

HINDI AS A SECOND LANGUAGE

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 **Exercises 5 and 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. In addition, most candidates appeared to be at ease with **Exercises 1, 4, 5 and 6**.

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

Comments on specific questions

Section 1

Exercise 1

Questions 1–6

This exercise focuses on the story of a bird whose piece of grain gets stuck in a manual grinder. In order to get back the grain piece, the bird requests the carpenter to provide help. After the carpenter's refusal, he approaches the King and ignores the request. After that, he approached several different subjects, and all of them refuse to help him. The text's central theme highlights that the spirit of sustaining hardship yields positive results. The majority of candidates had no difficulties answering **Questions 1 to 5**. However, in **Question 6** many candidates could answer only one part correctly since both the correct answers were based on an overall understanding of the text.

Exercise 2

Questions 7–15

Most of the candidates performed very well in this exercise. However, many candidates made mistakes in choosing the right answer for **Questions 10, 11 and 12**.

Exercise 3

Questions 16–19

The text was about the life of penguins, and due to environmental issues, their numbers are declining. According to the new syllabus, candidates should write notes under the given headings.

Question 16

The first heading required candidates to write two points describing the different characteristics of penguins. Most of the candidates managed to write two correct points.

Question 17

This question asked: '*Write about the penguin's varieties and types of habitat*'. Several candidates managed to give only one part of the answer correctly.

Question 18

This question required candidates to give two points describing the timing between food and mating. Most of the candidates were able to give two correct points.

Question 19

This question asked candidates to give three points related to the danger to their existence and ways of preservation. Most of the candidates were able to write only two correct points.

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 language marks. Most of the candidates performed well in this exercise.

Exercise 5

Question 21

Candidates are expected to write an email to an author whose story they have read. This exercise asked candidates to include three specific points in their email: **(1)** *Write briefly the subject matter of the story;* **(2)** *Include the most interesting aspect of the story;* **(3)** *What point would you like to change in the story?* Most of the candidates managed to complete this writing task well. The majority of the candidates included three points in their email, received full content marks, and received good language marks.

Exercise 6

Question 22

Parents should not impose their unfulfilled desires on their children. 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)** *Parents want to pass on their experiences to their children.* **(2)** *Children have the right to learn from their own experiences.* 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 highlighted these reasons and included valuable examples in support of their views.

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. The weaker candidates could not spell correctly which changed the meaning of the word 'भीड़' and lost the mark.

Question 2

This was mostly answered correctly.

Question 3

There was a variation in spelling of word 'हिमपात' such as 'इमतार' and 'हिंदबाद' instead of 'हिमपात'.

Question 4

This was accessible to the majority of candidates.

Question 5

For this question, the answer was 'फेरबदल'. The mark was awarded if the misspelt word did not change the meaning.

Question 6

This question was answered by most of the candidates. Only weaker candidates struggle to answer fully.

Question 7 (a)–(h)

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 'महाभारत', 'शाहजादे' and 'एकाधिक'. Many candidates left some of the questions in this section unanswered.

Questions 8–15

Candidates were asked to replace the incorrect information in sentences by correct information from the text. Generally correct responses were provided, but included a variety of spelling errors, some of which did not grammatically fit in the sentences. The blank space should be filled in with a word/words which are correct in meaning as well as in grammatical form. **Questions 12 and 14** proved to be particularly challenging.

Questions 16–23

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 in more than one box and 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 to focus on sounds and letters, paying particular attention to similar sounding letters. Teacher 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.

HINDI AS A SECOND LANGUAGE

Paper 0549/03
Listening

Key messages

This examination is comprised of three parts:

Part 1: Candidates give a 2-to-3-minute presentation on a topic chosen from the list of topics prescribed in the Syllabus. Candidates may prepare a single cue card, containing a maximum of five headings and some illustrative material to bring into the examination room. Any additional written support or script for their presentation is not allowed.

Part 2: Candidates have a 3-to-4-minute discussion with the Examiner about the Presentation to further assess their knowledge and understanding of their prepared topic in an interactive manner.

Part 3: Candidates engage in a 3-to-4-minute conversation with the Examiner about at least two general topics from the syllabus (one from areas A – B and one from areas C – E). Candidates are not given prior information/choice about the topics.

General comments

Most candidates performed well in the Speaking test in this year's examination. Successful candidates were well prepared for the three-part examination and followed the guidelines set out. The examination protocol was followed by most of the internal Examiners. If a large number of candidates appear from a centre and several internal Examiners are engaged in the assessment process, it is important to ensure consistency of approach in assessing them. Some Examiners introduced the candidates, explained the composition of three-part examination, and gave them the opportunity to perform best to their ability without prompting or attempting to complete their sentences for them. This needs to be followed by all the Examiners. The recordings were consistently of a good quality.

Comments on specific questions

Part 1: Topic Presentation

The performance varied from excellent to average/below average. Better candidates made a well organised presentation. They covered the topic area comprehensively to make it lively and interesting. They used topic appropriate vocabulary, simple and some complex grammatical structures to present ideas, opinions, and facts. Their pronunciation and intonations were good. Some candidates tended to use English words frequently. This practice needs to be discouraged.

Part 2: Topic Conversation

This part of the Speaking Test is designed to stretch and challenge the candidates on their prepared topic. It should not be a repetition of the Presentation. Ideally, the questions should be well thought out to achieve this objective. Some of the questions fell in the category of repetition of the Presentation.

The overall performance was good to very good. Most candidates responded spontaneously and thoughtfully. They used sufficient range of precise vocabulary and errors did not impede communication. The questions were generally relevant for the topic and age of the candidates. They are expected to respond without any prompting from the Examiner, but this was not followed consistently. In future, general knowledge questions and questions which can be answered by one word (Yes/No) should be avoided in this section.

Part 3: General Conversation

This part of the Speaking test assesses the conversational skills and fluency in Hindi. The guidelines to choose one topic from areas A to B and another one from C to E need to be followed consistently. General conversation topics can not be a repetition of the Presentation. This part of the Speaking Test needs to be structured carefully in line with the Syllabus. In order to provide the candidates a fair opportunity to show their true ability to use Hindi in an interactive situation, it is important to resist from prompting or summing up for them. Questions also need to provide opportunity to use a variety of tenses and some complex sentences to express ideas and opinions.