

HINDI AS A SECOND LANGUAGE

Paper 0549/01
Reading and Writing

Key messages

In order to do well:

Candidates should read the rubric of questions and construct their answers accordingly. **Question 21** is not going to be always about writing an email.

Identify and select relevant information from the text by carefully reading for meaning.

Show understanding of the connections between ideas, opinions and attitudes.

Understand what is implied but not directly stated, such as writer's intentions.

Read widely to increase vocabulary, learn correct spellings of frequently used words in Hindi and apply the general rules of Grammar in constructing sentences.

General comments

The performance of candidates varied from very good to average and a few below average. Some good candidates seem well prepared to attempt all the questions. Some weaker candidates could identify and select relevant information from the text, but had difficulty in understanding the connection between ideas, opinions and writer's intention. Spelling and Grammatical errors were widespread

Comments on specific questions

Exercise 1

Questions 1–6

In this section, the overall performance of the candidates was satisfactory. Most candidates attempted all six questions and gave correct answers, some candidates got confused between **Question 4** and **Question 5**.

Exercise 2 – Reading comprehension

Questions 7–15

Candidates generally attempted all the questions. This exercise assesses the ability to read for meaning. Candidates have to read a passage to find information and have to select the correct option. In this section, **Questions 9, 12** and **13** proved to be challenging for some candidates.

Exercise 3

Questions 16–19 assessed the skill of short note taking which relies on the understanding of factual information, ideas and implied meaning of the text. Most candidates attempted all the questions, very few of them answered all the questions correctly. Most candidates could not answer **Questions 17** and **18**. Some lifted answers did not correlate to the question. Very few candidates showed the understanding of the writer's intention.

Exercise 4

Question 20 – assesses summary writing skill. Only the very good candidates were able to write the summary of the passage and respond to the question why Mary Seacole's contribution to nursing was ignored by her contemporary historians. There was a confusion about her relationship with Florence Nightingale, and some thought Mary Seacole was her daughter.

Exercise 5

Question 21 – Most candidates performed well. They enjoyed writing about a recent film they had seen and responded to all three prompts. There was some confusion over the genre of the task due to not reading the question fully. The task was to write a film review, some candidates assumed it to be about writing an email like previous years.

Exercise 6

Question 22 – Candidates related very well with the topic. They demonstrated the ability to express their ideas and opinions and discuss both sides of an argument. Some well thought out reasons were presented for and against the use of mobile phones in the educational settings. Good essays were well structured with an introduction, discussion and conclusion. Weaker candidates did not understand the meaning of प्रतिबंध and contradicted themselves in providing their opinion. They wrote about the benefits of allowing mobile phones in school and concluded that it should be banned. It was clear they had not understood the meaning of the word प्रतिबंध in the question.

Language:

Most candidates used their own language to answer questions with a minimum amount of lifting from the text. In order to raise the standards more work needs to be focussed on correct Grammatical structures, subject verb agreement and spellings. Spelling of frequently used words, such as हैं-हैं, कि-की, जितना-जीतना इसलीये, चाहीये अछा, डाई, इतन, दोसतो के सात, उस्से सेहमत, कुच, ीत (िता) मुजे (मुझे) and sound recognition – च for ज and vice versa- जाहीये (चाहिए), इलाच (इलाज), etc. to mention a few.

Candidates should avoid using English words when equivalent Hindi words are available.

Use of English words in Roman and Devnagari- डिसटरेकट (distract) इनट्रेस्ट, ोर्टेशल, 'बलोक बस्तर' हिट are some of the examples used.

HINDI AS A SECOND LANGUAGE

Paper 0549/02
Listening

Key messages

In order to do well in this examination, candidates should:

- Write their answers as clearly as possible so that the meaning can be understood
- Take care to include all the relevant details in their answers to the questions in **Exercise 3**

General comments

Overall, candidates performed quite well in this examination and the full range of ability was observed. Most candidates attempted all the questions in the paper.

For this component, credit is given for communication of the correct information. Answers are not assessed for accuracy of spelling and grammar. However, if language errors change the meaning or the meaning is unclear, the answer cannot be given credit.

Comments on specific questions

The majority of candidates performed reasonably well on this exercise. **Questions 1–6** require short answers, and most candidates scored well. There were variations in spelling of some words. Some of the words are part of basic vocabulary and candidates are expected to be able to spell them correctly. Marks were awarded if the misspelt word did not change the meaning,

Section A

Question 1

Question 1

Most of the candidates answered very well.

Question 2

Lots of candidates were unable to get full marks on **Question 2**. To which the answer was 'app "ऐप"'

Question 3

Most of the candidates scored a full mark in this question.

Question 4

This question was accessible to majority of candidates.

Question 5

Very few candidates managed to get the right answer which was the number of goals.

Question 6

This question was answered by most of the candidates. Only weaker candidates struggle to answer fully. They got confused to choose the right or left direction as they did not use their listening skills appropriately.

Question 7 (i)–(viii)

Candidates are required to fill in the blank spaces with the appropriate word which should fit in the sentence with the correct grammar.

This section proved quite challenging, maybe due to the candidates concentration levels and understanding of grammar. As in the previous section, accuracy of spelling was a major issue. There were too many variations in spelling of words, e.g. **Question 7(vi)** instead of adjective they used noun for example instead of Hindustani they used Hindustan and a few candidates left some of the questions in this section unanswered.

Question 8–15

Candidates are required to fill in the blank spaces with the appropriate word which should fit in the sentence with the correct grammar. This section proved quite challenging, maybe due to the candidates' concentration levels and understanding of grammar.

Question 8

Even though there was a plethora of spellings for the answers many understood and correctly answered the question on the other hand weaker candidates were not able to answer the question correctly.

Question 9

Some candidates answered well in this section as they chose the correct wording to fit in however some candidates wrote only a word or two which made sentence grammatically wrong.

Question 10

Many candidates understood the question and interpreted the correct answer from the audio yet some candidates could not infer the correct type of data for the question and wrote प्रदर्शन instead of प्रदर्शनी. Meaning of both the words are completely different so candidates lost the marks.

Question 11

This question was understood by most candidates with various spelling variation candidates answered the question correctly.

Questions 12

Majority of the candidates found it difficult to understand the question and so either did not attempt the question or wrote random answers which didn't make sense in the questions context. Low percentage of candidate wrote correct answer.

Questions 13

Many of the candidates answered the question correctly and wrote either the exact answer provided in the mark scheme or a variation of which when pronounced sounded similar.

Questions 14

Majority of candidates wrote this answer correctly. Some of the candidates got this question incorrect as they wrote far too much leading to a completely random answer or grammatically incorrect.

Questions 15

Some candidates found this question easy and answered the question correctly with the correct spelling or a variation of which we had accepted from the mark scheme. On the other hand a plethora of candidates wrote 'विश्व स्तर पर' which was not acceptable as it was misunderstood and inferred incorrectly as it was meant to be 'सुलभ या उपलब्ध'.

Questions 16–23

Questions 16–23 were multiple choice questions. Candidates needed to select the correct answer out of three choices. Most candidates managed to score marks. Some candidates ticked and crossed more than one box and lost mark. There were a minimum of candidates who did not attempt the questions. Some candidates answered incorrectly were **16**, **17**, **22** and **23** this shows that they found these questions challenging to understand leading to have an incorrect answer.

Summary

Candidates should listen to the recording very carefully and develop techniques and strategies to enable them to identify and select appropriate detail for their answers. There is a need to work on increasing their Hindi vocabulary to access some questions and also to focus on sounds and letters, paying particular attention to similar sounding letters. Teachers should also give some dictation regularly. Candidates should gain as much practice as possible by conducting listening exercises in class and attempting past papers under timed conditions. This would certainly help to raise the overall standard.

HINDI AS A SECOND LANGUAGE

Paper 0549/03
Speaking

Key messages

The Test is comprised of three parts.

Part 1: Candidates give a 2–3-minute presentation on a topic chosen from the list of topics prescribed in the Syllabus. Candidates may prepare a single cue card, containing maximum five headings and some illustrative material to bring into the examination room. Any additional written support or script for their presentation is not allowed.

Part 2: Candidates have 3–4-minute discussion with the examiner about the Presentation to further assess their knowledge and understanding of their prepared topic in an interactive manner.

Part 3: Candidates engage in a 3–4-minute conversation with the examiner about at least two general topics from the syllabus (one from areas A–B and one from areas C–E). Candidates are not given prior information/choice about the topics.

General comments

Most candidates performed well in the Speaking test in this year's examination. Candidates who did well were well prepared for the three-part examination and followed the guidelines set out. The examination protocol was followed by most of the internal examiners. If a large number of candidates appear from a centre and several internal examiners are engaged in the assessment process, it is important to ensure consistency of approach in them. Some examiners introduced the candidates, explained the composition of three-part examination and gave them the opportunity to perform best to their ability without prompting or attempting to complete their sentences for them. This needs to be followed by all the examiners. The recordings were consistently of a good quality.

Comments on specific questions

Part 1: Topic Presentation

The performance varied from excellent to average/below average. Candidates who did well made a well organised presentation. They covered the topic area comprehensively to make it lively and interesting. They used topic appropriate vocabulary, simple and some complex grammatical structures to present ideas, opinions and facts. Their pronunciation and intonations were good. Some candidates tended to use English words frequently. This practice needs to be discouraged.

Part 2: Topic Conversation

This part of the Speaking Test is designed to stretch and challenge the candidates on their prepared topic. It should not be a repetition of the Presentation. Ideally, the questions should be well thought out to achieve this objective. Some of the questions fell in the category of repetition of the Presentation.

The overall performance was good to very good. Most candidates responded spontaneously and thoughtfully. They used sufficient range of precise vocabulary and errors did not impede communication. The questions were generally relevant for the topic and age of the candidates. They are expected to respond without any prompting from the examiner, but this was not followed consistently. In future general knowledge questions and questions which can be answered by one word (Yes/No) should be avoided in this section.

Part 3: General Conversation

This part of the Speaking test assesses the conversational skills and fluency in Hindi. The guidelines to choose one topic from areas A to B and another one from C to E need to be followed consistently. General conversation topics cannot be a repetition of the Presentation. This part of the Speaking Test needs to be structured carefully in line with the Syllabus. In order to provide the candidates a fair opportunity to show their true ability to use Hindi in an interactive situation, it is important to resist from prompting or summing up for them. Questions also need to provide opportunity to use a variety of tenses and some complex sentences to express ideas and opinions.