



*Let the mind manage the bod.
Que l'esprit gère le corps*

**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NCE 2020-2021
GRADE 9
Marathi**

Subject code: N640

EXAMINERS' REPORT

April 2022

Introduction

The National Certificate of Education (NCE) Assessment was introduced in 2020 in the context of the implementation of the Nine-Year Continuous Basic Education (NYCBE) reform. 2021 is the first year in which the NCE was administered.

The assessment of Marathi focuses on different linguistic competencies:

- Reading comprehension (25%)
- Writing (25%)
- Grammar and use of language (40%)
- Translation (10%)

These assessment objectives are as follows:

- Read a range of text with understanding
- Express thoughts and ideas in writing
- Make accurate use of spelling, grammar and punctuation.
- Use a range of appropriate vocabulary
- Use the language appropriately
- Carry out translation

Key Messages

- Not many candidates have achieved the required levels when it comes to basic vocabulary, basic grammar, basic reading and basic writing.
- Candidates are advised to read widely to build up their vocabulary in Marathi.
- In grammar, candidates are still having difficulty with the following:
 - Subject-verb agreement (* दादा गाडी धुतो.)
 - The past tense of irregular verbs (देणे/दिला, दिले)
 - Transforming declarative sentences into interrogatives and negatives properly.
 - Using sentences in the active/passive voice
 - Using conjunctions in sentences.
- In Reading Comprehension,
 - Many candidates were unable to answer questions requiring literal understanding.
 - Questions assessing higher-order reading skills like making inferences, offering personal responses and guessing the meaning of words in context.

- In Writing,
 - Candidates should pay closer attention to their use of grammar, spelling and punctuations.
 - Weaker candidates have serious difficulties with sentence separation and sentence construction.
 - Narrative essays require candidates to develop a storyline and use varied sentence structures and a wide-ranging vocabulary to sustain the reader's interest.
 - Descriptive essays require candidates to show a very wide range of vocabulary to create an atmosphere. Far too often narrative essays were produced instead of descriptive ones.

General Comments

This year passed rate for Marathi was 79.3%. Very few candidates achieved Grade 1 and Grade 2 but most of them achieved at least Grade 5. This shows that, a great majority of students have acquired the essential skills in reading and writing. However, there still exists a minority of candidates who find it difficult to attain even the minimum grade. A significant number of candidates performed well on the basic and intermediary tasks across the competencies assessed. However, performance in the higher order skills of extended reading and writing shows that improvement is essential. Concerning vocabulary, tasks assessing the knowledge and application of basic vocabulary words were well-performed by most candidates. However, candidates struggled with tasks requiring varied and precise vocabulary.

In reading comprehension, very few candidates performed well when it came to retrieving explicit information from a given text and when it came to showing literal understanding. Nevertheless, a few candidates found it challenging to deal with higher order reading skills showing overall understanding of a text, predicting the meaning of unfamiliar vocabulary items and following the chronology of events. In addition, it has been noted that only a handful of candidates were able to write compositions creatively using appropriate grammar, rich and varied vocabulary and complex sentence structures.

Specific Comments

Question 1

Question 1 assesses a range of grammatical structures through multiple-choice items. The grammatical items tested were to choose the grammatically correct sentence, the correct use of tenses, prepositions, pronouns, adjectives, tag questions, singular, plural, joining two words using conjunctions. Very few candidates were able to score full marks for this question. The best items done were:

Item 2 काल आईने कानवले केले होते.

Item 4 राजू कधी पुस्तक वाचतो?

Item 5 दादा गाडी धुतो.

Item 15 निलेशचा दहावा वाढदिवस आहे म्हणून आजोबांनी केक आणला.

Most of the candidates were unable to do items related to future tense, prepositions, pronoun and joining of two words correctly. The following items were found to be challenging.

Item 2 and 3 where the candidates had to choose the grammatically correct sentence.

Item 7 Candidates had to put comma in two places but very few of them were able to do it correctly.

Item 9 Many candidates were unable to rewrite the sentence in the simple future tense. Some of them even overlooked the fact that they have to remove 'ने' in the subject when rephrasing the sentence.

Question 2

The purpose of this question is to assess candidates' knowledge of common vocabulary. Most of the candidates were able to do it correctly.

Question 3A

The purpose of this question is to assess candidates' ability to read a letter and to answer briefly questions based on it. But it seems candidates have the habit of writing long answers and due to that instead of answering the question, their focus was on lifting which resulted on their loss of marks.

Question 3B

The purpose of this question is to assess candidates' ability to read and understand an advertisement and to answer questions related to it. Here also extensive answers are not required.

But marks were lost due to the habit of giving long answers.

Question 4

This question assesses candidates' ability to write the correct form of a word given in bracket for a small extract. Reading skill of literal understanding was required. But most of the candidates found it difficult to transform the word correctly and lost marks by writing the words wrongly. Thus, very few of them were able to score full marks for this question.

The following items were found challenging by some candidates: काप, केळे, कर

Question 5

This question also assesses candidates' ability to give the correct form of some words. A short text containing grammatical and spelling mistakes was set. The mistakes were already identified and candidates were required to correct them. But here also very few of them were able to score full marks.

Question 6A

This question being a cloze test, candidates had to choose the correct word. Here also reading skill and understanding was required. But it seems the extract was not understood by many. Thus, very few of them were able to score full marks.

The word 'हाड' was not understood by many.

Question 6B

This question was the second part of the cloze test. In this part words were not provided. Thus, candidates had great difficulty to complete this piece of the story. Almost all blanks were left empty. Very few candidates attempted it and succeeded in scoring a few marks.

Question 7

This question assesses candidates' ability to functional writing. In this question candidates were asked to write a letter of about 50 to 60 words. Some points were given. Candidates had to use these points to:

- Write a letter creatively
- Make use of accurate grammar
- Use varied sentence structures
- Express themselves by using rich and appropriate vocabulary
- Demonstrate organized and coherent structure in their writing.

Performance on this question was on the whole, below expectations. Being able to write a letter correctly in Marathi remains a vital skill which needs to be given close attention. It has been observed that many candidates could have performed better had they been more ambitious in their writing. Some of them even omitted some points. A few of them did not even tackle this question. There were repeated spelling and grammatical mistakes which resulted to loss of marks. Some wrongly constructed sentences are as follows:

- मी लामारी जातात.
- हे गव माझी आजी राहते.
- तेथे मी मानस चेंदू खातो.
- मी दुपारीला जातो आणि मी तुम्हाला एक लहान भेट देता.
- आम्ही जेवण खाला आणि पाणी पिलो.

However, some candidates were able to score a few marks for this question.

Question 8

The purpose of the Extended Reading Comprehension task is to assess comprehension skills in diverse ways. This was a prototype text. A range of reading comprehension skills were assessed through items testing literal understanding, ability to follow chronology, overall meaning of a passage among others.

However, very few candidates were able to score full marks for this question. Difficulties were noted as many items were left unanswered including item 13 where candidates had to give meaning of selected words. Most of them did not tackle this item.

Question 9A

This question assesses candidates' ability to translate a few words in Marathi. However, it was noted that very few candidates were able to do the translation. Though the words were common ones used normally in basic writing task, most of them found this question challenging. Thus, top marks were rare.

Question 9B

This question also assesses candidates' ability to translate a short text in Marathi. Here also difficulty was noted. Though in the mark scheme tolerance was given to spelling mistakes, inaccuracy and omission of words were noted. Full marks were rare for this question. However, a few candidates were able to score maximum marks for this question. The following sentences were wrongly translated:

- He caught a big fish – त्याने एक मोठा मासे पकडले
- He went home happily – त्याने आनंदाने घारीला गेलो
- He found a nice place – एक अच्छा स्थळ निधला
- He started fishing – तो मासे पकडण्याला सुरु झाला
- Kevin went fishing – कोईन माजली पकरतेला गेतो
- He found a nice place – तो समुद्राकडे एक चान(missing) दिसला
- He caught a big fish – तो एक मोठा फश गेतो

Question 10

Question 10 assessed candidates' ability for extended writing. Candidates had to write a composition of about 150 words. This question normally assesses higher order writing skills, in Particular candidates' ability to:

- develop a given storyline creatively
- make use of accurate grammar
- use varied sentence structures
- express themselves using rich and appropriate vocabulary
- demonstrate organized and coherent structure in their writing.

This year's session, candidates were given to describe an important event at school or to write a story with the following line: "They looked at each other but they did not talk." Performance on this question was, on the whole, below expectations. Being able to write in accurate Marathi remains a vital skill for candidates. It has been observed that many candidates could have performed better had they been more ambitious in their writing or had they been given more practice.

Other pertinent issues noted were:

- Lengthy introductions which do not often address the question
- Linguistic issues that candidates struggled with:
 - Coherence of tenses
 - Subject
 - Verb agreement
 - Correct use of direct
 - Indirect speech
 - Spelling and punctuation
 - Lack of a rich repertoire of vocabulary words
 - Appropriate syntax due to mother-tongue/French interference

The following sample of compositions is an illustration of the strengths and weaknesses encountered in this year's paper. Each composition is provided with comments to highlight the strengths and weaknesses of the writing.

Composition 1

मी शाळेला अनेक केक आनतो. शाळेचा वसा सुंदर आहे, शाळेत अनेक मुलगा आणि मुलगी आहे. हे दिवस मला एक सुंदर वाजता शाळेत आनतो. मी अनेक भाची वीकट गेन. दुसरा दिवस मी आजी अनेक मुलगा बक्षीस वीकट गणे. वेळ सकाळी ९ ते दुपारी ४, हे दिवस खूप माठा पाऊस पडला. स्थळ शाळे. मी शाळेत दान वाजता घरी परत येऊ.

This composition is very short and barely relevant. There is a lack of focus on the topic. As for the language, it is very clumsy and uncertain throughout, making it difficult for readers to understand what the candidate wished to express. Sentence separation is particularly flawed, with hardly any punctuation at all. In addition, the essay is replete with numerous grammatical and correct spelling mistakes which means that it can only score very low marks.

Composition 2

गेल्या शुक्रवारी माझ्या शाळेत संगीतचे दिवस होते. शाळेत सर्वजन खूप आनंद होते.

सकाळी शाळेत सर्व विद्यार्थी हालमध्ये होते. सर्व प्रथम आम्ही राष्ट्रगीत गाले व नाचले. अनेक मुले गात होता. शेवटी आम्ही खूप ठकलेले होते.

त्या दिवशी आम्ही खूप मजे केले.

This composition first of all, is shorter than composition 1. In grammar, the incoherence of tenses is glaring in this piece of work. In addition, this essay also is full of grammatical and correct spelling mistakes which means that it can only score very low marks.

Composition 3

राज आणि कुशल, हे दोन, खूपच छान मित्र होते. ते नेहमी बरोबर राहत होते. राज कुशलला खूपच प्रेम करतो.

परंतु ह्या आठवड्यापासून ते एकमेकांना बोलत नाहीत. ते एकमेकांना भागत पण नाहीत. सर्व विद्यार्थ्यांना माहित होते कि काही वाईट होती. राजने एक नवा मित्र केला होता. कुशलला हे आवडत नव्हता कारण राज आपल्या नव्या मित्राबरोबर जास्त वेळ राहत होता. राज कुशलला विसरला. त्या दिवशापासून दोघेही एकमेकांना बोलत नाहीत. सर्वना आशा होता की राज आणि कुशल पुन्हा एकत्र येतात. परंतु कोणीही काहीच करत शकले. दोन आठवडे झाले आणि ते एक शब्दही बोलले नाहीत. कुशलला दुःख वाटत होता. आणि राज आपल्या मित्राबरोबर मजा करत होता. कुशलला आपला प्रय मित्र

This composition though incomplete is far better than composition 1 and 2. Although there are spelling mistakes it is a relevant and accurate piece of writing. If completed candidate would have scored very good marks. Yet taking into consideration the length and the quality of work, candidate was able to score some marks for this composition.

Composition 4

काल माझ्या शाळेत बक्षीश समारंभ दिवस होता. मुख्यदापीकाने सगळे गुरुजी, बाई आणि मुलेला शाळेची आवारात एकत्र केला. कार्यक्रम सुरु होण्याची वेळ होती म्हणून सर्वजन आनंद आणि उत्सूख होते.

सुमारे दहा वाजता बक्षीश समारंभ सुरु झाला. पहिल्यात बारा वर्षाचे मुलांने एक सुंदर गितसागली. आमचे अतीती सर आणिरुद जागनात होता, एका आमच्या गुरुजीने त्याला खास निमंत्र देला. त्यानंतर एका बाई, काळी केसाचे आणि मोठे नयनाचे, आम्हाला एक कागद लिहून सांगिले आणि त्यावेळी सगळे मुले शांत होते.

त्यानंतर, एका पूरुषाने एका कक्षाचे मुलाला बक्षीश आणि ज्याने त्या मुलाला सांगितला, “ फार छान!” वातावरण खूप शांत होता. परंतु काही मोठ्या कक्षाचे मुले आवाज केले होते. त्यानंतर मोठी आणि छोटी मुलगी स्टेजवर नृत्य केली आणि सगळे मुले म्हणला, “अरेरे! ही मुलगी काय करतेस?” त्यांना बुलायला, ती मुलगी नाचणे थांबला नाही. त्यावेळी अतीतीने, सर आणिरुद जागनात, आम्हाला सांगितला की शिक्षण खूप महत्त्व आहे आणि कि जीवनात शिक्षणपासून आम्ही खूपच उंच पोहोचणार. त्यानंतर, बक्षीश समारंभ संपला. गुरुजी मुलाला जूस आणि गोड पदार्थ दिला. सगळे मुले बसने किंवा पायात घडी गेली.

This composition is far better than the first three. Though there are spelling and grammatical mistakes, it is a strong, accurate piece of writing. But it lacks complexity and sophistication. Candidate has kept to the length asked. Thus, this composition scores quite highly. It is obvious that the candidate has struggled to put details arousing interest. Variety of sentences can be seen. The vocabulary used is partly correct. This is clearly a candidate who with some more effort can develop descriptive essay well with proper sequencing of sentences. With fewer mistakes, this composition could have scored very highly

Composition 5

काल माझे वडील घरी होते. त्यांनी ब्लू बेला जाण्यास ठरवले. हे ऐकून माझी ताई व मी खूप आनंद झाला. आपण लगेच जाण्याची तयारी केली व आई जेवणासाठी बिर्याणी तयार केली.

साडे दहा वाजता, आपण समुद्रकाठी पोहोचलो. तेथे पोहोचल्यावर ताईने त्याची आवडी शाळकरी मैत्रिणी रीताला दिसली. त्यांनी एकमेकांकडे पाहिले पण काहीच बोलले नाहीत. हे पाहून मला काळजी वाटली कारण दोघे सहेली आहेत.

मी ताईला सांगले, “तू रीताबरोबर का बोलत नाही?” ती सांगते, “काही दिवसांपूर्वी तिने माझ्या पिशवीतून माझे पैसे चोरी केली म्हणून मी तिच्याबरोबर बोलला नाही. हे ऐकून मला खूप राग आले. मी रीताबरोबर बोलण्यास गेली व पैसे चोरीचे कारण विचारली. तिने मला सांगितली की औषध विकतणारसाठी तीने चोरी केली. त्यानंतर हे ऐकून ताईने तुला क्षमा केली व आमच्यासाठी जेवणाचे आमंत्रण दिले. आम्ही सर्वजन खूप मजा लुटलो.

Despite some spelling and grammatical issues in this piece of writing, there is a flow of ideas which can be noted. This composition may lack sophistication but it is accurate. This also is a candidate who with a little more effort can aspire more marks.

Composition 6

दर वर्षी माझ्या शाळेत बक्षीस समारंभ असतो. हा एक खास कार्यक्रम आहे. ह्या वर्षीही माझ्या शाळेने बक्षीस समारंभ आयोजित केला. कार्यक्रम सकाळी नऊ वाजता सुरु झाला. आम्ही आमच्या मुख्य अतिथींची वाट पाहत होतो. सर अनिरुद जगनाथ आमचे अतिथी होते.

त्या दिवशी कार्यक्रम छान गेला. पहिल्यांदा मुलांना बक्षीसे मिळाली. नंतर सर अनिरुदनी आम्हाला एक भाषण दिले. आमच्या शाळेच्या मुख्य मुलीने त्यांना फुलांचा गुच्छ दिला. आम्ही सर्व मुलींनी टाळ्या वाजवल्या. काही दिवसांपूर्वी अनेक मुलींनी कार्यक्रमासाठी तयारी केली. त्यांनी नाच व गाण्याचा सराव केला.

नंतर आम्ही बसून कार्यक्रम पहिला. आम्हाला केक व पेय मिळाले. शाळेचे वातावरण आनंदाने भरलेले होते. सर्व मुले उत्साहित होती. काही मुलांनी एक कविता सांगितली. मग काही शिक्षकांनी एक छान गाणे गायिले. आमची शाळेची मुली एका सेगाच्या गाण्यावर नाचली.

कार्यक्रम दोन वाजता संपला. मला अतिशय आनंद वाटला. हा एक मनोरंजक दिवस होता.

Composition 6 is a truly outstanding piece of work at this level. This candidate displays a level of sophistication that demarcates it from the rest. Firstly, it is worth noting the elaborate development of the storyline and the way it flows naturally. Where this is really impressive is when it comes to the rich and varied vocabulary and complexity in sentence types used consistently and in a very natural way. All in all, it is as much as can be expected from a candidate at this level and this composition scores very highly.

CONCLUSION

This report aims at drawing the attention of all stakeholders, especially educators and parents in connection with the common and frequent errors committed by students. Should Marathi be reckoned as their ancestral language, then students are expected to have a sound basic knowledge of the language. Otherwise they will not be able to communicate and express themselves properly. To achieve this aim, the co-operation of all educators is solicited to take appropriate measures while teaching the language. In order to enhance the teaching and learning activity, educators are advised to make judicious use of digital technology and materials available. Candidates should be encouraged to read Marathi books, stories and watch cartoons which are all available online. Educators are requested to use different teaching strategies which will make the teaching and learning exercise more interesting instead of restricting themselves to the prescribed textbooks only. We hope that educators will be motivated further and the future NCE results will be better, quality wise.