



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

**MAURITIUS
EXAMINATIONS
SYNDICATE**

NCE 2021-2022

GRADE 9

Marathi

Subject code: N640

EXAMINERS' REPORT

July 2023

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 was the first year in which the NCE was administered. This assessment is in line with the philosophy defined in the National Curriculum Framework (NCF) Grades 7, 8 and 9 and the learning outcomes spelt out in the Teaching and Learning Syllabus produced by the MIE.

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

A particular feature of the assessment is that each competency is assessed at different levels, greater fairness by giving candidates a better chance to show their achievement levels.

Key Messages

- Candidates are advised to read widely to build up their vocabulary in Marathi.
- Candidates should read instructions attentively.
- Candidates need to be acquainted with grammatical terms in Marathi.
- In grammar, candidates are still struggling with the following: Subject and verb agreement, Subject- object - verb agreement, Noun-adjective agreement, Relative pronoun and its agreement in the relative clause, sentences with appropriate punctuations, Transforming declarative sentences into interrogatives and negatives properly and Correct use of the subjunctive mood.
- In reading comprehension, candidates do well on questions requiring literal understanding but struggle with higher order questions and meaning of words in context.

- In Writing candidates should give more attention to their use of grammar, spelling and punctuations. Candidates should use varied sentence structures and a wide range of vocabulary to sustain reader's interest.
- Candidates should know the difference between narrative and descriptive essays. Often narrative essays are produced instead of descriptive essays.
- In translation candidates do well. The only problem is when they apply grammatical rules which seem challenging for some of them.
- In grammar, some candidates are still having difficulty with the following:
 - Subject-verb agreement (* अजय व्यायाम करतो)
 - Transforming declarative sentences into interrogatives and negatives properly.
 - Using sentences in the active/passive voice
 - Using conjunctions in sentences.

General Comments

This year passed rate for Marathi was 73.7%. Compared to 2021 quality wise 2022's result was better. 7 candidates achieved Grade 1, 8 candidates Grade 2, 9 candidates Grade 3, 13 candidates Grade 4, 12 candidates Grade 5 and 7 candidates Grade 6. This shows that response to the paper was better and 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 improvement. 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. This year many candidates were able to score full marks for this question. The best items done were:

Item 1 अजय रोज सकाळी व्यायाम करतो.

Item 5 माझ्या आईने पुरणपोळी केली.

Item 7 माझे मांजर मासे खाते.

Item 9 ते अभ्यास करत आहेत.

Item 11 आज दुपारी आम्ही काजेलाला जाणार आहोत.

Item 12 अलकाने रस्ता पार करण्यास आजोबांची मदत केली.

Most of the candidates were unable to do items related to future tense, prepositions, pronoun, to choose grammatically correct sentence, to punctuate a sentence correctly and use of proper conjunction. The following items were found to be challenging:

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

Item 8 Candidates had to put comma in two places but very few of them were able to do it correctly.

Item 10 Many candidates were unable to rewrite the sentence in the simple future tense.

Item 13 Many candidates were unable to write the negative of 'आहेत'.

Question 2

The purpose of this question is to assess candidates' knowledge of common vocabulary in Marathi through multiple choice items.

Most of the candidates were able to do it correctly.

The best items done were:

Item 1 चला आपण समुद्रात पोहूया.

Item 2 या आठवड्यात गुरुजींनी आम्हाला खूपच गृहपाठ दिला.

Item 3 हात धुतल्यानंतर टॉवेलने हात पुसावेत.

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.

For example:

Item 1

Instead of answering कविता स्पर्धा some answers were शिक्षण मंत्रालय इयत्ता नववीच्या विद्यार्थ्यांना राष्ट्रीय कविता स्पर्धेत भाग घेण्यास आमंत्रित करत आहे.

It is worth reminding Educators that examination technique is an important component in this question. It is important for candidates to provide brief and accurate answers. Resorting to lifting of entire chunks is unlikely to be rewarding to candidates.

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 some 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: उठ and सर्व

Educators are reminded that despite the fact that candidates have to apply transformational rules to words in context, it remains that those words should be grammatically correct and free from spelling mistakes. Usually words which are tested are common and known to students' immediate environment.

For example in **Question 4** आई, मेज, सकाळ are words commonly used in Marathi. Yet some candidates have done it wrongly.

Item 1 Candidates had to give the past perfect tense of the verb, some candidates have put उठत and उठते which was incorrect.

Item 3 In grammar there is a common rule in past tense. Whenever there is an object in a sentence, 'ने' or 'नी', should be added to the subject, yet some have put 'ला'.

Item 4 Use of postposition. On the table means मेजावर. Yet some candidates have answered it wrongly.

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 underlined and candidates were required to correct them. But here also very few of them were able to score full marks.

Item 3 Candidates had to correct the word and write 'त्याल', yet many candidates failed to write the correct form of the word.

Item 5 this word also was wrongly written by some candidates. They had to correct 'व' to 'वे' and write 'वेळेवर'. But some of them failed to do it properly.

Educators are well advised to give sufficient practice to candidates in terms of application of grammatical rules in context. This will also help them in their writing skill.

Question 6A

This question is a higher order reading task assessing the use of language which requires the ability to rely on the context to guess the suitable word to fill in the gaps. Thus, to be able to work out this question, candidates need to have a substantial grasp of receptive and productive vocabulary.

This question being a cloze test, candidates had to choose the correct word given. 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.

Question 6B

Part B is a higher order reading task which assesses candidates' overall knowledge of language (grammar, syntax and vocabulary). It requires candidates to use the given context and draw on their linguistic knowledge to guess what word or group of words might be suitable in the given gaps.

Several candidates struggled to find the missing words. Many did not have the required vocabulary provide the correct answers. Others provided answers which did not do justice to the overall context of the passage. The overall performance on this part was better than last year.

This question was the second part of the cloze test. In this part words were not provided. Thus, a few candidates had great difficulty to complete this piece of the story. Some blanks were left empty.

This year some candidates attempted it and succeeded in scoring good marks. For some candidates, it seems either the items were found to be difficult or maybe confusing.

Item 1 Physical exercises can be carried out for 15 minutes once weekly or every day or it depends because sometimes people do not get time to do physical exercises. So many candidates have put words which suit them. Like daily, weekly, monthly etc.

Item 2 It seems this was difficult for many candidates. Some of them have put 'रोज'. Eat fruits daily.

Item 3 was very confusing. Drink two litres Water was the expected answer. But some candidates have written juice and milk.

Item 4 some candidates do not know the word 'आरोग्यास' and they answered it wrongly.

Item 5 was very challenging was some candidates. 'श्वास' was not understood by some of them.

Question 7

Question 7 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 not to elaborate on the given points but to simply address them clearly using accurate.

G/S/P and showing good awareness of the audience and purpose.

This year performance on this question was on the whole above average. Being able to write a letter correctly in Marathi still remains vital for some candidates. It has been observed that many candidates could have performed better had they been more ambitious in their writing. Some of them produced very good letters. But a few of them did not even tackle this question. There were repeated spelling and grammatical mistakes in some letters which resulted to loss of marks.

Educators are reminded that examiners will be looking at the following criteria when assessing functional writing:

- Awareness of audience and purpose
- Points addressed correctly
- Grammar, Spelling, Punctuation and Syntax accurate
- Accurate and appropriate vocabulary
- Organisation and coherence

The linguistic challenges that remain are:

- The coherence of tenses
- Subject-verb agreement
- Spelling and punctuation
- The use of attached pronouns, verbs and adjectives
- The use of incorrect prepositions after verbs

The following samples of the letter illustrate the range of answers obtained this year. They are provided to give Educators an idea of standards and of examiners' expectations. Each letter is provided with comments to highlight the strengths and weaknesses of the writing.

Functional Writing 1

मु तुला हा पत्र लिहून करण मि त्याला एक मदत पाहिजे. माझी शेजारी संगीत लावतात आणि मला झोप येणार नाही. तो आणि तिचा मित्र खूप पिले. नऊ वाजता मी पोलीसला फोन करणार आहे.

This piece of work together with being short is full of weaknesses. Disjointed writing with multiple errors. Thus can score very low marks.

Functional Writing 2

आम्हाला तुजी संगीत कामी करा पलईज. आम्हाला सर्व लोक त्याचा त्रास होत. मी अभ्यासावर त्रास येतो. आतापर्यंत आम्ही खूप त्रासा मदे आहे. तुम्हा संगीतची आवाज कमी करा. आम्ही लोक कामाला जातात व मुलांना राळा आम्ही लोकांना दीसठअर्ब होतात. आता पासून तुम्ह्या संगीताचे आवाज कामी ठेवा.

This writing is relevant, with some attempt at addressing the points briefly. However, there are numerous linguistic weaknesses in it. There are countless grammatical and spelling mistakes with verbs wrongly conjugated most of the time. The linguistic weakness mean that this writing can only score very low marks.

Functional Writing 3

मला आशा आहे की तु बरे आहेस. काल रात्री माझे शेजारी खूप मोठ्या संगीत लावले. सगळे लोक त्रास होतो कारण एक पारटी साजरा केला होता. माझी बहिण अभ्यासा कारायला पाहिजे व आजी झोपला नाही. मी मिठाई खाल्ले व सोफमध्ये बसले. मी तुमच्याकडे सहत खूप आवडते.

This piece of work also has many weaknesses. Although points have been addressed, they lack details and errors are noticeable. This work will score low marks as well.

Functional Writing 4

आशा करतो की तू ठीक आहेस. माझे शेजारी मोठ्याने संगीत लावतात आणि शेजारी राहणाऱ्या सर्वना त्रास आहेत कारण ते झोपत शकत नाही. मी पण खूपच क्रोधी आहे कारण मी अभ्यासात मन लवू शकत नाही. आतापर्यंत आपण त्याला फोन केलो. परंतु त्याने फोन लावली नाही. संगीतामुळे आपण खूप प्रभावीत आहे. आशा करतो की तू मला सल्ला देऊन माझ्या मदत करणार.

This work despite having grammatical and spelling mistakes is far better than the first 3 and can score a few marks because the candidate has developed all points.

Functional Writing 5

मी आशा करते की तू बरी आहेस. मी तुला माझ्या शेजारीबद्दल लिहित आहे. रात्री माझे शेजारी फारच मोठ्याने संगीत लावतात व शेजारी राहणाऱ्या सर्वांना त्रास होतो. ते झोपू शकत नाही व सकाळी त्याला लवकर उठून काम करण्यासाठी जाण्यास पाहिजे. मी पण झोपू शकत नाही. अभ्यासपण करू शकत नाही. आतापर्यंत समस्या सोडविण्यासाठी मी पोलीसांना फोन केले. माझी मदत करा कारण मी याबद्दल अभ्यास करू शकत नाही.

Functional writing 5 is a good piece of writing. The candidate showed an awareness of audience and purpose. All the points were developed. The linguistic aspects were essentially accurate. As far as the vocabulary is concerned, it is accurate. This piece of writing is organized and deserve high marks.

Functional Writing 6

मला आशा आहे की तू सहकुटुंब ठीक आहेस. इथे आम्ही खूप थकलेलो आहोत कारण दर रात्री आमचे शेजारी फारच मोठ्याने संगीत लावतात. म्हणूनच आम्ही झोपू शकत नाही आणि माझा अभ्यास अपूर्ण राहतो. बाबांनी अनेकदा त्यांच्याशी बोलले पण ते ऐकत नाहीत. मी काय करू? तू मला काही सल्ला देशील ही माझी मनापासून इच्छा आहे. कृपया माझी मदत कर.

This functional writing scored very highly. From the outset, it is obvious that the candidate has a clear awareness of audience and purpose. The candidate was able to develop all required points bringing a lot of details to the writing. The grammar and spelling are very accurate and the vocabulary is appropriate. This organized and coherent piece of writing deserved a very high mark.

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. This year to facilitate candidates, paragraph was included in the questions' section. That is the item's answer will be found in which paragraph. It was noted that this was a great help to candidates as it was time saving.

This year's passage was on a girl whose name was Jheni and she was new to the school. She was from Japan. She looked different. She looked sad because nobody was friendly with her.

The overall performance of candidates on this question was good. This year a good proportion of candidates have shown understanding of the story and many of them satisfactorily answered this question. It is worth highlighting that a vast majority of candidates was able to answer almost all the questions. Even the item that dealt with vocabulary in context.

Candidates are reminded of the following:

- Lifting is acceptable if the question does not ask candidates to answer in their own words, but must not contain excess information.
- Excess information in an otherwise correct answer is not given credit.
- Grammatical and spelling mistakes are not penalised if evidence of understanding is clearly shown.

However, a few candidates were unable to score full marks for this question. Difficulties were noted as many items were left unanswered. For item 7 some candidates wrote on Jheni's feeling and some wrote on the given task. This year many candidates tackled item 12, where candidates had to give meaning of selected words. Some of them scored highly in it.

Best items done were:

Item 1 बसस्टॉपवर

Item 3 आपल्या वर्गात एक नवीन मैत्रीण आली आहे.

Item 6 चष्म्यासाठी

Item 10 पारंपारिक पोशाखामुळे

Item 11 टाळ्या वाजवल्या

The following items were found challenging by some candidates:

Items 2, 4, 5, 7, 8 and 9

Some candidates could not locate the answer and answered it wrongly.

Question 9A

This question assesses candidates' ability to translate a few words in Marathi. However, it was noted that response to this question was far better. Many candidates were able to do the translation. The words were common ones used normally in basic writing task. Thus, scored top marks. Yet, some candidates were unable to do it.

Best items done were:

Bed, Kitchen and Always

However, some candidates struggled with items (iii) To fly and (iv) Intelligent

Question 9B

This question also assesses candidates' ability to translate a short text in Marathi. This year response was far better. Many candidates scored high marks for this question. It was noted that the text was to the level of the candidates.

Yet, the words '**favourite**', '**subject**' and '**sport**' were found challenging by some candidates.

Educators are well advised to train students to apply grammatical rules in translation. In Marathi subject – object – verb co-ordination and the correct spelling of basic words. This will also help them with their writing skills.

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 the scene after a big rain either in a village or in a town or to write a story with the following line: "That day we left the house before sunrise." Performance on this question was better than last year. Yet being able to write in accurate Marathi remains a vital skill for some 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 and proper guidance.

Educators are reminded that examiners will be looking at the following criteria when assessing extended writing:

- Elaboration of content
- Grammar, Spelling, punctuation and syntax accurate
- Accurate and wide vocabulary
- Varied sentence structures
- Reader's interest

This year more candidates opted for the descriptive essay rather than the narrative one. It might be they have encountered an event like this before or it was easier for them.

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

Composition 1

काल सोमवारी, माझ्या शहरात भागात मुसळधार पाऊस पडला. नंतर सर्व कुटुंब घर होतात.
खूप पाऊस पडला, म्हणून माझा भाऊ आणि मी फुटबॉल खेळताना. आकाशात खूप ढग होते. आई न्याहारी चारा पिले किंवा बाबा एक पुस्तक वाचयला आहे.

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. 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

काल रात्री बाहेर धो धो पाऊस पडत होता. आकाश दग होतात व कला आहे. सर्वाना आपल्या घरी राहतो. आजी चहा व केक तयार करती.

अचानक सर्वाना ऐकलो. एक मोठ्या आवाज ऐकलो.

नंतर, आम्ही झोपतो.

रात्रीने खूप पाऊस पडला. मुसळधार पावसानंतरच्या अनेक झाडे व घरे नाशत करतो. पण माझे घर नाशत नाही. आम्ही सरुवांना लोक मदत करतो. आम्ही त्याला खाने व कपडे देतो. अनेक लोक खूप खालजी व त्रास होतात. नंतर विलेज खौनस्त सपपीच हेतो. तो संगितलो की सर्व लोक एक नवी घर मिळतो. सर्वना खूप आनंद आहे. सपपीच नंतर सर्वना एक कुटुंबची व मित्रची घर राहतो. ते आपले सामान घेतात व एक नवी घरी जातात.

This composition despite being longer 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

रवीवारची दिवशी होते. माझ्या गावात भागात मुसळधार पाऊस पडला. रस्त्यावर खूपच पाणी होतात. काही घरात पाणी होतात.त्या दिवशी मला अनेक झाडे रस्त्यावर दिसले. आम्ही रेदी० आणि ठी.व ऐकले की हा मुसळधार पाऊस सोमवार जाणार नाही.

नंतर माझा बाबा दुकानाला अन्न विकत घेतला. माझा दादा आणि मी ठी.व पाहले. आई आम्हाला अन्न आणली. त्या दिवशी आम्ही खूपच थंड लागलो. संध्याकाळी आम्ही जेवण खालो आणि रेदी० ऐकलो. पंधरा मिनीटे खूप मुसळधार पाऊस पडत असे. नंतर आम्ही आमच्या खोलीत गेलो आणि झोपलो. सोमवार आम्ही उठलो आणि शाळेला गेलो. बाबा आणि आई कामाला गेले. दिवशी एक वाईट दिवस होते.

This composition is far better than composition 1 and 2. Although there are many spelling mistakes it is a relevant piece of writing. So taking into consideration the length and the quality of work, candidate was able to score some marks for this composition.

Composition 4

मी सकाळी उठून बाहेर हवामान चान नाही आहे गुरुवार पाऊस पडला. मी झात घासते. आणि गरम चहा पिते. जमिनीवर झाड होते कारण मुसळधार पाऊस मला दाखू की खूप लोक आपल्या चत्री मध्ये आपल्या घरात नागते. बाबा आपले मोटार गराज मध्ये आणले. मी रेधीयो ऐकते. ते बोलले की काही घरच्या पाणी येते. लोक खूप दुःख आहे. ते बोलले की शाळामध्ये शुर्ती आहे कारण मुसळधार पाऊस पडला. मी आणि बाबा दुकानमध्ये महत्वाचे पदार्त आणले. ते बोलले मुसळधार पाऊस परले कारण जानेवारीचा महिना आहे. ते बोलले की तुम्ही सूरव आपल्या घरी राहते कारण मुसळधार पाऊस पडते.

This descriptive composition like the first three has lots of spelling and grammatical mistakes. It lacks complexity and sophistication. Thus, this composition also scores very low marks. It is obvious that the candidate has repeated words given in title. No variety of sentences. The vocabulary used is almost incorrect.

Composition 5

काल माझ्या गावात मुसळधार पाऊस पडला. दिवसबर मी घशत होते. मला खूप दुःखी होते कारण मि पायचेंडू खेले नाही. मुसळधार पावसानंतर मी अंगणात गेलो आणि पायचेंडू खेळतो.पण अंगणात खूप पाणि होते. मला दुःखी वाटलो. माझे बाबा स्वकुटुंब घेतून आणि नदी जालून. नदी पोहोचलो मला पोहायला वाटलो. बाबा मला ओरडला आणि मला संगितलो की ते देनजेसर (dangerous) आहे. नदी बाबा आमच्यासाठी एक चित्र घेतले. मी झाडावर पक्षी चिवचिव करीत ऐकलो. गावात चाण्यासाठी आम्ही एक नवी रस्ता घेतलो. दहा मिनीते नंतर आम्ही त्याला पाहिले. एक मोठा झाड. रस्त्यावर एक मोठा झाड.

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 partly accurate. This is a candidate who with some more effort and under proper guidance can aspire more marks.

Composition 6

सोमवारीला माझ्या गावातील एक मुसळधार पाऊस पडला. मी ला - रोजा गावात राहते. त्या मुसळधार पावसानंतरच्या वातावरण ठीक नव्हता. मी त्या दिवशी खूप होते की शाळा नव्हते. बाहेर खूप दृश्य होता. मीरा, माझी मैत्रिणीच्या आंब्याचे झाड पडले होते. रस्त्यावर खूप पाणि होता. एक कुत्रा, तो आमच्या रस्त्यावर एकटाच राहतो, तो खूप भीती लागली होती. माझ्या शेजारीच्या घरात पाणि होता. कही लोकांचे वस्तू रस्त्यावर होता. हवा खूप मोठा होता.

मीरा तिची आईला हाक मारत होती व तिला झाडाबद्दल बोलत होती. माझी शेजारी उदास होती कारण त्याची घरात खूप पाणि होती आणि त्याचे सामान पाण्यात होता. ती खूप रडली. कुत्रा 'भोव भोव' करायला लागला. माझे बाबा घावताना आंगणात जाऊन पाहतो की कधी पाणि जमलेला आहे. मी सर्वाना काळजी देखून खूप दुःख आहे. माला आशा आहे की मी त्या लोकांना मदत करतीस. आकाशात काळे ढग पाहून मला चालगा लागते नाही. मला उनहाला खूप प्रिय आहे पण मला मुसळधार पाऊस आवडत नाही. मला आशा आहे की कोणाला लागली नाही.

Compared to composition 1- 5 this piece of work is far better. Despite some spelling and grammatical issues in this piece of writing, there is a flow of ideas which can be noted. It contains varied sentence structures which are used consistently. This composition may lack sophistication but it is accurate and the reader's interest is sustained throughout. This also is a candidate who with some more effort and under proper guidance can aspire more marks.

Composition 7

गेल्या रविवारी आकाशात सूर्य चम चम चमकत होते म्हणून बाबा सांगितल्या की आम्ही काजेलाला जाणार. मी खूप आनंदी होते कारण मला जनावरे खूप आवडते. मी व माझी ताई मिला लवकर आंघोळ केला व जाण्याची तयारी केला.

तयारी जालीनंतर आम्ही गाडीमध्ये बसला व सांगी ऐकताना काजेलाला गेली. रस्तायावर आम्ही आम्ही पेय व मिठाई विकत घातला. मिठाई खूप खदीत होते.

पंधरा मिनितांनंतर आपण काजेलाला पोहचले. तेथे आम्ही तिकीत विकत घेतला. मला अनेक प्रकारचे जनावरे दिसली.

आपण जनावरेबरोबर फोटो घेतला. मी व ताईने खूप माजा करली. बाबा सांगितले की त्यांना समुद्रकाठी जाणार. आणि लवकर गाडीमध्ये बसले व समुद्रकाठी गेलो.

तेथे आपण वाळूने खळतात व खूप माजा करतो. आम्ही समुद्रकाठीचे एक होतलला राहिला व त्या दिवशी सूर्योदयापूर्वी आम्ही घरून निघालो.

While there is a developed storyline in this response, the language used remains the main issue. It can be seen that the essay has been elaborately developed. Yet errors are frequent and cannot be overlooked. Wrong use of tenses and spelling mistakes. Variety of sentences can be seen throughout. With fewer mistakes, this essay could have scored highly.

Composition 8

त्या दिवशी सूर्योदयापूर्वी आम्ही घरून निघालो. आईला खूप काळजी वाटली जेव्हा ताईला हे फोन आला. त्या दिवशी आजीला ताप आली. ती जीतू हॉस्पिटलला होती आणि तिची पाय फ्राकचर झाली. ती घरातवर खाली पडली.

आईला हे विचार आली की आजी मरले. मग दादाने काकाला फोन केलो. आम्ही मोटारीने तेथे गेलो. आई आजीला पाहून रडू लागली परंतु तिला पाहून ताईला बईटी पाटली कारण आजीच्या पायात कूण होत. आईने मला आजीला पाहताना दिले नाही. नंतर आई आणि दादा काकाकडे जालो.

काही वेळानंतर काकू रडू बाहेर आला. तिने मला सांगितला "आईला फोन कर." मी आईला फोन करण्यानंतर काकूला फोन दिले तर काकूने आईला सांगितला की आजी मरण पाहीले.

आई, दादा आणि काका लवकर तेथे आला तर ताईने मला सांगितले काय जाला हे बाटली ऐकताना मी रडू लागला. तर आई मला आईला पाहायला दिले.

तय दिवशीनंतर आई मला हे आट देते की घरावर नहमी हळूहळू चालते कारण तुला माहीत नाही केवहा काय होत शकत. आम्ही आजीला खूप विचारते.

In composition 8, despite being a well-developed piece of work here also the language remains the main issue. This essay displays a certain 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. The essay is accurate and the reader's interest is sustained throughout. But taking into consideration the grammatical and spelling mistakes full marks cannot be given to this essay. Thus, the candidate could not score highly in this essay. But with proper guidance this can be an outstanding piece of work.

Composition 9

चैत्रचा महिना होता. शाळेची सुट्टी होती व त्या निमित्ताने आपण समुद्रकाठीला गेलो. त्या दिवशी सूर्योदयापूर्वी आम्ही घरून निघालो. आम्ही खूप उत्सुक होते.

सुमारे सात वाजता आम्ही ब्लू बेच्या समुद्रकाठी पोहोचलो. तेथे बाबांनी एका उंच झाडाखाली गाडी पार्क केले. आई व माझी बहीण रीना गाडीतून सामान घेतल्या व चतईवर ठेवली. आपण खूपच आनंद होता.

मग माझे दादा आणि मी निळा समुद्रात पोहायला गेलो. वेळ न लावता, आम्ही कपडे बदलू समुद्रात गेलो. त्या वेळी आई जेवण तयार करत लागली. माझी बहीण तंबू लावली. लगबग दुपारी झाली व जेवण तयार होती.

त्यामुळे आपण सगळी तंबूमध्ये बसलो. मग आईने भोजनचा सेवन केली. जेवण अतिशय स्वादिष्ट होते. काही वेळानंतर मला एक सुंदर ईस-क्रीम वेन दिसली. बाबांनी आम्च्यासाठी ईसक्रीम विकत घेतली.

नंतर आपण खेळायला लागली. खेळताना अचानक बाबांनी म्हणाले, " आता वेळ झाली." मग आपण सर्व सामान गाडीमध्ये ठेवली व गाडीत बसलो.

घरी परताना आपण खूपच दुःखी होती. परंतु आम्हाला समुद्रकाठी खूप मजा वाटला. घरी परतल्यावर मी स्नान करून झोपला.

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.

Composition 10

एके दिवशी बाबांनी आजीकडे जाण्याचा निर्णय घेतला. आम्हाला ही बातमी ऐकून खूप आनंद वाटला आणि वेळ ण लावता आम्ही उत्साहाने आमची दप्तरे तयार केली. पण आजी खूप दूर राहते. ती पूर्वेला एक छोट्या गावात राहते.

सर्वांनी लवकर झोपले कारण उद्या आम्ही पहाटे उठू. त्या दिवशी सूर्योदयापूर्वी आम्ही घरून निघालो. बाबा गाडी चालत होते आणि दादा व मी मागे मिठाई खात होती. आईने सर्व तयारी केली. तीन तासानंतर आम्ही पोहोचलो. आम्हाला पाहून आजीला खूप आवक झाला. तिने लवकरच दार उघडले आणि आमचा स्वागत केला.

तिने आमच्यासाठी गरम गरम चहातयार केला. मग आई व आजी दोघे सैपाकघरात गेल्या आणि दादा आणि मी बागेत खेळायला गेलो. तेथे अनेक रंगीबेरंगी फुले होती. अनेक महिन्यांनंतर आम्ही इथे परत आलो.आम्हाला खूप आनंद वाटला. जेवणाच्या वेळी मामा आणि मामी आम्हाला भेटण्यास आले. मग आम्ही एकत्र मेजाभोवती बसून स्वादिष्ट भोजन खाल्लो.

दुपारी आई व बाबा घरी परत गेले कारण त्यांना कामाला जायचे होते. दादा आणि मी आजीकडे राहिलो. आजीकडे घालवलेली सुट्टी आम्हाला खूप आवडली.

This is a clear Band 1 essay. The candidate has an elaborate storyline and the language is essentially very accurate throughout. There is a variety of sentence structures and the story flows naturally. An essay that satisfies these criteria will score 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.