

URDU (MAURITIUS)

Paper 3209/01
Composition

Comments on specific question

Section A: Letter, Dialogue and Speech

(a) Letter writing

The overall performance in letter-writing was commendable and most candidates scored high marks. This was the most favoured choice among candidates. A few candidates struggled with the formal letter, particularly when writing a letter to the village/town councillor about pollution issues. It is recommended that educators provide training for their candidates in both formal and informal letter writing.

(b) Speech writing

The title of the task was: "Write a speech to be presented at your school assembly and state why parents should send their children to your school". Candidates need to pay more attention to the techniques of writing a good speech, especially addressing the audience as well as adhering to the required length.

(c) Dialogue writing

Candidates had to write a dialogue between themselves and a travel agent. This was the second most popular choice, and most dialogues were well written. Some candidates faced challenges due to overly lengthy introductions.

Section B: Essay

Argumentative Essay: Questions (a) and (d)

Fewer candidates answered these questions. Candidates are required to present their point of view on the given topic and support it with relevant arguments. The essay should be well planned. The most able candidates demonstrated the ability to communicate their ideas effectively, even though the essay on the internet was more challenging.

Narrative Essay: Question (b)

This was the most popular choice among candidates. Many were able to write good creative and imaginative essays, narrating having a car breakdown during a family trip very efficiently. The use of proverbs and idioms, as well as a wide variety of elaborate vocabulary, was commendable. A few candidates wrote lengthily about what happened prior to the incident and did not elaborate enough on what happened afterwards. Candidates need to focus and elaborate on the given situation.

Descriptive essay: Question (c)

This question was not very popular among candidates. They had to describe a fair in Mauritius which they attended.

Common mistakes of candidates:

- (a) Some vocabulary items which are commonly used while writing dialogues, letters and even speech were wrongly written by candidates. For example:

Correct form	Incorrect form
السلام علیکم	اسلام علیکم / اسلم علیکم
آداب	اداب
خیر و عافیت	خیر و آفیت
خیریت	جیریت
تندرست	تندورست
خدا حافظ	خدا حافظ

- (b) Extensive spelling mistakes.
- (c) Wrong agreement/conjugation of verbs.
- (d) Mistakes when using masculine and feminine/singular and plural form.
- (e) Extensive use of English and Hindi words.
- (f) Repetitive use of words and phrases.

Some excellent idiomatic expressions and sophisticated vocabulary were also noted, and candidates were rewarded accordingly.:

آبدیدہ ہونا
دم بخود ہونا
ستم بالائے ستم
زار و قطار رونا
نا قابل فراموش دن
جہاں چاہ وہاں راہ

Suggestions to improve performance:

- Encourage reading in Urdu.
- Encourage candidates to communicate in Urdu.
- Carry out dictation exercise from time to time to develop the writing skills and to master the spelling of commonly used vocabulary in compositions.
- Encourage candidates to plan their composition before writing it.
- Encourage the use of sophisticated vocabulary and proverbs, correctly written and used in the right context.
- Keep to the given word limit (120 words for **Section A** and 200 words for **Section B**). An additional 10 to 15 words are tolerated.
- Encourage candidates to keep their work neat and tidy. They can leave a line while writing and start each question on a fresh page.

URDU (MAURITIUS)

Paper 3209/02
Translation and Reading
Comprehension

Introduction

This question paper consists of 2 sections.

Section A: Translations

- **Question 1:** candidates translate a small passage from Urdu language to English language.
- **Question 2:** candidates translate a small passage from English language to Urdu language.

Section B: Reading comprehension

Questions 3 – 8: candidates were asked to read a passage in Urdu and answer the comprehension questions in Urdu.

Question 9: candidates were given five words from the passage and asked to explain the meaning of any three in Urdu.

Key messages

In order to be successful in this examination, candidates should:

- translate the text from Urdu to English accurately, ensuring no words are omitted, pay attention when translating verbs and tenses,
- read the comprehension passage carefully and answer the questions clearly and precisely,
- give the meaning of the 3 words from the passage in Urdu either in one word or a short phrase.

General comments

The overall performance of the candidates for this paper was satisfactory. All candidates, except for a very few, attempted all the questions in this paper. Certain areas continued to pose challenges.

- Candidates found some words in both translations challenging.
- Some candidates struggled to put the verbs in the correct tense.
- Candidates easily translated simple sentences but faced difficulties with long and complex ones.
- Some candidates did not thoroughly read and understand the comprehension questions before answering them.

Comments on specific questions

Translation: from Urdu to English

This question required candidates to translate a given passage into the Urdu language. The passage dealt with the description of diamond and its use.

Some words such as **شکل** and **اصلی** were challenging for candidates.

Many candidates translated the word **ہیرا** as 'gold' and 'Hera'.

Some words/phrases were wrongly translated by some candidates:

Inappropriate translation	Suitable translation	Urdu word
Gold, Hera	Diamond	ہیرا
Rock	Stone	پتھر
Face	Form	شکل
Image, middle class people	Age	عمر
Illuminated	Brightness	چمک
Precious	Pretty	حسین
Kowanoor, koonoor	Kohinoor	کوہِ نور
Bartania	Britain	برطانیہ

Translation: from English to Urdu

This question required candidates to translate a given passage into Urdu. The topic of the passage was 'village life'.

Many candidates encountered difficulties while translating the text as they were unfamiliar with words like farming, mud and wood.

Some words and phrases were challenging for most candidates. For example: simplicity, greenery and pets.

Inappropriate translation	Suitable translation	English words
آسانی، سہولیت	سادگی	Simplicity
سوکون، سہولت	سکون	Peace
سے وا، دیک بھل	دیکھ بھال	Care
فارمر، مزدور	کسان	Farmers
درخت، وود	لکڑی	Wood
پل تو	پالتو	Pets
تیوہار، ٹیوہار	تہوار	Festival
مشروف، بیزی	مصروف	Busy
کسانی	کھیتی باڑی	Farming
فیلڈ، فیلڈس	کھیت	Field
گرینس	اناج	Grains

Section B

Comprehension

Most candidates were successful in the comprehension task.

Question 3

Most candidates were successful and gave all three pieces of information required:

۱۔ برتن ۲۔ گلدان ۳۔ کھلونے

Question 4

The answers were:

۱۔ کمہار وہ نسل در نسل اس ہنر سے وابستہ رہتا تھا /
۲۔ کیونکہ وہ اسے اپنی ثقافت کا حصہ سمجھتا تھا

Question 5

Some candidates found the word **مراحل** difficult. and did not understand the question. Thus, they were not able to give the four elements:

1- مٹی کو چھائے ہیں
2- چھوٹے سے برتن میں آٹے کی طرح گوندھتے ہیں
3- گوندھی ہوئی مٹی کو ایک سانچے میں ڈالتے ہیں
4- پھر اسے دھاگے سے کاٹتے ہیں

Question 6

Two pieces of information were required for this question. Some candidates tried to answer in their own words, and they were rewarded:

1- روزمرہ زندگی میں لوگ ان کا کم استعمال کرتے ہیں
2- یہ زیادہ خوبصورت نہیں ہوتے

Question 7

The answers which were expected for this question were:

1- برتنوں کا استعمال سجاوٹ کے لئے کرتے ہیں
2- برتنوں میں کھانا کھاتے ہیں
3- اپنے دوستوں کو تحفے کے طور پر دیتے ہیں

Some candidates answered: **اپنے ملک لے جاتے ہیں**, which is not correct.

Question 8

Most of the candidates answered successfully:

- 1۔ ہنرمندوں کی مالی مدد کرے
- 2۔ مٹی کے برتنوں کی نمائش کرے
- 3۔ اس فن پر توجہ دے

Question 9

Candidates were required to provide the meanings of any three out of the five given words in Urdu. Only the most able candidates were successful: many did not give the right meaning, and a few candidates did not attempt this question.

Recommendations:

- Candidates are advised to present their work neatly.
- They can leave a line while writing their answers.
- Candidates should allow time to read the questions correctly or, in second translation, fully translate complex sentences.
- Educators are advised to carry out more translation practices in the class, paying special attention to complex sentences and to the different tenses.
- They should translate the given text without omitting any element or changing the meaning. Candidates should be encouraged to guess the meaning of difficult words by using the context, instead of looking in the dictionary.
- Candidates should also be encouraged to read and understand the comprehension questions well before answering them. They should be careful to what the question is asking and provide a reply accordingly.
- Meaning of vocabulary in Urdu can be given in a single word or a short phrase.