

# Examiners' Report/ Principal Examiner Feedback

Summer 2016

Pearson Edexcel International GCSE  
In Hindi (4HN0) Paper 01  
Written Paper

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your candidates at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2016

Publications Code 4HNO\_01\_1606\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2016

## General Introduction

This was the fourth session of this paper in this suite of languages. The International GCSE Hindi paper tested the candidates' ability and competence in use of the Hindi language in a range of contexts. The paper was well within the reach of the candidates and appeared to be equally accessible in comparison with the previous year's paper. The questions set in the paper required a level of understanding from the candidate acquiring knowledge of the Hindi language which they need to apply in a range of given situations, whether it be formal or informal. This involved the use of formal grammar, style and vocabulary writing in Hindi on the particular topics given.

There were four questions, first three were compulsory and there are four options given at question 4. All candidates were expected to write a piece of composition from four topics.

### Question 1

There were five sentences set in this question to be translated into Hindi and each sentence was assessing different aspects of grammatical structure of the Hindi language. Almost all candidates found this question accessible and the majority of them translated the sentences very well. Only a few students at the lower end understood the content but could not apply the required grammatical structure to make an appropriate sentence. The common mistakes were as follows:

Q1 (a) Candidates were required to write "शिक्षा मानव का तीसरा नेत्र है।" but some candidates at the lower end mixed up the information and could not write a grammatically correct sentence. The common mistake they made was the agreement in subject and adjective.

Q1 (b) required candidates to write a question "क्या बच्चों के लिए यह महत्वपूर्ण है कि वे घर के कार्य में मदद करें?" And the majority of the candidates did very well. They demonstrated good understanding of the content and sentence structure along with appropriate question mark.

Q1 (c) was a simple instruction to assess candidate's ability to form a sentence in Hindi using appropriate grammar structure? The majority of candidates did very well at the upper end of the range of ability but some at the lower end made mistakes. This sentence appeared to be challenging than other sentences at this question.

Q1 (d) was a conditional sentence and the majority of candidates did this well using appropriate vocabulary and sentence structure. Some students at the lower end of the ability range could not translate correctly and muddled up tense and grammatical structure of their sentences. The required answer was "यदि उसे वह कैमरा पसंद होता तो उसने खरीद लिया होता।"

Q1 (e) this question was demanding and a majority of candidates could not score full marks as they were required to use demanding vocabulary. Some candidates at the lower end could not translate this sentence correctly and muddled up the information. Some candidates struggled to translate words "सामाजिक गतिविधियों के बिना।"

Overall this question was equally challenging in comparison with the previous years' paper.

All candidates were awarded marks for their knowledge of grammar in accordance with the quality of their work using the mark scheme rigorously.

### **Questions 2 and 3**

These two questions are translations – from English to Hindi and Hindi to English.

#### **Question 2**

Was set on the topic of the media. Almost all candidates did well in relating to the topic while some at the upper end produced good quality translations and scored very good marks. A few sentences appeared to be slightly demanding for the candidates at the lower end of ability range as there were some challenging words.

There were grammatical mistakes in candidates' work as some of the candidates at the lower end did not have a thorough knowledge of the Hindi language. They could not form the sentences correctly particularly complex sentences but their communication was clear. A few candidates were not able to score good marks as their knowledge of English language was limited.

#### **Question 3**

Was set on the topic of child labour. The text was accessible to candidates of all abilities and was equally challenging in comparison with previous year's text. All candidates produced reasonably good work according to their ability. Many candidates at the lower end of the ability range appeared to be struggling in translating the English equivalent of Hindi words छानबीन, विकल्प, बाल-श्रम, साकारात्मक, अभियान etc. and they made mistakes in their translations.

The majority of students did very well at this question but there were a few who could not translate the text in an appropriate manner. They were awarded according to the quality of their work and the mark scheme was applied rigorously.

#### **Question 4**

In this question candidates were required to write a piece of composition of between 200-250 words, and had a choice of four topics. The majority of candidates chose to attempt question 4(c) an essay on 'आपने एक लाटरी जीती है और छुट्टियाँ मनाने जाना चाहते हैं। आप किस देश में जाएँगे और क्यों?' Their essays were very interesting to read with logical examples of what they want to see and why etc.

The second popular choice made by the candidates was question 4(d) requiring candidates to write a programme of day which they will spend with their favourite Bollywood actor. These candidates wrote very interesting essays including their favourite activities.

Third favourite choice was 4(a) एक पुस्तक के बारे में लिखें जिस ने आपको सब से अधिक प्रभावित किया । these candidates wrote good account of information explaining the story line and their reasons why they liked that particular book.

A few candidates wrote a discursive essay on "लोग शाकाहारी बनने का चुनाव क्यों करते हैं" These essays were well written with good reasons and explanations and these candidates managed to score good marks. Only three candidates did not write an essay as the candidate was not prepared appropriately for this examination.

Almost all candidates wrote good pieces of composition except a few candidates at the lower end. They demonstrated good knowledge and understanding of the Hindi language and its grammatical structure.

## **Conclusion**

The candidate's performance was in line with year's cohort. Although most candidates demonstrated good knowledge of key vocabulary, there was evidence of poor spelling and syntax errors particularly in complex sentences and in the translation of articles. Teachers are advised to train candidates to read and understand a range of texts. Furthermore, it is advised that teachers should discuss how the language works in terms of grammatical structures according to the IGCSE specification.

Particularly for question 4, candidates should be guided to write their response to the situations portrayed and information required in the question. They should be advised to read the question carefully, understand what they are required to write, how to elaborate on their view points and then accomplish the task. Teaching and learning grammatical structure should be embedded in day to day teaching and learning with thorough details.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>