*vaqfa*'.

SECOND LANGUAGE URDU

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Paper 3248/02

Language Usage, Summary and Comprehension
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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. 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.

Comments on specific questions

Part 1: Language usage

Questions 1-5 required candidates to compose 5 sentences using the five idioms given. For this part the candidates need to be familiar with the common idioms used in everyday language. Marks ranged between 3 and 5. The first idiom was used correctly by most candidates. The second idiom, 'kaan pari awaaz sunai na dena' was sometimes mistakenly used in the sense of ignoring what was being said. It meant too much noise to be able to hear anything. The third and the fifth idioms were used correctly by most. The 4th idiom 'raah dekhna' meaning 'to wait for someone' was mistaken for 'showing the right path' by some candidates.

Sentence transformation

Sentence transformation requires the candidates to change the sentence into a different tense or to use the opposite words. To help the candidates the words which need to be changed are underlined. It needs to be stressed to the candidates that all the underlined words need to be changed otherwise the sentence will not make sense.

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 3 to 4 marks in this exercise. In this exercise, candidates not only need to consider whether the word makes sense in the context, but also, whether the word fits grammatically.

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

The two answers required were 'Rabia Basri' and 'Fareed ud din Attar'. Most candidates scored full marks.

Question 18

Almost all candidates scored full marks except for a few candidates who, instead of giving the age, gave the year of death.

Question 19 and **20** were generally done very well.

Question 21

This was done well by a great majority except for those who lost marks due to repetition of the same quality in different ways.

Question 22 and **Question 23**

Almost all candidates scored full marks for these questions.

Passage B

Question 24

This required two reasons, according to Darwin's theory, for species to go through a process of evolution. Most candidates did well. Only a few lost marks for simply changing the question into a statement without giving any reasons.

Question 25 and **26** were answered well by most candidates.

Question 27

Most candidates achieved full marks. Others did not compare Darwin's theory against religious beliefs. They mentioned only one or the other.

Question 28

Most candidates scored full marks.

Question 29

This was an open ended question and required candidates to express their opinion on how much they agree or disagree with Darwin's theory of evolution. Most candidates achieved full marks for explaining their reasons eloquently. Candidates who simply answered that they agreed or disagreed without explanation, could not score good marks on this question.