



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

**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NCE 2020-2021
GRADE 9
Tamil**

Subject code : N620

EXAMINERS' REPORT

April 2022

Key Messages

In Grammar:

Candidates are still struggling with the following grammar:

- Verb-subject agreement
- Use of appropriate case markers
- Past tense of irregular verbs
- Correctly transforming negative sentence into affirmative sentence
- combining two sentences
- Singular/Plural

In Reading Comprehension:

Candidates perform better on questions that require literal comprehension. However, many candidates are still having difficulty with higher-order questions such as making inferences or giving personal answers.

Giving the synonym of the words were found challenging by most students.

In Writing:

Candidates should be more careful with their grammar, spelling, and punctuation.

Weaker candidates have a lot of trouble with spelling and verb conjugation.

To maintain the reader's interest in essay writing, candidates should develop a storyline and use a variety of language patterns and vocabulary.

Relevant information must be organized coherently, and ideas must flow logically in functional writing.

Some candidates simply developed the given points one after the other.

The performance of students need to be further improved. Students should be given more opportunities to interact with the language, in both written and spoken forms. Educators must address two main challenges in the teaching/learning process, namely composition writing and the use of case markers in sentence structures.

General Comments

The overall passing rate was 76.8 % for the 2021 NCE Tamil question paper which was within the reach of most candidates. Across the competencies tested, a large majority of candidates performed well on basic and intermediate tasks. Most students were able to answer multiple choice, cloze exam, and translation questions, but comprehension questions remained a challenge for the majority of the candidates. As a result, further reading comprehension practice

is needed. It was also noted that a noticeable number of candidates did not attempt both Functional and Extended Writing components.

Candidates should be introduced to the types of exercises that appear in the paper so that they can tackle it with confidence. Candidates who are struggling to acquire the language have been observed making little effort to complete the paper. Only the multiple-choice questions were attempted in some situations, while the open-ended questions were ignored. It has also been observed that while some made an effort to write in the paper, they lacked the necessary skills to achieve good grades.

Specific Comments

Question 1

Multiple-choice questions were used to assess knowledge and awareness of proper grammatical structures. Many candidates were unable to distinguish between case markers, and some students made mistakes as a result of poor reading skills. The paper tested grammatical items such case markers, verbal participle, adjectival participle, and suffix. It consisted 10 multiple choice items and 5 questions related to test the students' basic grammar. Very few candidates scored full marks. However, items related to case markers, vocabulary and verbs continue to be problematic for many candidates.

The following are some examples of student errors:

Item 5: **அக்கா பால் போடவில்லை.**

This item was found challenging by many. Many candidates struggled to find the correct answer which was **தேநீரில்**. Candidates did not understand the meaning of the verb **போடு**.

Item 7: **இந்தப் படிக்கட்டுகளில் ஏற முடிந்தது.**

The correct answer was **கிழவியால்** but many candidates did not know which case marker to use when there is **முடிந்தது** possibly because they are more familiar with **முடியும் /முடியாது**.

Item 11: This item required candidates to transform the given sentence in singular form. Candidates had to transformed the 2 words **மரங்கள் காய்ந்துவிட்டன** in singular. Many candidates lost full mark as they transformed only 1 word in singular.

Item 15: In this item candidates had to transform the given sentence in affirmative. Many candidates did not understand the word **உடன்பாட்டு**. At least half of the population of candidates faced difficulties in carrying out the transformation correctly.

While the expected answer was **செல்வார்கள்**, several candidates wrongly answered as **நாளைக்கு அவர்கள் சுற்றுலாவுக்கு உடன்பாட்டில் செல்ல மாட்டார்கள்**.

Question 2

The five multiple questions in Question 2 aimed at testing the basic understanding skills of the candidates. However, many candidates could not give the correct verb as answer for item 5. Candidates were confused with the given distractors and did not know which verb to use when asking a question. Lack of exposure to correct structures is the main reason for these types of error.

Question 3A: Reading of letter

The short note was well within the experience of the candidates. Most candidates were able to attempt the questions correctly. However, candidates should be taught how to recognize basic information in a text. It is also important to urge them to attempt all of the questions.

Question 3B: Reading of poster

On each of the five questions set, candidates were expected to write brief answers. While most candidates performed well, few who resorted to indiscriminate lifting were penalized. In this kind of task, the importance of brief and accurate answers cannot be overemphasized.

The following item posed difficulty to candidates:

Item 4 **அந்த நிகழ்ச்சி எத்தனை மணிக்குத் தொடங்கும்?** Many candidates lost marks by answering **மாலை நான்கு மணி வரை**, which is a direct, indiscriminate lift from the text. This answer also contains excess information and credit cannot be given in such cases.

Educators are requested to instruct students accordingly in how to respond to these kinds of questions in a concise manner.

Question 4: Word formation

In this question, candidates had to complete a text by effecting the required transformations.

The best done items were:

- (i) Item 2 **வீட்டுக்குப் பக்கத்தில்**
- (ii) Item 3 **வேகமாக நடந்து போனார்கள்**
- (iii) Item 4 **வகுப்புத் தோழி**

Item 1 proved to be very challenging for many candidates. Candidates used the wrong case marker for the verb **கிளம்பு**. A common wrong answer was **வீட்டுக்கு** whereas the correct answer was **வீட்டிலிருந்து**. This may be related to the fact that some candidates tend to focus on specific words rather than deriving meaning from reading the sentences in their entirety, resulting in a failure in comprehension.

Item 5 Many candidates lose mark for wrongly conjugating the verb **பேசு** as **பேசுத்தார்கள்**

Adequate practice in such type of tasks is imperative for improvement in the performance.

Question 5: Proofreading tasks with mistakes identified

Many candidates struggled to correct the grammatical and spelling mistakes in the given passage.

Item 1

This item tested the transformation of the plural noun **சிறியவை** into the singular **சிறியது**. This is a very common transformation and was well attempted by the majority of candidates. However, some candidates lose marks for writing **சிறிது**, **சிறிய**.

Item 2

This item was well done on the whole. Some candidates gave answers like **வருந்தார்கள்**, **வருந்தான்** which were clearly wrong.

Item 3

Writing the correct **எச்சம்** form proved to be difficult to a noticeable number of candidates. some candidates gave the antonym of the word **கொண்டுவா**

Item 4

Transforming தந்தை into தந்தைக்கு was within the reach of most candidates. A few gave தங்கை as an answer, but such answers were rare.

Item 5

This item was the one which posed the most difficulty to candidates in Question 5. Most candidates had little difficulty finding the correct answer here.

The word நண்பன் was wrongly written with a ன் instead of a ண் and struggled to find the correct answer. A common wrong answer was நன்பன்.

Students should be trained to read and understand passages of similar length and standard. Teachers should not only discuss thoroughly the passage with the students but should also teach them how to find the correct answers.

Question 6 A: Cloze Test

In Part A, words had been given from which candidates had to choose the appropriate word to complete the text. Candidates performed satisfactorily on this part of the question. Most candidates scored good marks in this question.

Question 6 B: Cloze Test

The Cloze Text remains a challenging task for many candidates. It is a higher order reading task which requires the ability to rely on contextual clues to guess what word would be best suited to fill the given gaps. As such, candidates should have both good receptive and productive vocabulary to cope with this kind of task.

Many did not have the required vocabulary to provide plausible answers to the gaps provided. Others provided answers which did not make sense on the overall context of the given passage.

Item 1

This item was found to be difficult by many candidates. A negative verb was required here to fit in the structure of the sentence but this was beyond the reach of many.

Item 2

This item was found to be challenging by many candidates. The required verb here was குதித்தது. Some other possible answers were, inter alia, இறங்கியது, நுழைந்தது.

Item 4

From the context given it should have been possible to deduce that an adjective was required. A number of options were acceptable here: கோபம், சினம், வியப்பு, திகைப்பு. Many candidates struggled to find the correct adjective.

Item 5

A number of options was possible here: எனவே, ஆகவே, கடைசியில். On the whole, this item was satisfactorily done.

Candidates are advised to read their answers carefully to make sure that the items they propose fit in the overall structure and grammatical coherence of the given sentence.

Question 7: Functional Writing

Question 7, which was an entirely new task in the assessment, assessed the ability of candidates to write a 50-60-word text on a functional task. Candidates are primarily judged on their ability to write with correct G/S/P and demonstrate a strong understanding of the audience and purpose.

This year candidates were asked to write a letter. Successful candidates responded to all prompts. Excellent answers demonstrated a clear understanding of the audience and purpose. Grammar, spelling, punctuation, and syntax were all exceedingly precise. The vocabulary used was adequate and correct. The overall task was well-organized and well-coordinated.

Weaker candidates lacked an understanding of their audience and purpose. Most of the cues were either ignored or briefly handled. They had inadequate linguistic abilities, which resulted in poor understanding. Mistakes pertaining to verbs, agreement, gender, cases and spelling were observed. It was also noted that a number of students left out this component.

In order to score better marks candidates should be given more practice in writing simple meaningful sentences. Educators are requested to guide students accordingly for functional writing.

Example of a Band 1

அன்புள்ள அழகி,

வணக்கம். நான் நலம். நீயும் உன் பெற்றோரும் நலமாய் இருக்கிறீர்கள் என்று நம்புகிறேன். போன வாரம் நான் ஒரு பறவை பூங்காவுக்குப் போனேன். அது பெல் மார் ஊரில் காணப்படுகிறது.

அங்கே பல வண்ண வண்ண பறவைகளை இருந்தன . அவற்றைப் பார்க்கக் கோடி கண் வேண்டும். நான் ஓர் அழகான மயிலைப் பார்த்து மகிழ்ந்தேன். அது தனது தோகையை விரித்து ஆடியது.

நான் ஒரு பெரிய தாமரைக் குலத்தையும் பார்த்தேன். குளத்தில் அழகான தாமரைப் பூக்களும் மீன்களும் இருந்தன. நான் பல படங்களை எடுத்தேன். நான் தகதகக் காய்ந்த வெயிலில் பகல் உணவு சாப்பிட்டேன். எனக்கு இந்த இடம் மிகவும் பிடிக்கும். நான் அங்கே மீண்டும் போக விரும்புகிறேன்.

இப்படிக்கு,

உன் நண்பன்

தேவி.

This response receives a high grade since it addresses all of the bullet points, uses correct G/S/P, and has a clear understanding of the audience and goal.

Example of a Band 2

அன்புள்ள செல்வன்,

வணக்கம் நீ நாலமாய் இருக்கிறாயா? நேற்று நானும் என் பெற்றோரும் பாம்பிலேமுச்சு தோட்டதுக்குப் போனோர். அது ஒரு கவர்ச்சி மிக்க இடம். அங்கே பல விலங்குகளையும் மரங்களையும் காணலாம். நான் ஒரு குளத்தை பார்த்தேன். அது பெரியது. குளத்தில் பள வன்னா வன்னா மீங்கள் இருந்தன. நான் பல வகையான பறவைகளைப் பார்த்தேன். நான் ஒரு சிறிய குரங்கு பார்த்தேன். அது கலகல சிரிட்டது. நான் உனக்கு இதை பற்றிய தெரிவிக்க விரும்புகிறேன். சரி நன்பா வணக்கம்.

இப்படிக்கு,

தேவா

This answer demonstrated a clear understanding of the audience and purpose. Most points were addressed. However, as there were occasional spelling mistakes this script could not be placed in the top band.

Example of a Band 3

அன்புள்ள தொழி,

நான் ஒரு கவர்ச்சி மிக்க இடம் பார்த்தேன். அது ஒரு ஆழகான இடம். அங்கே பல வகை வகையான பறவைகள் இருந்தது. அங்கே பல பெரிய மரங்க்கு இருந்தான். நான் பல பழங்கல சாப்பிட நூல் படித்தேன். நான் அற்றில் பல மிங்கள் பார்த்தேன். அது மறக்க முடியாத நாள் ஆகும்.

இப்படிக்கு,

செல்வி

This is a poor response. There are several grammatical and spelling errors, which at times threaten to distort the message. The grammatical mistakes are noticeable. Not all points have not been addressed.

Question 8: Reading Comprehension

The comprehension task seemed to be quite difficult for most candidates. Many candidates showed ambiguity in understanding the chronology of events, the content and context of the passage. Some could not give meaningful answers to the sets of questions. Difficulties were encountered with inferential questions, questions requiring an overall understanding of the text and those requiring candidates to write out their answers. Many candidates faced difficulties with questions that required them to draw inferences and read between the lines.

The following is a reminder to candidates:

- Lifting is acceptable if the question does not require candidates to respond in their own words, but it must not contain excessive information.
- Excess information in an otherwise valid answer is not granted credit.
- If proof of understanding is clearly indicated, grammatical and spelling errors are not penalized.

Item 9

Candidates were expected to show that they had understood why Balan's father was worried. Many could not understand the meaning of the word **கவலைப்பட்டார்**. The required answer was: **அது பாலனைத் தாக்கலாம்**. But many candidates missed out this answer.

Item 10

Many candidates lost marks because of the indiscriminate lifting யானை தன் பக்கத்தில் நெருங்கி வந்தபோது தான் என்ன செய்யலாம் என்று பாலன் யோசித்தான்.

Item 12

Many candidates found this item to be challenging because it required an overall understanding of the comprehension.

The expected answer was அவன் ஊர் மக்களைக் காப்பாற்றினான்.

The following lift also was given credit:

யானைகள் மெதுவாகத் திரும்பிச் சென்றன.

Item 13

This item proved to be very difficult, where the majority of the candidates lost 3 marks at one go. Many candidates left this item unattempted. Nearly none of the candidates were able to write the correct synonyms which prove that the given words were not understood by most candidates. Some other candidates have attempted sentence writing instead of giving the synonyms.

Question 9: Translation

Translating common English words in Tamil was done quite successfully in the first section. It was noted that the majority of the candidates showed good translation skills for this section. However, the level of response was minimal for the second part where there were omissions of words and sentences.

Question 10: Extended Writing

The final question on the paper is the composition writing task. Candidates had to choose 1 question from the given 2 choices. This exercise assesses higher order skills in writing, such as the ability to develop a given storyline imaginatively and creatively, to use correct grammar and appropriate syntax to express one's ideas, to use varied sentence structures and a rich and varied vocabulary. Most candidates opted for question 1 which was to describe an event held at school. The second choice was attempted by very few candidates. Candidates were free to write a story from within their own experience or to make up an event.

While the imaginative development of the storyline can be acclaimed, the linguistic challenges which candidates faced when writing longer pieces of prose remain. Subject-verb agreement,

the correct use of verbs, the coherent use of tenses and using correct verb forms were all challenges faced by candidates.

It was also noted that a few students left the composition task blank. Educators are requested to encourage students to attempt composition writing and guide them properly to score the maximum marks.

The range of answers received was very pleasing, where a majority of students excelled by scoring a band 1 descriptor. Educators are reminded that examiners are looking for an elaborate development of the given storyline, the use of accurate grammar, the use of varied sentence structures and the ability to use rich and varied vocabulary. Answers which are able to combine all these elements will score highly.

A wide range of sentence varieties were seen in many students' work including some very complex ones.

- நம் வாழ்க்கையில் பல முக்கியமான நிகழ்ச்சிகள் நடைபெறுகின்றன.
- அங்கும் இங்கும் பல வண்ண வண்ண பொருட்களைப் பார்க்கலாம்.
- பாராட்டுரைக்குப் பிறகு நாங்கள் கை தட்டினோம்.
- சீரும் சிறப்புமாகக் கொண்டாடப்பட்டது.
- நாங்கள் ஆடிப்பாடி ஒரு நல்ல கும்மாளம் போட்டோம்.
- ‘காலையில் நான் எதுவும் சாப்பிடவில்லை. அதனால் நான் திடீரென்று விழுந்தேன்’, என்றான் அவன்.
- நான் அந்த நாளை என் வாழ்நாள் முழுதும் மறக்க மாட்டேன்.

Example of a Band 1 essay

அந்த நினைவு என் மனதில் பசுமையாக இருந்தது. வெயில் தக தக என்று காய்ந்தது. ஆனாலும் மெல்லிய காற்று வீசிக் கொண்டிருந்தது. போன புதன்கிழமை என் கல்லூரியில் பரிசு அளிப்பு விழா சீரும் சிறப்புமாகக் கொண்டாடப்பட்டது.

நான் அதிகாலையில் எழுந்து பள்ளிக்குப் போனேன். நானும் என் நண்பர்களும் வண்ண வண்ண பலூன்களால் இங்கும் அங்கும்

அலங்காரம் செய்தோம். பத்து மணிக்கு கலை மற்றும் பண்பாட்டு அமைச்சர் நம் கல்லூரிக்கு வருகை தந்தார். அமைச்சரும் நம் கல்லூரி முதல்வரும் தங்கள் உரைகளை ஆற்றினார்கள். எல்லாரும் கவனமாகக் கேட்டார்கள். பிறகு ஆசிரியர்களும் மாணவர்களும் ஆடிப் பாடினார்கள். அமைச்சர் தேர்வில் வெற்றி பெற்றவர்களுக்குப் பரிசு கொடுத்தார். சிறிது நேரத்துக்குப் பின்னர் நான் ஒரு பாட்டு பாடினேன். நான் குயில் போல மிக இனிமையாகப் பாடினேன். நான் மகிழ்ச்சி கடலில் மூழ்கினேன்.

மேலும், என் அக்கா ஒரு சமையல் போட்டியில் பங்கு கொண்டார். அவருக்கு ஒரு தங்கப் பதக்கம் கிடைத்தது. அவருடைய முகத்தில் மகிழ்ச்சி பரவியது. வணிகர்கள் பலர் கல்லூரிக்கு வந்தார்கள். அவர்கள் இடலியும் அதிரசமும் விற்றார்கள். நாங்கள் எல்லாரும் ஆடிப்பாடி ஒரு நல்ல கும்மாளம் போட்டோம். நான் மிக மகிழ்ச்சியாக இருந்தேன்.

பிற்பகல் ஒரு மணிக்கு நானும் என் அக்காவும் வீட்டுக்கு உற்சாகமாகத் திரும்பினோம். நான் அந்த நாளை என் வாழ்நாள் முழுதும் மறக்க மாட்டேன்.

The candidate has a gripping storyline, and the language is essentially flawless throughout. The usage of vocabulary is outstanding. The story also uses a range of sentence structures and flows naturally. An essay that meets these requirements will receive a high score.

Example of a Band 2 essay

சென்ற திங்கட்கிழமை காலம் அருமையான இருந்தது. வெயில் 'தகதக' காய்ந்தது. ஏன் பள்ளியில் இசை நாள் கொண்டாடியது. நான் மகிழ்ச்சியாய் இருந்தேன். காலையில் ஒன்பது மணிக்கு விழா தொடங்கியது. பள்ளியில் பல அழகான அலங்காரங்கள் இருந்தன. பல மாணவர்கள் விழாவில் கலந்து கொண்டார்கள். அவர்கள் பல நிகழ்ச்சிகளில் கலந்து கொண்டார்கள். நான் ஓர் அழகான பாடல் பாடினேன். ஏன் தோழன் வேலன் ஒரு கவிதையை ஆற்றினான்.

பிற்பகளில் பத்தாம் தர மாணவர்கள் ஒரு நடனம் ஆடினார்கள். எல்லாரும் கை தத்தினார்கள். நானும் ஏன் தோழர்களும் மிகவும் மகிழ்ச்சியாய் இருந்தோம். ஆசிரியர்கள் சாலும் பலகாரமும் பரிமாறினார்கள். கடைசியில் பள்ளி இறண்டு மணிக்கு முடிந்தது. இது மறக்க முடியாத நாள்.

This is a good response, but it lacks the sophistication required to compete for a band 1. The essay is relevant and well-organized. However, the occasional grammatical mistakes are noticeable.

Example of a Band 4 essay

சென்று புடங்கிழமை ஒரு நல்ல நாள். காலம் அருமையான இருந்தது. பள்ளியில் விளையாட்டு போட்டி கொண்டாடியாது. நான் மகிழ்ச்சியாய் இருந்தேன். ஆசிரியர்கள் வருத்தர்கள். ஆசிரியர்கள் பேசுட்டார்கள். நான் ஒத்த போட்டியில் பங்கு கொந்தேன். நான் முதல் இடத்தில் வருந்தேன். நான் மகிழ்ச்சியாய் இருந்தேன். நான் ஒரு பரிசு பெற்றேன். நான் ஒரு பாடகம் பெற்றேன். ஒரு சிறுவேன் விழுதான்.

மாணவர்கள் மகிழ்ச்சியாய் இருந்தார்கள். அவர்கள் பளகாரம் சாப்பித்தார்கள். நான் வீட்டுக்கு போனேன்.

This is a poor response on the whole. There are many grammatical mistakes. The quality of the language is also poor throughout. The sentence structures are very simple.