

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.

Most candidates have achieved marks from top band i.e. very good in language from both **Questions 1** and **2**, because they have used complex sentences and an extensive vocabulary. Some candidates had difficulty in achieving full marks in language on both questions as they struggled to use good sense of idioms.

Comments on specific questions

Part one: Directed Writing

Question 1

Candidates were asked to write a short essay of about 150 words in Urdu. The topic for the essay this series was **the role of sports in the development of the country**.

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

1. Advantages of sports for an individual انفرادی طور پر کھیلوں کے فائدے
2. The role of sports for the national unity قومی یکجہتی میں کھیلوں کا کردار
3. Importance of international competitions بین الاقوامی مقابلوں کی اہمیت

Two marks were available for each bullet point in content. Most candidates responded very well to bullet points one and three in this question. Many candidates could not score two marks in the second bullet point as they misunderstood what was required. Instead of writing the role of sports in the national unity, most candidates focused on the role of unity within a team.

Some candidates addressed all three bullet points within the word limit. Unfortunately, many other candidates exceeded the prescribed word limit. This meant that the candidates lost marks for content as what was written after the word limit mentioned in the question could not be taken into consideration. It is important that candidates follow the rubrics for each question.

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, some candidates could not access the full range of marks.

Part two: Letter, report, dialogue or speech

Question 2

This question provides a choice to:

- (a) Write a report on a **festival** which has been celebrated recently in your local area.
- (b) Write a **letter** to your friend about his/her new life after moving in to a new country/city.

- (a) The report question was attempted by fewer candidates. Candidates who have attempted the report have performed well.

There were five marks for content and fifteen marks for quality of language. Most candidates could not keep to the recommended length and have not reached the full mark range for content.

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

- (b) The letter question was the most popular question this year. Ninety per cent of the candidates chose this question. There were five marks for content: one mark was for a suitable start for the letter, three marks were to describe three different things about their new life in a new city or country and one mark for an appropriate letter ending.

As in the report question, most candidates who attempted the letter question could not keep to the recommended length and have not reached the full mark range for content.

The best responses showed creativity, extensive vocabulary and accessed the full range of language marks. Spelling and grammar mistakes were a reason for losing marks allocated to language.

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

Part three: Translation

This question required candidates to translate a given passage into Urdu. The topic was **Music**.

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.

Most candidates, despite errors of spelling and/or grammar, performed well, which demonstrates that their communication skills from English into Urdu were generally very successful.

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English Word	Suitable Translation	Mistranslated/missed Words
react to music	موسیقی پر رد عمل	موسیقی پر توجہ / موسیقی پر حرکت
show connection with music.	موسیقی سے تعلق ظاہر	موسیقی سے رشتہ
Songs and poems	گانوں اور نظموں	شاعری / شعروں / لوریاں
play an instrument,	گانا بجانے کا آلہ	انسٹرومنٹ / گانا بجانے کا ہتھیار
words or melody	الفاظ / سُر / راگ	Missed to translate
trained musician	ماہر / تربیت یافتہ موسیقار	گلوکار / اداکار / فنکار
own expensive instruments	مہنگے آلات رکھنے	مہنگی چیزیں / انسٹرومنٹ خریدنے
Even	یہاں تک	Missed to translate
a suitable song	ایک مناسب گانا	ایک اچھا / بہترین گانا
universal language.	عالمی زبان	بڑی زبان / قدرتی زبان / یونیورسل زبان

SECOND LANGUAGE URDU

Paper 3248/02
Language Usage, Summary and
Comprehension

Key messages

The question paper is comprised of three parts. The first part tests vocabulary and grammar, the second tests the skill of summarizing a passage and the third part tests the comprehension and the ability of candidates to provide answers in their own words in the light of the passage given.

In **Part 1** candidates need to be familiar with the common idioms used in everyday language. Sentence transformation requires candidates to change the grammatical structure of the 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 that the passage makes sense.

Part 2 is the summary, where 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 one hundred words.

Part 3 is the comprehension that is meant to test the candidates' ability to understand the given passages 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 that three responses are required, two marks mean two responses and so on; however, sometimes, according to questions' requirements two responses may be required to qualify for one mark.

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 space provided. There is an adequate provision of space for each response in the paper. However, if 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 used in questions as well as enough practice in choosing appropriate information for their answers. Candidates should also recheck their paper after completion 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 the syllabus and also had a fair amount of challenge for candidates. The overall performance of the candidates was good. Although many candidates managed to score good marks, only the most capable candidates achieved top marks.

Candidates are expected to use their own words to answer questions to demonstrate their understanding therefore, they should avoid lifting sentences from the texts and use them as their answers, which results in irrelevant and lengthy details that make the answer either ambiguous or inappropriate. Candidates should be able to understand the questions and select appropriate answers from the given text. It is also important that candidates' work is legible, and answers are clearly indicated on the question paper. It was similarly observed during marking that some candidates tend to leave some questions unanswered. It is advisable that candidates always attempt all answers.

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. The idioms selected for the task were commonly used in everyday life and many candidates seemed to understand their meaning, however, candidates found difficult to use all the idioms in suitable sentences to display their meaning. Candidates struggled with this task and only a handful of candidates scored full marks in this part. A few candidates left this part unanswered. **Questions 1** and **4** were comparatively better understood, whereas **Questions 2** and **5** proved to be challenging for almost all ability levels. Some common mistakes made by candidates are as follows:

- Using idioms in literal meaning; e.g. **Question 2** اوار بولنا (a place being desolate or deserted) or **Question 3** وقت پڑنا (to be in desperate need or face a tough situation) were incorrectly used in literal meaning by many candidates in sentences like بہت ڈانٹ پڑی میں نے چھوٹے بھائی کو اوار بولا تو امی سے بہت ڈانٹ پڑی or وقت پڑنے پر میں اسکول کے لیے تیار ہو گیا. etc.
- Difficulty in making sentences in a way to demonstrate the meaning of an idiom; e.g. **Question 4** بھانڈا پھوڑنا (to debunk/reveal a secret about someone or something) was mostly well understood, but sentences like اس کا بھانڈا پھوڑ دیا امجد اور سلیم میں لڑائی ہوئی تو امجد نے اس کا بھانڈا پھوڑ دیا could not qualify for a mark as candidates needed to support the sentence with a hint to a secret being exposed in order to show that the idiomatic meaning was understood.
- Incorrect usage of the idiom due to inappropriate sentence structure, e.g. **Question 1** دل میں گھر کرنا (ingratiate) was incorrectly used in sentences like میری امی بہت خوش اخلاق ہیں وہ ہر کسی کو دل میں گھر کر لیتی ہیں.
- Confusing given idioms with some other idioms due to similar key words; e.g. **Question 5** دم بھرنا (to appreciate someone) was mostly confused with idioms like دل بھر جانا or دے دینا دم, etc., which convey totally different meanings.

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

Sentence Transformation

Questions 6–10 required the candidates to change the given sentences into future tense. It was a simple exercise and many candidates performed well on this task. Some candidates have mistakenly changed the sentences into present tense instead of future. Although minor spelling errors were not penalised and most phonetically similar spellings were accepted, the use of گئی, گئے instead of گی, گے could not be allowed as it changes the meaning to past tense. Similarly, for **Question 6** میری ساگرہ پوہ ایک امی نے بنانا ہے instead of بنائیں گی was not accepted because it refers to present tense.

Candidates must be careful when changing the sentences as these should not affect the overall sentence structure. Some candidates overlooked the instructions and used a mixture of different tenses for their answers. It is highly recommended that candidates read carefully both the instructions and the example given for clarification so that they can understand properly what they are required to do.

Cloze Passage

Questions 11–15

Candidates were required to choose suitable words from the given list to fill in the blanks. Most candidates were able to answer **Question 11** (الجبھن) and **13** (نوداعتمادی) accurately, whereas **Questions 14** (رہنمائی) and **15** (انحصار) proved to be challenging for most lower ability candidates. Stronger candidates performed well on this task.

Part 2 – Summary

Question 16

There was plenty of opportunity for the candidates to perform well in this part. The points given for discussion were specific, clear, and demanded exact information. Quite a few candidates managed to get full marks while many candidates achieved good marks. The overall performance of candidates in this part was better than in previous years.

Candidates should avoid writing unnecessary details in their summary as this will increase the word count and influence their performance. Many candidates tend to copy the beginning sentence directly, despite not containing any valid points. Some candidates struggled writing their summary and exceeded their word count with long paragraphs, stretching their answers to extra sheets. A few candidates used the five given stimuli as headings but could not categorize their points accurately.

Candidates should practice this task more and should produce short and clear sentences to keep within the word limit. Direct lifting from the text resulted in lengthy answers and irrelevant information and many candidates lost marks for exceeding the word limit.

For the last stimulus **16(e)**, some candidates also lost marks due to over generalization of information. They had to clearly mention the two benefits of cottage industry mentioned in the text, i.e. financial stability for women (خواتین کے لیے معاشی خوشحالی) and foreign exchange earned by the government (ملک کے لیے زرمبادلہ). Candidates who gave a general statement that promoting cottage industry can be beneficial too, could not be awarded marks for the last stimulus.

Candidates should ensure that the passage is read carefully and choose the specific information according to each bullet point (two pieces of information for each stimulus). They should be able to distinguish key information and extended information in order to tailor their response properly and keep within the word limit (100 words). Giving unrequired information and/or unnecessary details for any points results in exceeding the word limit and consequently marks deduction. 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 and quite a few candidates demonstrated a good understanding of the passage and its questions, achieving good marks for their answers. However, some responses indicated a careless attempt at reading the passage. Generally, direct questions were answered well, whereas inferential questions proved to be challenging for many candidates. **Question 23** was well attempted by almost all candidates.

Questions 18, 19 and 21 were also understood and answered properly by many candidates. Some lower ability candidates gave vague responses for **Questions 18 and 19** or lost marks for missing out a part or parts of the answers or simply by writing irrelevant details. It is important to read and understand the questions as well as remember that the number of marks allocated to each question indicates the number of pieces of information required.

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

Question 17

This question was worth one mark. The answer required some inference from the candidates to identify the appropriate information given in the text, i.e., the writer was visiting China in the capacity of a literary person. Despite clearly mentioned in the text, many candidates struggled to find the required information in the text and produced ambiguous answers.

Question 20

This question was worth two marks. This was a direct question and required specific details mentioned in the text, however, many candidates found it difficult to reproduce valid answers. It was clearly mentioned in the text that Bajin is considered the pioneer of Modern Chinese literature and he is considered a fatherly figure among China's literary personalities. Candidates who overlooked the specific details and gave ambiguous answers like '*he is the pioneer of literature/he is considered the father of Chinese people*', etc., could not be awarded a mark for one or both parts of the question.

Question 22

This question was also worth two marks and required some inference to answer accurately. It was clearly mentioned in the text that while watching the statues of famous poets and men of letters displayed in the museum, the author thought that Mao's statue was missing in spite of the fact that he was also famous as a poet and his poetry has been translated into other languages. Candidates had to clarify that due to Mao's literary stature or fame, the author thought that his statue should have been displayed there. The second part of the question was well understood and responded better by a large number of candidates, i.e., the author felt that new or changed circumstances have rendered Mao less important.

Passage B

This passage was clearly understood and answered by many candidates. **Questions 26 and 27** were attempted particularly well and many candidates gained full marks for their answers. **Question 24 and 29** proved to be challenging for many candidates as they found it difficult to understand the question properly and gave inaccurate answers. The questions which candidates generally found challenging are as follows:

Question 24

This question was worth one mark. Candidates needed to mention one common feature among villages of Bagrot valley. Many candidates did not understand the question and instead of mentioning the river that passes by every village, they wrote irrelevant and ambiguous answers.

Question 29

This question was worth three marks. Candidates were asked which festival may be considered comparatively of a serious and administrative nature and the reasons for this consideration. Many candidates seemed to have struggled in understanding the question or the text and produced inaccurate answers. All festivals mentioned in the text are clearly distinguishable from each other and their details are mentioned clearly. Even candidates who correctly answered the first part, i.e. the festival of Mawal, gave only one detail, that they remember their dead ones, and missed out the other point of 'planning for future celebrations'.

Question 30

This question was worth two marks. The answer was of inferential nature and candidates were asked to name two festivals of Bagrot people in which they express their joy through dancing and feasting. The answer required a good understanding of the text so candidates could pick out two appropriate names out of four festivals described in the text. This question was well answered by stronger candidates, but lower ability candidates struggled with the answer and gave the wrong or multiple answers.