

HINDI (MAURITIUS)

Paper 3201/01
Composition

In order to perform well in this paper, candidates need to:

- read instructions carefully and answer one question from **Section A** and one question from **Section B**;
- adhere to the word limit specified for each section;
- assure that their work is legible, spelling is accurate and ideas are logically presented;
- use paragraphs appropriately to organise their writing and use a variety of sentence structures;
- demonstrate proper use of a wide range of vocabulary, syntax and grammar, punctuation and spelling;
- ensure that they use an appropriate format and style for the required text type and audience;
- plan use of time for each question and allow for thorough checking of their work.

General comments

This year, the overall performance was quite good. Most of the candidates seemed to have managed their time effectively and attempted the required number of questions. The strongest responses were characterised by a wide range of vocabulary used appropriately by highly accurate writing. Proper use of grammatical rules and good sentence structure was noted and led candidates to score good marks. Candidates' responses could have been better by the use of more appropriate, precise and varied vocabulary, using technical terms relevant to the topic, appropriate use of adjectival/adverbial phrases and proper use of idioms and expressions .

Comments on specific questions

In **Section A**, majority of the candidates attempted **Question (a)** (letter writing) and **Question (c)** (dialogue writing). A few candidates wrote very long responses that went far beyond the recommended number of words.

Section A – Letter, Dialogue, Report or Speech Writing

Questions

(a) Letter Writing

This was the most popular question and was attempted by most candidates. Candidates had to write a letter to the Rector requesting to provide important equipment for school chemistry laboratory. The overall performance was satisfactory and candidates scored good marks. In most cases, the content of the letter was relevant to the topic. Appropriate use of vocabulary such as पाठशाला, सुरक्षा, विश्वास, परीक्षा, मेहनत and idioms and expressions such as राह देखना, श्री गणेश करना, बाल बाल बचना, इतिश्री करना, कलम को विराम देना were properly used by candidates.

(b) Speech Writing

A handful of candidates opted for this question. Candidates had to write a speech on the importance of water conservation. Some candidates wrote a very good speech with accurate vocabulary like विकास, अपेक्षा, सौन्दर्य, पेड़, पौधे, प्राणी, सूखा, बीमारी, लापरवाही, जीव-जन्तु were used. Thus, they scored maximum marks. However, in some cases, candidates wrote lengthy speech where they were unable to make use of precise vocabulary.

(c) Dialogue Writing

The dialogue was the second most attempted question. Candidates had to write a dialogue on the topic: You went to a bookshop to buy an interesting and entertaining novel to read during the holidays. Write the dialogue between you and the seller.

Candidates demonstrated good knowledge of relevant vocabulary like लेखिका, प्रोत्साहित, जिज्ञासा, प्रसिद्ध, शौक, सुझाव, उत्तम, निराश and idioms like राह देखना, ईद का चाँद होना were properly used.

Candidates who performed well wrote clear, focused, grammatically accurate and coherent responses in detail. Spelling and grammatical mistakes were common among the less successful responses. On the other hand, it was also noted that some candidates wrote lengthy conversations and often found it difficult to maintain control of their responses, leading to a lack of cohesion and an increase in communication impeding errors.

Section B – Essay Writing

In **Section B**, there were some impressive and imaginative essays showing originality of thought and competence in the use of language. However, less successful responses often struggled with spelling and the appropriate use of accurate vocabulary. Some candidates did not adhere to the recommended length. It is to their advantage to keep to the required length and they should strictly follow the instructions given in the question paper.

Questions

Descriptive Essay (a)

Question (a) was quite popular among the candidates. Candidates had to write on, 'You have prepared a delicious dinner in your house to eat with your friends and family. Describe the atmosphere of the room and the variety of food you have prepared'. Those who attempted it scored satisfactory marks. Vocabulary was often very impressive and included words like पकोड़े, प्याज़, प्रसन्नता, चहल-पहल, शांत, प्रशंसा, तनाव. The use of correct grammar and syntax were the hallmark of successful responses. Idioms like मन में लड्डू फूटना, मुँह में पानी भर आना, चेहरा खिल उठना, मन मन बाग बाग होना were properly used.

Narrative Essay (b)

This was the most popular essay among candidates. They had to narrate what happened next when one day during the summer holidays the doorbell suddenly rang and you were astonished to see that your grandparents had come to visit from India. Candidates' creativity and imagination were clearly noted. A wide range of accurate vocabulary like घरेलू कार्य, पक्वान, अविस्मरणीय, स्वागत, उपहार, भ्रमण and appropriate idioms and expressions were used such as पेट में चूहे कूटना, घी के दीये जलाना, मुँह अंधरे, फूला न समाना, पैरों तले ज़मीन खिसकना.

Argumentative Essay (c) and (d)

Essay (c)

This was the least popular of the **Section B** tasks. Candidates had to write on, 'Along with education, sports are equally important in the lives of candidates. Do you agree?' Those who attempted this question showed a wide range of accurate vocabulary like शारीरिक, मानसिक, चरित्र निर्माण, व्यवहार, मधुमेह, स्वस्थ. However, weaker responses showed a poor command of language.

Essay (d)

Only a handful of candidates attempted this essay. Candidates had to write on 'Living in a joint family is more entertaining and enjoyable than in a nuclear family. Do you agree?' These responses rarely showed a real mastery of the topic with appropriate and accurate vocabulary. Among those who attempted the question, a limited range of vocabulary was noted such as: नैतिक मूल्य, पूर्वज, परंपरा. Furthermore, weaker responses depicted a lack of elaboration. Planning in advance of attempting this question would have helped these

candidates to ensure that they had enough material to produce a suitably sustained and developed response.

Suggestions to Educators to help candidates perform better:

The following mistakes were noted in a number of scripts and are mentioned below to help candidates perform well in prospective sessions:

- Gender Agreement

नया पुस्तक	instead of	नयी पुस्तक
महंगी उपहार	instead of	महंगा उपहार

- Proper use of post-positions

छात्रों को	instead of	छात्रों को
परीक्षाएँ के दौरान	instead of	परीक्षाओं के दौरान

- Agreement of transitive and intransitive verbs with object/subject

मैंने दादा-दादी का स्वागत की	instead of	मैंने दादा-दादी का स्वागत किया
माँ ने भोजन लायी	instead of	माँ भोजन लाई
मैंने घड़ी को देखी	instead of	मैंने घड़ी देखी

- Spelling mistakes

दूस्री	instead of	दूसरी
स्वगत	instead of	स्वागत
जलद	instead of	जल्द
आनद	instead of	आनंद

Furthermore, the use of adverbs in writing must be encouraged.

आराम से, एकाएक, आगामी, जल्दी-जल्दी

- The use of abstract nouns must be encouraged.

सुन्दरता, विश्वसनीय, खूबसूरती, सफलता

- Wrong use of verb agreement with subject

दादाजी कहने लगा	instead of	दादाजी कहने लगे
जैसे ही दरवाज़ा खुली	instead of	जैसे ही दरवाज़ा खुली

- Proper use of phonetically similar consonants

ज – च विजार	instead of	विचार
च – छ उचलना	instead of	उछलना
ब – भ बयभीत	instead of	भयभीत
क – ख पखवान	instead of	पकवान
त – ट तूट	instead of	टूट
र – इ पड़ोसना	instead of	परोसना

द – ध धन्यवाद	instead of	धन्यवाद
श- ष आविष्कार	instead of	आविष्कार
ण – न कारण	instead of	कारण

- Proper use of idiomatic expressions

पैरों तले ज़मीन खोसकना	instead of	पैरों तले जमीन खिसकना
खुशी का ठिकाना न रहना	instead of	खुशी का ठिकाना न रहना
आखों का तारा	instead of	आँखों का तारा
आग बबुला होना	instead of	आग बबूला होना
नौ दो ग्यारह होना	instead of	नौ दो ग्यारह होना

- Examples of some phrases used by some well performing candidates are as follows:

भक्तिमय वातावरण भोजन कक्ष में खाने की खुशबू
भोज के लिए आमन्त्रित यादगार दिन
रसदार फल पुष्प के समान कोमल
पसंदीदा गीत बौद्धिक विकास
मनोकामना पूर्ण हुई चरण स्पर्श
सुनहरा पल बहुमूल्य उपहार

Suggestions to Educators:

- A 'reading culture' should be encouraged among candidates.
- Role play in Hindi and effective use of audio – visual materials can help in developing candidates' interest in Hindi language.
- The practice of regular writing, use of dictionary, dictation and class library should also be encouraged.

Note to candidates:

1. Candidates should write the question number selected in the margin.
2. Indicate 'Rough Work' on top of page or cross out the rough work.
3. Candidates should be encouraged to write legibly and avoid scribbling.
4. It is to the advantage of the candidates to keep to the recommended word limit.
5. Due to E-marking, it is advised to leave one line spacing.
6. Candidates are advised to use ball pen instead of gel pen.
7. Candidates are encouraged to start each question on a fresh page.
8. Candidates should write exact number of words at the end of the answered question.

HINDI (MAURITIUS)

Paper 3201/02
Translation and Reading
Comprehension

General comments

The results revealed a mixed performance among the candidates. While several candidates achieved maximum scores, a number struggled with understanding Hindi terms and finding accurate English translations.

A notable percentage of candidates demonstrated exceptional translation skills, achieving the highest possible marks. These individuals exhibited a strong command of both languages, showcasing their ability to convey meaning accurately and fluently.

Comments on specific questions

Section A Translation

1. Translation from Hindi to English

Successful responses were characterised by:

- **Deep Understanding:** Successful candidates displayed a thorough comprehension of nuanced Hindi phrases and cultural contexts.
- **Vocabulary Proficiency:** A robust English vocabulary allowed them to select precise terms that maintained the original meaning.
- **Cohesion and Clarity:** Their translations were not only accurate but also well structured, making the final output easy to read.

Many candidates faced difficulties and common challenges that hindered their performance:

- **Term Recognition:** Several candidates had trouble recognising and understanding key Hindi terms, leading to inaccurate or incomplete translations.
- **Finding Equivalents:** A lack of familiarity with English counterparts for certain Hindi words resulted in poor translation choices, often leading to awkward or incorrect phrases.
- **Contextual Misinterpretation:** Some candidates misinterpreted the context of sentences, which affected their overall translation accuracy.

Recommendations

To enhance the overall performance of candidates in future translation exercises, the following recommendations are proposed:

Pre-Exercise Preparation: Providing candidates with a glossary of commonly used terms and phrases in both languages could help build their vocabulary and understanding.

2. Translation from English into Hindi

Performance Summary

Overall, the candidates demonstrated a commendable level of proficiency, with most achieving high scores. The majority showed a solid grasp of the translation task, effectively conveying the core concepts of 'Ubuntu' and its significance.

Key Observations

1. High scoring candidates: Many candidates scored notably well, indicating a strong understanding of both languages and the philosophical nuances of the passage. Their translations reflected clarity and coherence.
2. Transliteration Issues: Some candidates chose to transliterate specific terms such as 'announced' and 'translate' instead of providing equivalent Hindi terms. This choice affected the fluency of their translations, suggesting a need for improvement in vocabulary and awareness of appropriate linguistic practices.
3. Omission of Content: A notable number of candidates omitted the last sentence of the passage. This omission suggests a possible misunderstanding of the text's structure or a rushed approach to the task, which may have impacted the completeness of their translations.

Recommendations

- Vocabulary Enhancement: Candidates should focus on expanding their Hindi vocabulary, particularly for common English terms that may not require transliteration. This could involve exercises aimed at finding equivalent terms and understanding context-specific translations.
- Practice with Structured Texts: To address the issue of content omission, candidates may benefit from practice with structured passages, emphasising the importance of capturing the entire message and its nuances.
- Feedback Sessions: Implementing feedback sessions post-exercise could provide candidates with insights into their translation choices and help them learn from common mistakes.

Section B: Comprehension

1. **Question 3:** Most candidates answered correctly, indicating a strong grasp of the material. However, a small number only addressed the first part of the question.
2. **Question 4:** This was a direct question which candidates were able to answer very well.
3. **Question 5:** A majority of candidates successfully identified the three required elements. The responses indicate a solid understanding of the core concepts but suggests a need for reinforcement on ensuring completeness in responses.
4. **Question 6:** Responses varied, yet almost all candidates retrieved the four required elements. Some struggled with the term 'गतिविधि' which points to potential gaps in vocabulary understanding.
5. **Question 7:** This three-part question posed challenges for candidates, particularly with the first part. Many did not understand 'प्रतिक्रिया' indicating a critical need for vocabulary reinforcement.
6. **Question 8:** A significant majority performed well, showing overall comprehension of the material presented.
7. **Question 9:** Most candidates correctly identified the components, effectively addressing the four required elements. This demonstrates a good understanding of the content.
8. **Question 10:** While candidates generally understood the vocabulary, some appeared to be unfamiliar. This highlights a need for improved vocabulary instruction.

Suggestions for Improvement

1. Focus on multi-part questions. Consider emphasising the importance of answering all components in both instructions and examples.
2. Vocabulary Instruction: Incorporate more extensive vocabulary exercises focusing on key terms, especially those that candidates found challenging (e.g., 'गतिविधि', 'प्रतिक्रिया', 'अंधाधुंध') Providing definitions and context will aid comprehension.
3. Practice with Varied Question Types: Engage candidates with a range of question formats to enhance their ability to navigate different styles, particularly those requiring multiple-part answers.

4. **Feedback Mechanism:** Implement a system where candidates can receive feedback on their answers, particularly for areas where misunderstandings were prevalent. This can reinforce learning and address misconceptions.
5. **Mock Tests and Exercises:** Regular practice sessions can help familiarise candidates with question formats and improve their confidence in answering comprehensively.

Conclusion

The performance of candidates in this exam paper revealed a commendable level of proficiency in translation and comprehension tasks. While many candidates excelled, demonstrating strong linguistic abilities and an understanding of nuanced concepts, there were identifiable areas for improvement. High performers distinguished themselves through deep comprehension, vocabulary proficiency, and cohesive translations, showcasing their capabilities in both languages.

However, a significant number of candidates encountered challenges related to term recognition, contextual understanding, and content omission. The mixed results highlighted the need for enhanced vocabulary instruction and practice with structured texts to ensure completeness in responses. Additionally, the comprehension section indicated a solid grasp of the material overall, though certain vocabulary gaps and the structure of multiple-part questions revealed areas that require attention.

To bolster future performance, implementing targeted recommendations such as vocabulary enhancement exercises, clearer question structures, and regular feedback mechanisms will be essential. By addressing these areas, candidates can develop their translation skills and comprehension abilities, leading to more consistent and improved outcomes in subsequent assessments. Overall, the exercise has provided valuable insights into both strengths and challenges, guiding future educational strategies for success.