

SECOND LANGUAGE URDU

Paper 3248/01
Composition and Translation

Key messages

To achieve a good grade in this examination, candidates should:

- Write a composition covering each bullet point.
- Stay within the prescribed word limit 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.

Many candidates performed well and achieved their full potential in this series. Overall, candidates' performance was of a good standard when compared to previous years. Candidates need to be aware of the word limit for **Question 1** and **2** and should include complex sentences and/or a good sense of idioms in their answers, so they are able to reach full marks.

Comments on specific questions

Part one: Directed Writing

Question 1

Candidates were asked to write a short essay of about 150 words in Urdu about "Exercise". The candidates were required to cover the following three points, where 6 marks were for content and 9 marks for language, giving a total of 15 marks for this question:

1. Importance of exercise
2. Reasons for not doing exercise
3. Measures to promote exercise
اقدامات

ورزش کی اہمیت
ورزش نہ کرنے کی وجوہات
ورزش کے فروغ کے لیے

Two content marks were available for each bullet point and most candidates responded very well to all three bullet points.

Some candidates were confused and misunderstood the third bullet point, where they should have pointed out which measures should they take to promote exercise. Candidates should have responded according with what was required, but instead they answered with how they exercise, and which were the ways they should adopt to do exercise individually. This meant that candidates lost marks for content as they have not addressed to the bullet point accurately.

Most candidates addressed to all three bullet points within the word limit. Unfortunately, some candidates exceeded the prescribed word limit. This meant that the candidates have lost marks for content as what was written after the word limit for this question could not be taken into consideration. It is crucial that candidates understand and follow the rubric for each question in detail if they want to achieve high marks.

Nine marks were available to reward linguistic performance. Due to having spelling mistakes and not using complex sentences, extensive vocabulary or a good sense of idioms, many candidates were not able to achieve full marks for language.

Part two: Letter, report, dialogue or speech

Question 2

This question provides a choice to:

- (a) Write a **speech** in the favour or against of co-education.
- (b) Write a **letter** to your friend, describing different recreational facilities available for young people in your local area.

This series candidates have preferred mostly option B, where they had to write a letter to a friend. However, some candidates have decided to take the speech task. Despite the difference in each task, candidates have performed well on the task attempted.

For **Question 2(a) (Speech)**, there were five marks for content. One mark was credited to the start of the speech, while three marks were given to detailed opinions in favour or against co-education. One final mark was allocated to an identifiable conclusion of their speech. There were also fifteen marks allocated to language. Most candidates showed good language skills, used an extensive and varied vocabulary and presented a good use of idioms, including complex sentences in their answers.

For **Question 2(b) (Letter)**, the breakdown of marks was similar to **Question 2(a)**, where five marks were given for content. One mark was allocated to an appropriate start of their letter, while three marks were credited for three different recreational facilities available for young people in their local area. The final mark was given for a suitable conclusion for their letters. The best responses to this question showed creativity, an extensive vocabulary, and a good sense of idioms. They have also included complex sentences which allowed candidates to reach high marks for language.

For both tasks, there were many candidates that could not keep to the recommended length and therefore were not able to access the full range of marks for content. This resulted on an unnecessary deduction of marks which did not allow to take into consideration the last part of their tasks, where a conclusion was required, as candidates have gone beyond the word limit established. The limit set for this question is two hundred words and stronger candidates were able to complete the task to a very high standard within the word limit.

Part three: Translation

This question required candidates to translate a given passage into Urdu. The topic was 'Travel to live in another country'.

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, demonstrated a good performance, which has shown that candidates' communication skills from English to Urdu were generally very successful.

The following words were mistakenly translated or missed during the translation into Urdu.

English Word	Suitable Translation	Mistranslated/missed words
unexpected	غیر متوقع	Missed to translate
Clearly	واضح طور پر / صاف ظاہر ہے	صاف

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confident	اعتماد	مطمئن/اعتبار
several countries	کئی/بہت سے ممالک	کچھ / چند ممالک
crossing the road	سڑک پار کرنا	روڈ کراس کرنا
feel anxious	بے چینی محسوس کرتے	خوف/ڈر/نا اُمید
Even	یہاں تک/حتیٰ کہ	Missed to translate
cultural difference	ثقافتی فرق	کلچر ل / معاشرتی فرق
home country	میرے اپنے / آبائی ملک میں	میرے گھر کے / گھریلو ملک
However	تاہم	Missed to translate

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 grammatical structure of sentences as required. The gap filling exercise tests the candidates' ability to choose the most appropriate word from a list of words, so the passage makes sense.

Part 2 is a summary task. 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 is the comprehension section, and it tests 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 three responses are required, two marks mean two responses and so on; in any case, complete responses are required to qualify for a 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 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 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 to avoid any confusion. It is also recommended to always attempt an answer rather than leaving a blank space.

Candidates need a good understanding of the vocabulary of questions as well as enough practice in choosing the appropriate information for the answers. If there is still time, they should also check their responses to avoid any unintentional mistakes or unanswered parts.

General comments

This was a balanced paper offering access for all abilities candidates. The content of the paper covered a wider aspect of syllabus and had a fair amount of challenge for candidates, especially in the use of language. The overall performance of candidates was very good, which indicated that the questions were within the grasp of a large majority of candidates. Although many candidates managed to score good marks, only the most capable ones scored 50 or above marks.

Many candidates tended to lift their answers directly from the given text while answering inferential questions, which resulted in irrelevant and lengthy details that made the answer ambiguous or even incomplete. Candidates should focus on the understanding of the questions to be able to select appropriate answers from the given text.

Some candidates have left questions unanswered and have not attempted to write their responses. Candidates should be advised and encouraged to try attempting 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 were the ones in common use in everyday life and many candidates seemed to understand their meaning. However, very few candidates were able to use all the idioms correctly in suitable sentences in order to display their meanings. A few candidates left some parts of these questions unanswered. Candidates could have performed better in these questions as only a handful of candidates were able to score full marks. **Question 4** was generally well understood by all ability level candidates, whereas **Question 1** and **5** were comparatively better attempted by most higher ability candidates. **Question 2** proved to be challenging for almost all ability levels and very few candidates could use it correctly in a sentence. Some common mistakes made by candidates while making sentences to demonstrate the idiomatic meanings are as follows:

- Confusing the given idioms with some other idioms due to similar key words; e.g., **Question 1** جان چھڑکنا (to be deeply and unconditionally devoted to someone) was sometimes confused with other idioms like جان لڑا دینا، جان قربان کرنا، etc., which convey totally different meanings. Similarly, بول بالا ہونا (to be famous/ acclaim triumph) in **Question 3** was confused as بھولا بھالا , which has a very different meaning.
- Difficulty in making sentences in a way to demonstrate the meaning of an idiom; e.g., **Question 2** جنگل میں منگل ہونا (to create splendour or merriment in a desolate or deserted place) was mostly well understood, but sentences like شادی کی تقریب میں مشہور گلوکار کے آنے سے جنگل میں منگل ہو گیا could not qualify for a mark because the wedding occasion does not refer to a desolate or deserted place.
- Incorrect usage of the idiom due to inappropriate sentence structure; e.g., **Question 1** جان چھڑکنا (to be deeply and unconditionally devoted to someone) was wrongly used in sentences like جنگ میں سپاہی اپنے وطن پر جان چھڑکتے ہیں etc.
- Using idioms in literal meaning; e.g. **Question 5** دانت پیسنا (to be very angry) was wrongly used in literal meaning by some candidates in sentences like اے جب بھی غصہ آتا ہے تو وہ اپنے دانت پیسنا شروع کر دیتا ہے.

While answering this part, candidates must remember to write sentences which are grammatically correct and demonstrate that the meaning has been correctly understood. At times, a sentence has to be supported with appropriate reason to clearly demonstrate the candidates' understanding; and absence of a logical explanation can result in candidates not being able to achieve the mark. 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 candidates to write the given sentences again after changing them into future tense. This task was simple, and a large majority of candidates performed well. Some lower ability candidates could not give appropriate answers and were not able to achieve full marks. The given sentences had different tenses and candidates had to transform them into the future tense without affecting the sentences' key message. Although minor spelling errors were not penalised and most phonetically similar spellings were accepted, the use of گئی / گئے / گئیں / گئیں , etc. instead of گی / گے / گا / گے , could not be accepted as it refers to past tense instead of future.

In this part, candidates should also be careful to change the sentences in such a way that it does not affect the overall sentence structure. **Question 10** proved to be challenging to many candidates, because they

disregarded the uncertain nature of the given sentence **ہے** and changed it as **ہیں** instead of **سکیں** and could not achieve the mark.

A few candidates ignored the instructions and gave confusing responses. 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** (سسٹ), **Question 12** (ناکامی) and **Question 14** (کوشش) accurately; whereas **Question 13** (اہمیت) and **Question 15** (سرگرمیوں) proved to be challenging for some lower ability candidates. Candidates with higher and average ability generally performed well on this task and scored full marks.

Part 2: Summary

Question 16

The passage given for the summary writing task was about individual and social benefits of gardening as a hobby. The details were easy to understand and related to common everyday life. The bullet points given for discussion were specific and clear and demanded exact information. The overall performance of candidates on this task was considerably better than in previous years and there were some outstanding responses, showing a thorough understanding of the text as well as an excellent command of the language, delivering the required information within the word limit.

Many candidates were not able to access full marks in this question as many wrote unnecessary details from the introduction or middle part and consequently lost marks in the word count. Several candidates tended to copy the beginning sentence directly, even when it did not contain any valid points, or reproduce the relevant information without tailoring it to suit the specific bullet points, which often resulted in unnecessarily lengthy details, and losing marks due to exceeding the word limit.

Some candidates struggled to grasp the idea of writing a summary and produced long paragraphs, sometimes stretching their answers to extra sheets. A few candidates used the five given stimuli as headings but could not categorize their points accurately.

Candidates need to practice more this type of task and understand how to keep their answers within the word limit by using more short phrases or sentences with the required information. They also need to understand that direct lifting from the text results in lengthy answers as well as the inclusion of irrelevant information.

For **Question 16c** (impacts on environment), many candidates overlooked the second bullet point and **باغبانی** **ماحولیاتی مسائل سے آگاہی** کا ذریعہ ہے/ماحولیاتی مسائل کے حل کا ذریعہ ہے۔ instead, copied the extended information given in the text after the first bullet point **باغبانی** سے ماحول کو **خوبصورت** /خوشگوار بنایا جا سکتا ہے. Similarly, for **Question 16d** (children and gardening), the required information for the second point was

باغبانی سے حاصل ہونے والی معلومات بچوں کی تعلیم میں مددگار ثابت ہوتی ہیں. Many candidates reproduced all the extended details about the first point for the stimulus i.e., about children's eating habits and missed the information required for the second point altogether. For **Question 16e** (urban gardening), the first required point was **باغبانی** پر **چھت** یا **جگہ کم ہو تو بالکونی** specifically. Many candidates, who were not able to get a mark, only mentioned rooftop gardening, without giving any hint about the condition of limited space available for gardening; hence the possibility of rooftop gardening.

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 the required information for their summary, separating the extended details in order to meet the word limit requirement (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.

Part 3: Comprehension

Passage A

Generally, this part was very well attempted, and many candidates demonstrated a good understanding of the passage and questions, achieving full marks for their answers. Only a limited number of responses indicated a careless attempt at reading the passage. **Question 18** was very well attempted by almost all ability levels, **Questions 20, 21** and **22** were also understood and answered properly by a large majority of average and higher ability candidates. Some lower ability candidates struggled with **Question 23**, whereas **Question 19** proved somewhat challenging for almost all ability level candidates.

Question 19

This question was worth two marks. It asked about the purpose of Sokimi's first puppet and with whom did it show resemblance. In general, candidates answered the first part successfully, i.e., to save her garden from the birds. However, quite a few candidates could not grasp the second point and wrote that it resembled her father's clothes, rather than her father (as she dressed it in his clothes) and lost a mark.

Question 23

This question was worth three marks. The question required inference and asked how Sokimi's art is bringing life back to the village. For three marks, there were three valid points:

- Her puppets are attracting tourists.
- She holds a workshop to teach puppet making.
- A puppet festival held at the village.

Although the answers are clearly mentioned in the text and easy to spot, some candidates, due to a limited exposure to the target language, could not understand the question or what the required information was and gave ambiguous or incomplete answers.

Passage B

This passage contained information about the hoopoe bird. The text was interesting and accessible. It was fairly well understood and answered by many candidates. **Question 27** was attempted particularly well by most candidates and many candidates gained full marks for their answers. **Question 28** was also well attempted by a large majority of higher and average ability candidates, however, it proved to be challenging for most lower ability candidates as they did not understand the question properly and gave incomplete responses. The questions where candidates struggled the most are as follows:

Question 25 was worth two marks and candidates had to tell two features of hoopoe's beak mentioned in the text that help it easily grab food from the underground. The answer was:

- it's long/pointed beak
- the ability that it can open and shut its beak deep inside the hole in the ground.

Quite a few candidates ignored the second information and only mentioned the long and pointed beak or only mentioned that it can open and shut its beak; therefore, could not qualify for the second mark.

Question 28 was worth three marks and required very direct and specific information mentioned in the text, i.e. symbolic concepts of different cultures about the bird hoopoe. Candidates having higher as well as average ability in the target language attempted the answer quite well, i.e.:

- It was considered sacred in the Ancient Egyptian civilization.
- In the Asian literature it is considered a symbol of monarchy and wisdom.
- In some European cultures it is considered a symbol of war and destruction.

The answer required complete information, mentioning each culture along with the bird's symbolic importance for it. Many lower ability candidates gave ambiguous or incomplete answers and could not score full marks.

Question 30 was worth two marks and required some degree of inference to answer the question. Candidates had to write two reasons mentioned in the text for the extinction of hoopoe species found on St. Helena Island, i.e., it could not fly, but it was still safe on the uninhabited island until human invasion, when it was driven to extinction by the cats' accompanying humans. Quite a few candidates from all ability levels missed out one of the two required points and lost marks.

A comprehension exercise is meant to test the candidates' ability to understand and rephrase information according to the questions as per the information given in the text; therefore, any answers giving ambiguous or incomplete information are not accepted. Alongside reading the passage carefully and understanding the questions, looking at the marks allocated is also very important as it indicates the required number of responses.