Examiners' Report
Principal Examiner Feedback

Summer 2017

Pearson Edexcel International GCSE
In Hindi (4HN0) Paper 1

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General Introduction

This was the fifth 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 made comparable demands of candidates. 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 and scored almost full marks. Some candidates 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 "वह हिंदी सीखने के लिए भारत आई 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 verb as the subject in the sentence was feminine.

Q1(b) required candidates to write a question "आप ने नाश्ते के लिए में क्या लिया" and almost all candidates did very well.. They demonstrated good understanding of the content and sentence structure along with appropriate question mark.

Q1(c) was a conditional sentence "जैसे ही मैं रेलवे स्टेशन पहुंचा, गाड़ी चली गई।"" 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.

Q1(d) was a sentence in which candidates were required to use comparative language "दिल्ली दुनिया में सबसे प्रदूषित शहरों में से एक है।" 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. This sentence appeared to be challenging than other sentences at this question as they missed out the comparative language.

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 word 'scarf'.

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 were translations – from English to Hindi and Hindi to English.

Question 2 was set on the topic of the relationships. 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 equally demanding for the candidates at the lower end of ability range but 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 travel and transport. 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 some challenging words 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 'शहर में रहेंगे या गाँव में' . Their essays were very interesting to read with logical examples of where they want to live and why.

The second popular choice made by the candidates was question 4(d) requiring candidates to write how would you deal with the problem of pollution in Delhi'. These candidates wrote very interesting essays including their logical suggestions and actions to reduce the pollution in Delhi.

Third favourite choice was 4(b) what would be the life be without computers. These candidates wrote good account of information explaining the importance of using computers in everyday life. Why the computers are important for particular tasks and their reasons were justified in their essays.

Some candidates wrote an essay on their favourite player, a majority of choosing cricket players. These essays were well written with good reasons and explanations for their choices and these candidates managed to score good marks. Only a couple of candidates did not write an essay as these 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 candidates' performance was in line with previous 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 at the lower end of ability range. 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 according to the question considering how the situations portrayed and what 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.

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