

# MARATHI (MAURITIUS)

Paper 3218/01  
Composition

## Key messages

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

- ensure they answer **one** question from **Section A** and **one** question from **Section B**;
- adhere to the rubric, especially those regarding word limits;
- ensure that their work is legible, accurate and logically presented;
- ensure that their answer is based on the question;
- manage their time carefully;
- try to enrich their vocabulary by reading more widely.

## General comments

The performance of candidates in both papers 1 and 2 was encouraging this year. Almost all candidates kept to the word limit and most of the compositions were written accordingly. Candidates should continue to adhere to the word limit specified in the question paper.

In Paper 1, the majority of candidates presented their work in well organised paragraphs, using appropriate punctuation marks and sequencing the sentences in a logical order. A small number of candidates demonstrated a mastery over a wide range of vocabulary and the use of varied sentence structures, which allowed them to score highly.

The handwriting of candidates has improved considerably. Most of their work was well-presented and legible. There are still a few candidates who should pay attention to punctuation marks, paragraphing and writing legibly. Almost all candidates clearly mentioned the number of the question that they had attempted.

It was also encouraging to note that the majority of candidates was familiar with the basic grammatical rules of the Marathi language. The most common weaknesses were spelling mistakes, faulty subject-object-verb agreement, wrong use of pronouns, wrong agreement of adjectives, as well as limited use of idioms and expressions.

Candidates can improve their writing skills by further practice and consolidation activities as well as by expanding their range of reading materials in order to enrich their grammar and vocabulary. To enrich their vocabulary, they should be encouraged to read materials from reliable sources in Marathi which are available online.

## Comments on specific questions

### **Section A – Letter, Report or Speech, Dialogue**

Candidates were asked to write **one** composition of approximately **120 words** on one of the three given topics. Most candidates opted for **Question 1(a) (Informal Letter): Your name is Ramesh/Ramya and your address is New Grove Road, Rose Belle. Write a letter to your maternal cousin in England about how the vacation you just enjoyed has affected you.** Others opted for **Question 1(c) (Dialogue Writing): Your friend got a scholarship to study dentistry abroad. Write a dialogue between the two of you about his success.** Nobody opted for **Question 1(b) (Report Writing): Write a report for your science teacher after visiting the Natural History Museum.** This was not a popular option for candidates.

### **Question 1**

- (a) This year, candidates were asked to write a letter to a maternal cousin in England about how the vacation has affected him/her. Candidates were asked to give their reaction and how they felt, as well as the effects of the vacation. Most of the candidates were able to express their reactions in words. Very few candidates were unable to produce good letters. Using wide and precise vocabulary was still found to be challenging to many. On the whole, only a few candidates scored highly in this question.
- (b) This year, candidates were asked to write a report for the Science teacher after visiting the Natural History Museum. Educators need to ensure that candidates are comfortable writing both reports and speeches because this was not a popular option.
- (c) As noted in the past, it was observed that many candidates preferred dialogue writing. This year also it was noticed that most of them opted for dialogue writing. The question was to write a dialogue between two friends where one of them got a scholarship to study dentistry abroad. The dialogue was the discussion between the two about the success of the friend who had won the scholarship. Many candidates opted for this question. Some of them even scored very good marks.

### Section B – Essay

Candidates were asked to write an essay of approximately **200** words on **one** of the **four** given topics. This year, two descriptive, one argumentative and one narrative essay topics were given. As noted in previous years, this year also most of the candidates opted for the narrative essay and scored good marks. A few of them chose one of the two descriptive essays but were unable to give a good description. It seems that candidates are more familiar with describing how and why Divali is celebrated rather than describing the scene around on that particular day. This might explain the poor performance in this question. Hence, those who opted for this topic were not able to give a very good description and their essay was more narrative than descriptive.

It was noted that although Sports Day is celebrated every year in almost each and every school as well as at national level, nobody opted for this descriptive essay.

**Question 2(c), ‘It is the responsibility of the government and not individuals to plant trees.’ Do you agree?** This year the argumentative essay was not a popular option for candidates.

Some candidates seem to have been well trained in using idioms and expressions in their work and this year was no exception. In addition, paragraphs were well linked in most of the essays. It was interesting to note that almost all the answers were relevant to the topic title. Yet, for a majority, vocabulary was not wide enough to convey meaning with precision.

### Question 2

- (a) This year the first essay was a descriptive one. **‘You are celebrating Divali in your village/city. Describe the scene around you.’** It seems candidates are more familiar with why and how Divali is celebrated rather than describing the scene on that day. Thus, this essay turned out to be more narrative than descriptive, which resulted in the loss of marks.
- (b) This essay also was a descriptive one. **‘Describe the scene at your school’s sports festival.’** It seems candidates are not familiar with the word festival, as usually the term used is Sports Day. So, this topic also was not a popular option.
- (c) **‘It is the responsibility of the government and not individuals to plant trees. Do you agree.’** This was the least popular choice this year.
- (d) **‘You and your friend went on a sea trip. Suddenly a strong storm started. Narrate what happened next.’** As it is usually the case, the narrative option was the most popular this year. It seems candidates are more at ease with narrative essays rather than descriptive and argumentative ones. Most of the candidates who opted for this topic were able to express their ideas and experiences. They were able to create the atmosphere successfully.

To acquire good writing skills and to enrich their vocabulary, students are advised to read books in Marathi and to have more exposure to the language by watching films in Marathi regularly.

# MARATHI (MAURITIUS)

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**Paper 3218/02**  
**Translation and Reading**  
**Comprehension**

## Key messages

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

- read the translation passages carefully before attempting to translate;
- read the comprehension carefully to gain a clear understanding of the context;
- ensure that they manage their time carefully and allow sufficient time for a thorough check of their work;
- ensure that their work is legible and logically presented.

## General comments

Overall, the performance of candidates in Paper 2 was better than last year. Candidates responded very positively to the first translation which was an extract of about 80 words to be translated in English. This year, the extract was based on the theme of **'Mother tongue.'** It was noted that many candidates are familiar with this theme. Thus, most of them were able to attempt it successfully and correctly. The translation was within the reach of many of them and they were able to score very good marks for this task.

This year candidates found the second translation task challenging, being provided with the meaning of two difficult words at the end of the extract was of great help to them. For **Question 2**, an extract of about 115 words in English was given to be translated in the target language which was based on **'Friendship.'** It was noted that this task was within the reach of many candidates. Many of them were able to attempt it without great difficulty. This year, there were almost no gaps in the two translations tasks.

In **Section B**, many candidates had difficulty showing understanding of the passage. Most of the candidates attempted all the questions but they were not successful in scoring full marks.

Candidates should be encouraged to read a variety of books, newspapers and articles in Marathi, as this will increase exposure to a wide range of Marathi vocabulary, grammar and idioms, and it will help candidates to improve their writing skills and reading skills. Candidates should try to learn new vocabulary words in context.

## Comments on specific questions

### **Section A – Translation**

#### **Question 1: Translate into English**

For this question, candidates had to translate a passage of approximately 80 words from Marathi to English. The extract was on the theme of **'Mother tongue'** and it was noted that most of the candidates were able to translate it accurately and they scored very good marks.

#### **Question 2: Translate into Marathi**

This question required candidates to translate a passage of approximately 115 words from English to Marathi. Usually, candidates find it challenging to translate from the English extract to the target language. However, this year many of them were able to complete the task successfully. It was noticed that gaps were rare. Given that the extract was on a familiar topic **'Friendship'**, most of them were able to understand it and

were able to translate it. It was noticed candidates are being given good practice in doing translations. Educators are encouraged to keep giving practice to their students.

**Section B – Reading Comprehension, Questions 3 – 10**

In **Section B**, the reading comprehension was not understood by an important number of candidates.

It was noted that although candidates tried to provide suitable answers to questions 3 to 10, only a few were able to score full marks. Educators are advised to give opportunities for more practice in this question where 1 mark is given for one piece of information and candidates must be guided accordingly.

Candidates are advised to give concise answers, avoid lifting and writing irrelevant words or sentences.

This report is meant to act as a guide to Educators so that they can guide their students better as well as bring about improvement in their teaching. Educators must ensure that candidates' work is legible, accurate and very well presented. Candidates can expand their range of vocabulary through more exposure to the language. This can be achieved only by encouraging them to read widely and to practice writing exercises.