

# HINDI AS A SECOND LANGUAGE

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Paper 0549/01  
Reading and Writing

## Key messages

In **Exercises 1, 2 and 3**, the emphasis is on reading skills. Spelling errors are tolerated provided that they do not interfere with communicating the correct answer to the examiner. As long as the answer is clear, candidates are not required to write in full sentences.

In **Exercise 3**, complete notes are expected though not necessarily in complete sentences.

In **Exercise 5** and **Exercise 6**, marks are awarded not only for content but also for accuracy. Therefore, it is vital that candidates carefully check their work for spelling and grammatical errors.

## General comments

It was reassuring to see that most candidates followed the guidelines thoroughly, and most of them had written their answers within the word limit. The majority of candidates appeared to be at ease with **Exercises 1, 2, 5 and 6**.

## Comments on specific questions

### *Section 1*

#### **Exercise 1 Questions 1–6**

This exercise focuses on the story of a girl Nina who helped another girl Shobhana whose school was unable to offer computer science due to a lack of resources. The central theme of the text is how Nina mobilises support for the school. The majority of candidates had no difficulties in answering **Questions 1 to 6** except **Question 5**. The majority of candidates answered only one part correctly since both the correct answers were based on the overall understanding of the text.

#### **Exercise 2 Question 7–15**

Most of the candidates performed very well in this exercise. A few candidates made mistakes in choosing the right answer for **Question 15**.

#### **Exercise 3 Questions 16–19**

The topic of this year's text was the different forms of intelligence. This text described different types of intelligence how it manifests in human behaviour. According to the new syllabus, candidates should write notes under the given headings.

#### **Question 16**

The first heading required candidates to write two different points describing the difference between two types of intelligence. Most of the candidates managed to write two correct points.

#### **Question 17**

This question asked: 'Write the definition of intelligence and two impacts'. Several candidates managed to give two correct points.



### Question 18

This question required candidates to give three points describing the beliefs of Swami Vivekananda. Some of the candidates were able to give three correct points.

### Question 19

This question asked candidates to give an example of Swami Vivekananda's emotional awareness. Most of the candidates were able to write the correct example.

### Exercise 4 Question 20

This year's rubric asked candidates to write their summary based on four points. However, those who could not include any relevant points in their summary were not awarded any language marks. Most of the candidates performed well in this exercise.

### Exercise 5 Question 21

Candidates were expected to write an email reply to their friend's invitation to attend their birthday. This exercise asked candidates to include three specific points in their email: (1) highlighting the thanking the friend for their invitation (2) explaining why they cannot attend their birthday party. (3) Conveying your best wishes. Most of the candidates managed to complete this writing task well. The majority of the candidates included three points in their email and received full marks for content and received good language marks.

### Exercise 6 Question 22

Social media has created new ways for long distance communication but at the same time has adversely affected the personal dimension of face to face communication. However, while discussing the extent they agreed with each view, candidates were also expected to reflect on the two opposing views on the given topic. (1) Through social media, we could connect to people in any corner of the world. (2) By getting engaged with social media, we are losing the skills of making face to face conversation. This exercise and manner of setting the question have been followed by the new syllabus which calls for not just giving a topic to candidates to write on, but also giving them two opposite views related to the topic that they must also consider while writing on the given theme. Several candidates gave some strong reasons in favour of these two opposite views. Worthy answers not only highlighted these reasons but also included valuable examples in support of their views.

Writing in Hindi without making grammatical mistakes and spelling errors continues to be a central issue. Spelling mistakes is an area of concern and should be addressed with some urgency. Improvement in this would make a positive difference to candidates' grades.

# 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 4**.

## 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

### **Exercise 1 – Questions 1–6**

The majority of candidates performed reasonably well on this exercise. **Questions 1–6** require short answers, and most candidates fared 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.

#### **Question 1**

Most of the candidates answered very well.

#### **Question 2**

Was mostly answered correctly.

#### **Question 3**

There was a variation in the spelling of the word हिमपात, such as इमतार and हिंदबाद.

#### **Question 4**

Was accessible to the majority of candidates.

#### **Question 5**

Most candidates answered correctly, in some instances, there were variations in the spelling of the word उत्पादन. Only correct answers were awarded.

### Question 6

The Listening test assesses candidate's ability to register the main information required to answer the question without getting distracted by the peripheral information such as 'भारत भवन'.

### Question 7 (i)–(viii)

Candidates were required to fill in the blank spaces with the appropriate word. As in the previous section, accuracy of spelling was a major issue. There were too many variations in spelling of words like प्रशिक्षण गुप्त and रोमांचक. **Question 7(vii)** was mostly answered incorrectly by answering शरीर. The correct answer was त्वचाचमड़ी.

### Questions 8–15

Candidates were asked to replace the incorrect information in sentences with correct information from the recording. Generally correct responses were provided, but they included a variety of spelling errors and some of them did not grammatically fit in the sentences, e.g. instead of पढ़ना भी सिखाया जाएगा candidates wrote पढ़ाई भी सिखाया जाएगा in **Question 12**.

**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 thus, lost marks.

### 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 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 at listening exercises in class, and attempt past papers under timed conditions. This would certainly help to raise the overall standard.