

# 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 carefully, translate it into Urdu, not miss 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.

## Comments on specific questions

### *Part one: Directed Composition*

#### Question 1

Candidates asked to write a short essay of about 150 words in Urdu about the role of libraries or importance of libraries. The candidates were required to write three points in details about the libraries, explain the **need/importance of libraries**, their **educational benefits** and **recreational activities** taking place in the libraries.

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 the question.

1. **The need of libraries** لا بہر یوں کی ضرورت
2. **Their educational benefits** اُن کے تعلیمی فوائد
3. **Importance of libraries in recreational activities** تفریحی سرگرمیوں میں لائبریریوں کی اہمیت

Two marks were available for each bullet point in content, most candidates scored well in first two bullet points in this question. They understood the importance of libraries, their educational benefits and recreational activities. The expected responses for bullet three were Mushairay, exhibition of new books/paintings, debates, story books, magazines/newspapers, computers etc. instead some candidates wrote children and people should spend their free time there or when going on holidays people could see the pictures of the places and get information about the place itself.

**The most frequent answers given to the first bullet point were:**

غریب لوگ کتابیں پڑھ سکتے ہیں۔ ہر قسم کی کتابیں مل جاتی ہیں۔ سکون سے مطالعہ کر سکتے ہیں۔ ہر شخص اپنی معلومات میں اضافہ کر سکتا ہے۔ علم حاصل کر سکتے ہیں۔ پڑھائی کرنے کے لیے خاموش جگہ ہوتی ہے۔

علم میں اضافہ ہوتا ہے۔ امتحان میں کامیابی ملتی ہے۔ نئے الفاظ سیکھنے کو ملتے ہیں۔ علم میں اضافہ ہونے سے انسان کہانیاں بھی لک لیتا۔  
ہے۔ بچے سکول سے ملنے والا ہوم ورک آکر کر لیتے ہیں۔

Many candidates have scored full 2 marks from this bullet point.

The third bullet point expected response were as following. مشاعروں کا انعقاد، شعر و شاعری، نئی کتابوں کی نمائش، کہانیوں کی کتابیں،  
پڑھنا، اخبار اور رسالے پڑھنا، گیمز کھیلنا، لیکن زیادہ تر بچوں نے لکھا ہے کہ بچے اپنا فارغ وقت گزارتے ہیں۔ چھٹیوں کی تصاویر دیکھتے ہیں۔

Some candidates addressed all three bullet points within the word limit. Unfortunately, as 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 to be achieved.

Nine marks were available to reward linguistic performance. Due to having many spelling and grammar mistakes, most candidates scored between 5–7 marks in this question.

## **PART TWO: Letter, report, dialogue or speech**

### **Question 2**

This question provides a choice of either writing,

- (a) **A letter to the principal requesting to start the annual sports competitions.**
- (b) **A dialogue between parents and the children, requesting parent's permission to allow a pen friend to stay with them.**

**Q2(a)** was attempted very well by many candidates but some candidates could not convey an introduction and a conclusion properly and could not keep to the recommended length.

The best responses showed creativity, extensive vocabulary and good use of idioms as well as including complex sentences and therefore accessed the full range of language marks.

For both tasks, candidates were asked to write approximately 200 words and the best candidates were able to complete the task to a very high standard within that limit.

In **Q2(b)** the dialogue was, to persuade the parents to allow a pen friend to stay with them. The candidates who attempted this question wrote interesting dialogues to convince the parents to get the permission to allow their pen friend to stay with them. There were five marks for content; two marks were given **in favour** of a pen friend to stay with them. Two points were given **against** a pen friend to stay. One mark was allocated for the **parental decision/conclusion**. Many candidates managed to achieve four marks in the content marks, however some candidates failed to write about the parents' decision and lost one mark

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 dogs, elephants and camels in different contexts. 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

Some common words mistranslated:

English Word	Suitable Translation	Mistranslated/missed Words
domestication	پالتو/پالنا/رکھنا/گھروں میں رکھنا	جانوروں سے کام لینا/انگریزی میں لفظ لکھنا
Human history	انسانی تاریخ میں	انسان کے ماضی میں
probably	شاید/غالباً	اگر لیکن
scientists	سائنس دانوں	سائنس دان/انگریزی میں لکھنا
help	مدد	
other	دوسرے	
however	البتہ۔ جبکہ۔ پھر بھی۔ حالانکہ۔ مگر۔ گو کہ	
other	دوسرے	
extremely	بہت زیادہ	
hump	کوبان	کمر/پیٹ/چوٹی
fat	چربی	فیٹ/پیٹ۔ موٹاپا۔ کمر۔ گوشت۔ چکنائی
most amazing	حیران کن/حیرانگی/حیرت انگیز	بہت خوبی کی بات۔ بڑی بات۔ اچھی بات۔ عجیب بات۔
ability	صلاحیت/تعلیمیت	شاندار۔ عمدہ۔ زبردست۔
ears	کانوں	آنکھیں
sand	ریت	مٹی
deserts	صحرا/ریگستان	missed
Useful relationship	فائدہ مند رشتہ/تعلق	رشتہ داری
despite	باوجود	برعکس
climate	آب و ہوا	موسم

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

# SECOND LANGUAGE URDU

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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 grammatical structure of sentence as required.

The fill in the blanks exercise tests the candidates' ability to choose the most appropriate word from a list of words, so the passage makes sense.

**Part 2** is the summary. Five stimuli are given and for each only two points should be mentioned from the given passage, keeping the whole response within the limit of 100 words.

**Part 3** – Comprehension – tests the candidates' ability to understand the given passage and answer the questions appropriately. Marks allocated for each question are shown on the question paper, which correspond to the number of pieces of information required for each question. For example, three marks mean three responses are required, two marks mean two responses and so on.

Candidates are expected to use their own words while answering questions to demonstrate their understanding and therefore, should avoid lifting sentences directly from the passage and using them as their answer.

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. There is an adequate provision of space for each response in the paper. However, if the candidates find an answer exceeding the given space or they change their mind after writing an answer and want to utilize the blank pages or continue the answer on an extra sheet, they should clearly mention this in the answer space in order to avoid any confusion. It is recommended to always attempt an answer rather than leaving a blank space.

It is advisable for teachers to equip candidates with a good understanding of the vocabulary of questions as well as enough practice in choosing appropriate information for the answers. If there is still time, they should also recheck their paper after completing to avoid any unintentional mistakes or unanswered parts.

## General comments

It was a balanced paper catering for the needs of all ability candidates. The contents in the paper covered a wider aspect of syllabus and also had a fair amount of challenge for the candidates especially in the language usage area. The overall performance of the candidates was good.

It was observed during marking that many candidates tend to lift their answers directly from the given text. While answering inferential questions, this practice results in irrelevant and lengthy details that make the answer ambiguous or even inappropriate. Another increasing issue is that of over writing. Complete responses are probably first written in pencil and then overlapped using a pen, creating a double image. If the work is not legible, the candidate might lose marks.

## Comments on specific questions

### **Part 1: Language Usage**

#### **Vocabulary**

**Questions 1–5:** required candidates to compose five sentences using the five given idioms in order to demonstrate their meaning. Although the idioms were the ones in common use in everyday life and many candidates seemed to understand the meanings, they were unable to use them in suitable sentences in order to display their meanings. Due to a lack of practice in this area, many candidates also confused some idioms with others in their minds because of the similarity of some key words.

#### **Question 1**

راہ دیکھنا (to wait anxiously for someone) was comparatively better understood and many candidates successfully used it in sentences. Those who lost a mark usually confused it with other idioms having similar key words like راہ دکھانا، راستہ اختیار کرنا etc.

#### **Question 2**

راستہ ناپنا (to mind one's own business) was wrongly used either in literal meaning as measuring one's path or confused as راستہ نہ پانا (not finding way).

#### **Question 3**

کنارہ کرنا (to eschew) was although understood by many candidates, they made vague sentences which did not demonstrate their understanding of meanings. Sentences like --- کی بد اخلاقی کی وجہ سے سب دوست اسے کنارہ کر دیتے ہیں could not be awarded a mark due to wrong usage.

#### **Question 4**

اف جواب دینا was wrongly used in literal sense as giving a clear answer instead of a plain refusal.

#### **Question 5**

دل میں لڑو پھوٹنا (feeling happy at heart) seemed familiar for a many candidates, but mostly they ignored the fact that it is used only with reference to a secret happiness which cannot be openly expressed and thus they lost a mark for making inappropriate sentences.

While answering this part it must be remembered that the candidates have to make sentences which are grammatically correct and show that the meaning has been correctly understood. Similarly, literal meaning of an idiom is not accepted. Candidates should also be careful not to confuse idioms with ones having similar key words but different meanings.

#### **Sentence Transformation**

**Questions 6–10** required the candidates to change the sentences from Past to Future tense. The task was a simple one as the words needed to be changed were underlined. Most candidates performed well on this task. Some candidates found **Question 9** challenging and struggled with different sentence structures. Both underlined words had to be correctly changed in order to qualify for one mark. **Question 8** was answered exceptionally well by all ability levels, whereas in case of **Question 10**, some candidates lost a mark for using present tense اب بھی instead of future tense آئندہ in the first part of the sentence. There were also some candidates who lost marks in this part for writing گئے/گئی (past tense) instead of گئے/گی (future tense).

While answering this part, the candidates should also be careful to change the tense in such a way that does not affect the overall sentence structure, e.g. if a sentence is conditional or interrogative, it should remain the same after changing the tense.

## Cloze Passage

### Questions 11–15

The candidates were required to choose suitable words from the given list to fill in the blanks. Most candidates were able to answer **Questions 11** and **15** accurately; whereas **Questions 12** and **13** proved challenging for candidates of all ability levels and they frequently switched both answers with each other.

### Part 2: Summary

#### Question 16

There was plenty of opportunity for the candidates to score maximum marks in this part. The points given for discussion were specific and clear and demanded exact information. However, only a few candidates managed to get full marks, as a large majority wrote unnecessary details from the introduction or middle part and thus lost marks in the word count. Some candidates didn't grasp the idea of writing a summary and went overboard with long paragraphs, even stretching their answers to extra sheets. A few candidates used the five given stimuli as headings, but failed to categorize their points correctly.

Teachers should equip the candidates with more practice in this area and explain to them how not to waste words and say more in small sentences. Direct lifting from the text resulted in lengthy answers as well as irrelevant information and thus, many candidates lost marks in the last part for exceeding the word limit.

**Question 16(d)** (عالمی صورت حال) was not properly understood by some candidates and they frequently mixed it up with the points for **Question 16(c)**.

The candidates should make sure that they read the passage very carefully and then choose the specific information according to each bullet point (two pieces of information for each stimulus). They should be able to extract the gist of required information for their summary, separating the extended details in order to meet the requirement of word limit (100 words). If they reproduce the information without properly cutting down on unnecessary details, they end up exceeding the allowed word limit. They must also be careful about the accuracy of the selected information in order to avoid losing marks. For instance, in response to **Question 16(e)**, the candidates who wrote that people should adopt modern ways, could not be awarded a mark as the required answer was that those who train on individual level, should adopt modern training methods.

### Part 3: Comprehension

#### Passage A

Generally this part was fairly well attempted, and quite a few candidates showed a good understanding of the passage and questions and achieved maximum marks for their answers. Still, some responses indicated a careless attempt at reading the passage. Although **Questions 17** and **18** were very simple and specific, but many candidates lost marks for giving wrong answers like the river Nile originates from Aswan dam or that the obvious reason for island's name Elephantine is ivory trade, etc. **Questions 22** and **23** were very well attempted by almost all ability levels. Some lower ability candidates gave ambiguous responses for **Questions 19** and **21** by mixing up the points. Others still, lost marks for missing out a part or parts of the questions or writing things which were irrelevant. Again reading and understanding the question and looking at the marks allocated is important as it shows how many responses are required.

A comprehension exercise is meant to test the candidates' ability to understand and reproduce – according to questions – the information given in the text; therefore, any answers giving ambiguous or incomplete information are not accepted. The questions where candidates faced difficulty in general are as follows:

### Question 19

The question was worth two marks and required two responses, i.e. نوادرات / and ماہرین آثار قدیمہ / آثار قدیمہ سے دلچسپی رکھنے والے clearly hinted in the text. Instead of finding out the relevant information from the text, some candidates gave their own ideas as it was an indirect question and they could not lift the answers straight from the text.

### Question 21

This question was worth two marks. Again, candidates required a certain level of inference to answer this question. The previous question, **20** enquired about the things measured through nilometer; whereas, was about the benefit of the same for ancient Egyptians. The candidates who reproduced the whole information from text for **Question 20** without separating both answers mostly gave irrelevant answers regarding **Question 21**.

### Passage B

This passage was understood and the questions well answered by the majority of candidates. **Question 28** was attempted particularly well by all ability level candidates. **Questions 24, 25** and **30** were also mostly well understood and many candidates gained full marks for their answers. The questions where candidates faced difficulty in general are as follows:

**Question 26** proved a bit challenging for many candidates as it was not understood properly. The question was worth two marks and candidates had to write two reasons for an increased use of radio during the Second World War. Instead of giving the specific reasons – battery operated smaller sized radios were available and radio transmission could cover a wider range – they either mentioned different uses of radio or that people trusted the radio transmissions and radios had become an essential part of armed vehicles, etc. Such answers are evident that the question has not been properly understood.

**Question 27** was worth three marks and three types of transmissions during Second World War had to be mentioned. Few candidates could successfully give all three answers. Most candidates mentioned that recreational and informative programs also became a part of radio transmissions; neglecting the fact that the question is specifically related to the period of World War.

**Question 29** was worth three marks. It was an inferential question and candidates had to write three things about radio which is different in current times as compared to past; as mentioned in the text. Few candidates gave all three points, i.e.

- Popularity
- Being considered an expensive item
- Famous writers writing scripts for radio

Most candidates either gave only one or two reasons or neglected the text and gave their own ideas and therefor lost marks.