

SECOND LANGUAGE URDU

Paper 3248/01
Composition and Translation

Key messages

In order to achieve a good grade in this examination, candidates should:

- write a composition covering each bullet point
- stay within the prescribed word limits for each task
- for translation, read the English passage carefully and then translate it into Urdu without missing out words and phrases.

General comments

This paper consists of three questions and the total marks for the paper are 55.

As usual, the performance of the candidates was good. Most candidates produced very good responses of all three questions.

Many candidates could not achieve marks from top band i.e. **very good** in language from both **Questions 1** and **2**, because they could not use complex sentences, extensive vocabulary or good sense of idioms.

Comments on specific questions

Part one: Directed Composition

Question 1

Candidates were asked to write a short essay of about 150 words in Urdu about the Plantation of trees شجر کاری for an essay writing competition. The candidates were required to cover three points in detail about the importance of trees in our life, the reasons of the shortage of trees and the role of public to promote plantation of trees compagin in the country.

The candidates were asked to cover three main points, 6 marks were for content and 9 marks for language, giving a total mark of 15 for this question.

1. Importance of trees in our life, درختوں کی ہماری زندگی میں اہمیت.
2. The reasons of the shortage of trees, درختوں میں کمی کی وجوہات
3. The role of public to promote the tree plantation compagin. شجر کاری مہم کو بڑھانے میں عوام کا کردار

Two marks were available for each bullet point in content. The vast majority of the candidates responded very well to all three bullet points. Some candidates could not score two marks in third bullet point in this question. They have written the role of the government instead of the role of public to promote the compagin of planting trees in the country.

Some candidates addressed all three bullet points within the word limit. Unfortunately, as this is the case in every session, other candidates exceeded the prescribed word limit. This meant that the candidates lost marks for content because, the points made after the 200 word limit could not be taken into consideration. It is important that candidates follow the rubrics for each question if high marks want to be achieved.

Nine marks were available to reward linguistic performance. Due to having many spelling mistakes and not using complex sentences, extensive vocabulary or good sense of idioms, most candidates scored between 5–7 marks in this question. Majority of the candidates have achieved 12 or 13 out of 15 marks in this question.

PART TWO: Letter, report, dialogue or speech

Question 2

This question provides a choice of either writing a speech or dialogue in November 2019 series.

- (a) To write a **speech** on the topic '**importance of eating healthy foods**' to be delivered at school assembly.
- (b) To write a **dialogue** to persuade parents to allow him/her to **keep a pet animal** in the house.

Question 2

(a) was the speech, attempted very well by many candidates. They have written the details of three points about the importance of eating healthy foods. The most candidates could not keep to the recommended length and lost one mark from content. Also due to having many spelling mistakes and not using complex sentences, extensive vocabulary or good sense of idioms, most candidates scored between 10–12 marks in language.

There were some best responses seen which has showed creativity, extensive vocabulary and good use of idioms as well as including complex sentences and therefore accessed the full range of language marks.

(b) the dialogue, was the most popular choice in this series. A great majority of the candidates have attempted dialogue, to keep a pet in their house. There were five marks for content; one mark was for a proper start of the dialogue and one mark was for the decision or conclusion of the conversation. Three marks were allocated for three detailed points from both parents or children in the favour or against to keep the pet. Many candidates managed to achieve four marks in the content marks, however some candidates failed to give a suitable start or end of the dialogue and lost one mark each.

The best responses showed creativity or extensive vocabulary and accessed the full range of language marks. Spelling and grammar mistakes were a reason of losing marks from language marks in this series.

For both tasks, candidates were asked to write approximately two hundred words. Once again, the most unnecessary deduction of marks occurred when candidates wrote in excess of the prescribed word limit. The limit set for this question is 200 words and the best candidates were able to complete the task to a very high standard within that limit.

PART THREE: Translation

This question required candidates to translate a given passage into Urdu. The topic was about mobile phones. It must be stressed that candidates are not penalised for grammatical or spelling errors as long as these do not interfere with communicating the meanings. Most candidates performed well in this task.

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English Word	Suitable Translation	Mistranslated/missed Words
most of us	ہم میں سے بہت زیادہ	missed
all our time	ہمارا تمام/سارا وقت	missed
just one moment	صرف ایک لمحے/صرف تھوڑی دیر کے لیے	تھوڑے وقفے کے لیے
vital text	اہم/ضروری ٹیکسٹ	missed
a toddler	ایک چھوٹا بچہ	بچہ
usually	عام طور پر	missed
memory	یادداشت	ممری
forever	ہمیشہ	missed
security	حفاظت	آرا/راحت
medical research	طبی تحقیق۔ میڈیکل تحقیق	میڈیکل ریسرچ
anxious	بے چینی/بے چین ہو جانا	پریشانی/پریشان ہونا
every other minute	ہر دوسرے منٹ میں	ہر ایک منٹ کے بعد
expect	توقع	امید
routine	معمول	روٹین

It is pleasing that the majority of candidates demonstrated, despite errors of spelling or grammar, that their communication skill in Urdu, was generally very successful.

SECOND LANGUAGE URDU

Paper 3248/02
Language Usage, Summary and
Comprehension

The paper is composed of three parts. The first part tests vocabulary and grammar, the second tests the skill of summarizing a passage. The third part tests the comprehension and the ability of the candidates to provide the answers in their own words in light of the passage given. For the first part the candidates need to be familiar with the common idioms used in everyday language. Sentence transformation requires the candidates to change the sentence according to given instructions. 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. In **Part 2** (summary), five stimuli are given and for each only two points chosen from the passage need to be mentioned. More than two points written are ignored and may affect the length of the passage. The candidates are awarded marks for summarizing the contents within a hundred words limit. Any information given after this limit is not taken into consideration. **Part 3** of the paper comprises of two comprehension passages and is meant to test the candidates' ability to understand and answer the questions appropriately in the light of the passage. Questions at the end of the passage indicate the marks allocated for each question as well as the number of responses required. For example, 4 marks mean four responses are required, 3 marks mean 3 responses and so on; however, according to the question's requirement, sometimes two responses may be required to qualify for one mark. A mark is lost if a response is missing.

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 fairly good. There were a few candidates whose work was below average. Marks were not awarded for giving fewer responses than required. Although full marks could not be awarded to any candidate and the highest awarded marks remained 53, quite a few candidates managed to score good marks.

Candidates are expected to use their own words while answering questions to demonstrate their understanding and thus, should avoid lifting sentences directly from the passage and using them as their answers. It is important that candidates' work is legible and answers are clearly indicated on the question paper. It is also important that candidates write their answers in the correct spaces and if they are using blank space on the paper or additional sheets, they should mention it properly to avoid the risk of any answers being left unmarked. Teachers should guide the candidates in this regard, as some candidates cut off their answers and rewrite them at some empty space without mentioning it with the cut off answer. It was also observed during marking that some candidates leave some parts unanswered. It is advisable to always attempt an answer rather than leaving a blank space.

Comments on specific questions

Part 1: Language Usage

Vocabulary

Question 1–5

Required candidates to compose five sentences using the five given idioms in order to demonstrate their meanings. The idioms selected for the task were simple and commonly used by native speakers. Surprisingly, only a handful of candidates managed to achieve full marks in this part. Many candidates either confused the given idioms with some other idioms due to the similarity of key words or used them in literal meanings. **Question 1** (بتویار ڈالنا) means to accept one's defeat or to surrender, but it was confused with

اٹھانا by some candidates; which means to get oneself equipped with weapons or to resist in a violent way. Also some candidates made ambiguous sentences which could not show their understanding, e.g. جنگ شروع ہوتے ہی فوجیوں نے ہتھیار ڈال دیے۔ **Question 2** (بازی لے جانا) was usually well attempted. **Question 3** (باتھ تنگ ہونا) means being in a financial crisis, whereas some candidates wrongly used it as being miserly. **Question 4** and **5** (روڑے اٹکانا، ڈینگیں مارنا) were commonly used idioms in everyday language, but they proved most challenging and many candidates either lost marks for wrong usage or for writing sentences like ... کو روڑے اٹکانے کی عادت ہے / ڈینگیں مارنے کی عادت ہے۔ A few candidates also misunderstood ڈینگیں for ڈینگگی.

While answering this part, it must be remembered that the sentence has to show that the meaning has been correctly understood; otherwise, a mark cannot be awarded. Sometimes you have to clarify or support the answer with reason or explanation in order to convey the exact meaning. Sentences using an idiom in literal meanings are also not acceptable.

Sentence Transformation

Question 6–10

Required the candidates to change given sentences into future tense. It was a very simple exercise. This task was generally well attempted and many candidates achieved full marks. However, the candidates who wrote گئے / گئی instead of گے / گی could not be awarded a mark as this form indicates past tense rather than future.

While changing the tenses as required, the candidates should be careful not to make unnecessary changes, e.g. negative sentences should remain negative and similarly, interrogative sentences should remain the same.

Cloze Passage

Question 11–15

The candidates were required to choose suitable words from the given list to fill in the blanks. Only a small number of candidates could achieve full marks. **Question 15** (شعور) was usually done correctly, whereas **Question 14** (موڑوں) proved challenging for most candidates and only the ones with higher ability level could choose the correct answer.

Part 2: Summary

Question 16

The passage for summary was within the grasp of candidates and prompts given for discussion were specific and clear and demanded exact information. The task requires candidates to summarise the passage within the given word limit. Two pieces of information are required for each stimulus hence a total of 10 marks for the 5 stimuli given.

Although many candidates scored first two marks adequately, mostly they reproduced almost everything in the beginning paragraph, consequently exceeding word limit at the end. For the second prompt (بچوں کی دلچسپی), it was very clear that points about why cartoons absorb children's attention are to be mentioned, i.e.

- Colorful, imaginative scenes/mental compatibility of children is taken into account while making cartoons, therefore they capture children's attention.
- Children consider them a part of real life/they aspire to be like them.

Although these points are clearly mentioned in the text, quite a few candidates either neglected these points or mentioned only one point.

For the fourth prompt (منفی اثرات), there were three acceptable choices, two were required to score two marks:

- Accidents happen when children try to copy nonrealistic cartoon characters.

- Use of magical instruments or super powers creates the idea of getting things done without effort.
- They are affected by the culture and language of other societies and forget their own values.

Those candidates who only mentioned that accidents happen because children watch cartoons or watching cartoons makes them lazy etc. could not be awarded a mark for missing out the key information.

It was also observed during marking that a few candidates tend to start with one or two points from the given text and then move on to giving their own views about the topic; which is absolutely not required and can not benefit them in scoring marks. Only the arguments given in the text should be selected according to given prompts and explained within the required word limit.

The candidates need to read both the passage and given stimuli carefully and process the information as required. They should be able to distinguish between key information and extended information in order to tailor their response properly. If concrete information is given in the passage about any stimulus, the candidates should avoid overlooking it and choosing generalized or ambiguous pieces of information instead; as it only increases the word count without scoring marks. Giving unrequired information or too much detail for any point results in exceeding the word limit (100 words) and consequently marks deduction. The candidates must also be careful about the accuracy of their response while reproducing information in order to avoid losing marks.

Part 3: Comprehension

Passage A

Generally this part was well attempted. The passage given for comprehension was easily understood by the candidates. **Question 18** was done exceptionally well by almost all level candidates; whereas **Questions 17** and **22** were also understood and answered quite well by many candidates. Most of the candidates tend to lift sentences directly from the passage for their answers, thus, the answers for inferential questions are not usually up to the mark or they write too much detail when actual answer comprises of just one or two sentences. The candidates are required to reproduce the given information according to the question in their own words in order to show their understanding. It is also important to remember that the number of marks allocated for each question corresponds to the number of pieces of information required. The questions where some candidates faced difficulty are as follows:

Question 19

The question was worth 2 marks and asked why it is difficult to obtain information about the snow leopards. The answer was

- They dwell in remote hard-to-reach mountains.
- They are masters of camouflage.

Many candidates gave the second answer correctly, but for the first point many candidates wrote that they like to live alone.

Question 20

This question was also worth two marks. The candidates were required to tell the two specific physical features of snow leopards which help them walk easily in the snow. Many candidates did not pay attention to the question properly and instead of separating the features that help them in walking (broad paws and long tail) they referred to their heavy fur, thick skin and small ears that help them protect from cold; which again is mainly due to directly lifting the answer from the text.

Question 23

This question was worth three marks and a very simple one too as it did not require any inference and the answer was clearly mentioned in the text. Candidates were asked about the three steps that have been taken to prevent snow leopards from distinction i.e.

- Hunting is prohibited.
- Different government and private organisations are trying to prevent its habitat.
- 2015 was declared the year of snow leopard in order to create awareness.

First two answers were usually given correctly, whereas for the third point, many candidates only wrote that they tried to create awareness, but did not mention the required information and thus, lost a mark.

Passage B

This passage was also understood and attempted well by a great Many candidates. In some cases fewer responses were given than required. The candidates need to remember that the number of marks given in the brackets at the end of each question indicate the number of responses required. It was observed that some candidates tend to miss out important details even when they directly lift the answers from the text or make frequent spelling mistakes while reproducing the words given in the text or question. **Question 25** was attempted well by all level candidates and **Question 28** was also correctly answered by many candidates. **Questions 24, 29** and **30** proved challenging for many candidates; whereas, candidates from lower ability level also had difficulty answering **Questions 26** and **27**. The questions where candidates generally faced difficulty are as follows:

Question 24

This question was worth 2 marks. It proved a bit challenging for many candidates, although it was very simple and should not have been missed out. They had to tell which type of Sandal wood is considered original and what is the difference between this type and other types. The answer was clearly mentioned in the text that **(i)** the type that grows in India is considered original and **(ii)** the scent of this wood is much more lasting than the other types

The candidates who did not mention India or gave ambiguous answers did access the full range of marks here.

Question 29

This question was worth 2 marks. The candidates were required to tell about the part played by sandalwood scent during meditation. Candidates who did not read the question carefully, instead of writing about the scent, wrote about the statues made with sandalwood etc. whereas the required answer was that it

- (i)** soothes the nerves and
- (ii)** gives mental peace

Question 30

This question was worth 2 marks. A certain level of inference was required to answer the question properly. They were asked according to the text, which season is considered best for using Sandal and why. The last paragraph clearly indicates that it protects against heat and it is used in beverages and ice creams for its cooling properties. Therefore, the answer clearly was

- (i)** summer season
- (ii)** for its cooling effect

Many candidates lost marks here because instead of writing about the use of Sandalwood, they went to the middle of the text and wrote about the monsoon season when it is considered the best time to pull the tree out of soil to extract oil from it.