



*Let the mind manage the body
Oue l'esprit aère le corps*

**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NCE 2021-2022
GRADE 9
HINDI**

Subject code: N600

EXAMINERS' REPORT

July 2023

INTRODUCTION

The National Certificate of Education (NCE) Assessment is held at the end of the Nine Year Continuous Basic Education (NYCBE) Cycle. 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 and the grammar syllabus produced by the MGI.

The NCE Assessment assessed the proficiency of candidates in reading, writing, grammar and use of Hindi and Translation. The linguistic competencies are divided as follows:

- ❖ Reading (25%)
- ❖ Writing (25 %)
- ❖ Grammar and Use of Hindi (40%)
- ❖ Translation (10%)

A particular feature of the assessment is that each competency is assessed at different levels, ensuring 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 Hindi.
- Candidates should read instructions attentively.
- Candidates need to be acquainted with grammatical terms and rules in Hindi.
- In Grammar, candidates are still struggling with the following:
 - Verb-Subject Agreement, Subject-Predicate Agreement, Noun-Adjective Agreement.
 - The Use of 'NE' (ने) – Difference between transitive and intransitive verbs.
 - Conjugation of the Verb in different tenses.
 - Relative pronoun and its agreement in the relative clause.
 - Using sentences in the active/passive voice.
- In Reading Comprehension
 - Candidates fare better on questions requiring literal understanding.
 - Candidates struggle with questions assessing higher order reading skills like making inferences, offering personal response and guessing the meaning of the word in context.
- In Writing
 - Candidates should pay closer attention to their use of Grammar, Spelling and Punctuation.
 - Narrative essays require candidates to develop a storyline and use varied sentence structures and a wide vocabulary to sustain the reader's interest.
 - Descriptive essays require candidates to show a wide range of vocabulary to create an atmosphere.
- In Translation
 - Candidates generally fared well when finding the appropriate vocabulary for translation.
 - Applying grammatical rules to the translation proved to be challenging to most.

GENERAL COMMENTS

The NCE assessment in Hindi assesses students' skills, namely reading, spelling and comprehension skills, functional and extended writing, the appropriate use of grammar, quality of language, word and sentence formations in Hindi and translation.

It is to be highlighted that in this year's session of the NCE assessment, the overall performance of students was encouraging.

The strongest candidates showed a very high level of mastery of Hindi since they made accurate use of grammar, spelling and punctuation. They produced excellent pieces of writing and dealt exhaustively with the higher order questions in the reading comprehension.

Nevertheless, it has been noted that for a number of candidates, the appropriate use of common vocabulary remains a challenge. This was particularly discernable in the vocabulary question of the extended reading task (Question 8, Item 12), whereby the performance of students was unsatisfactory. Hence, they could not fulfil the requirements of the task.

As far as writing is concerned, on the whole, candidates wrote narrative essay better than descriptive essay. It is to be pointed out that candidates who attempted descriptive essay could not score good marks since their attempted descriptive essay turned into narrative essay. Candidates did not understand the question and wrote the essay loosely related to the topic. They did not possess a range depth of accurate vocabulary to offer high quality description. On the contrary, the strongest candidates demonstrated good understanding of the question and produced good pieces of writing with the extensive use of precise, proper and varied vocabulary and G|S|P. The language used by the strongest candidates was mostly accurate, with some complex sentences to express ideas. Consequently, these scripts were pleasing to the eye as well as the mind.

With regards to extended writing, lots of candidates opted for narrative essay rather than descriptive essay in which they performed better. It is to be highlighted that those candidates who attempted descriptive essay focused and wrote on their own experiences rather than concentrating and writing on the environment and atmosphere.

For functional writing, the strongest candidates had a good knowledge and grasp of the content which enabled them to perform excellently whilst using the given points.

In general, for translation, candidates performed relatively well with exception of spelling and grammatical mistakes which were commonly noticeable. Likewise, transliteration of words has been noticed when students had to translate a small paragraph.

COMMENTS ON SPECIFIC QUESTIONS

Question 1 – Basic Grammar question 1 tests a range of basic grammatical items. It uses multiple-choice items and open-ended questions to assess candidates' ability to deal with basic but essential grammatical items in Hindi at this level. In this assessment session, the following grammatical points were assessed: Pronouns (possessive), the use of tenses (future and past tenses), use of prepositions, correct verb forms, subject-verb agreement, coherence of tenses, punctuation, re-writing a sentence in the feminine and masculine form, transforming noun into adjective, formulation of word in the plural form, linking sentences using coordinating conjunctions and synonyms and antonyms.

Examiners would like to draw the attention of candidates to the importance of indicating their answers clearly when making corrections to their answers in the MCQs. Very often, when crossing out an answer and choosing another one, they do not indicate their answer clearly enough. Candidates are therefore encouraged to write out their answers clearly in the space available to them if this happens.

Item 1

This item evaluated the use of possessive pronoun – तुम्हारा, तुम्हारी and तुम्हारे and was adequately well attempted. Candidates could determine that the pronoun should be in plural form with the word पिता.

Item 2

This item tested the proper use of prepositions. Most candidates were able to know that while using सामने in a sentence, के is used before it as preposition.

Item 3

Item 3 assessed the correct verb form in future tense as per the subject in a given sentence. Some candidates wrongly considered रोहन की नानी to be masculine and opted for लौटेगा instead of encircling लौटेंगी, that goes with नानी जी which is feminine word and in plural form.

Item 4

This item tested the use of an appropriate conjunction to link two sentences. This item was satisfactorily answered and candidates were able to figure out when to use इसीलिए. Candidates understood that इसीलिए is used to link a cause and an effect in a sentence. क्योंकि was a common wrong answer.

Item 5

Item 5 assessed the use of the correct tense in a given context. The word अगले साल was adequately understood and recognised to require future tense. Candidates could also relate the gender and singular-plural form of चाचा जी.

Item 6

This item assessed the use of the correct verb form when गत सप्ताह is used. Many candidates opted for गए थे instead of गया था। Candidates were also required to recognize that पूरा परिवार is singular.

Item 7

In item 7, the proper conjunction तो to be used while using यदि in a sentence was tested. This was generally well done.

Item 8

This item evaluated the candidates' knowledge of proper use of preposition while using के अवसर in a sentence. As preposition पर was the correct answer but many candidates wrote में as a common wrong answer. An important number of candidates could not get the right answer.

Item 9

Item 9 tested the knowledge of gender alteration from feminine to masculine. Most of the candidates could figure out the correct answer yet many left some spelling mistakes like बांदर, बानदर. Wrong answers like बंदरी, बांदार, बंदरया, बंदरी were written.

Item 10

This item assessed whether candidates could formulate the plural form of an अकारांत feminine word, बात. Instead of बातें, answers like बाते, बातें, बातों, बातो and बात were given.

Item 11

Item 11 assessed the correct placement of punctuation sign (विराम-चिह्न) in the sentence. Though the punctuation sign was that of full stop represented as । in Hindi, some candidates wrote it as (.) in the box given. This item was, on the whole, well attempted.

Item 12

This item required candidates to write the synonym of the word प्रातःकाल and many candidates misunderstood प्रातःकाल as every day instead of morning. Hence, many wrote प्रतिदिन, रोज़ and there were candidates who even mistook पर्याय to be विलोम and wrote सायंकाल instead of सुबह, सवेरे. Some students got the correct answer with some spelling mistakes like, * सबेरे, * सवेर.

Item 13

In item 13, the knowledge of antonyms was tested but many candidates confused it with synonyms. Some wrote दुश्मन instead of मित्र or दोस्त. An important number of candidates managed to find the correct answer but left some spelling mistakes like, * दोसत, * दास्त, * दुस्त.

Item 14

Item 14 tested the knowledge of gender alteration from masculine to feminine. Here, candidates had a whole sentence having only words like मेरा भाई and आता है to be transformed. Most of the candidates could figure out the correct answer (मेरी बहन and आती है) yet many left some mistakes like * मरी बहन, * मेरा बहन.

Item 15

This item assessed candidates' knowledge of transforming the 'सुंदर' to 'सुंदरता'. Many candidates managed to write the correct answer सुंदरता. The adjective was well formulated.

Question 2 Basic Vocabulary

This question assesses knowledge of basic vocabulary items in context.

Item 1

मुझे समुद्र में तैरने का मन है।

This was generally well done.

Item 2

इस सप्ताह अध्यापक ने छात्रों को बहुत काम दिए।

This item was satisfactorily answered by most.

Item 3

हाथ धोकर उसे **तौलिए** से पोंछना चाहिए।

This item was well done on the whole.

Item 4

मेरा फ़ोन खो गया है। मुझे एक **नया** फ़ोन खरीदना चाहिए।

Many candidates wrongly answered **बड़ा**, probably because they thought of buying a bigger phone compared to the one lost.

Item 5

मैंने यह पुस्तक पढ़ ली है। मुझे इसे **पुस्तकालय** में लौटाना है।

This item was well done on the whole.

Question 3 Basic Reading Comprehension

This question assessed the basic reading comprehension skills candidates and to locate and write the answers to the very basic questions asked in both parts. The basic reading comprehension exercise was made up of two parts, Part A; a letter and Part B; an advertisement for a poetry competition.

This question was well attempted by candidates as the questions were direct and only required the identification of explicitly stated information. However, some of the candidates lost marks by lifting indiscriminately from the text. Candidates are reminded that little credit is given to answers which are indiscriminately lifted from the text and which contain excess information.

Part A:

Candidates were able to grasp the basic information given in the letter and answered most of the questions correctly.

Item 3

Many candidates lifted the whole sentence from the letter, 'जब मुझे जवाहरलाल नेहरू अस्पताल ले जाया गया तब डॉक्टर ने बताया कि मेरा पैर टूट गया है।' where the answer was only 'जवाहरलाल नेहरू अस्पताल'.

Most of the candidates could locate the correct answers and easily scored marks in this part.

Part B: An advertisement about a poetry competition was set. The required information was explicitly stated in the text and most candidates were able to answer the questions correctly. However, some candidates lifted the whole sentence which had more than one element of answer and consequently they were penalised.

Item 1

The question; 'किस प्रतियोगिता का आयोजन हो रहा है ?' should have been answered by; 'कविता लेखन प्रतियोगिता' but some candidates wrote; 'शिक्षा मंत्रालय ग्रेड 9 के सभी छात्रों से कविता लेखन प्रतियोगिता में भाग लेने की मांग कर रहा है।'

This answer contained content which was relevant for items 2 and 3. Therefore, candidates were penalised for this indiscriminate lift.

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 of text is unlikely to be rewarding to candidates.

Question 4 Formation of words

This question assesses the knowledge of transforming words given in brackets in a given text. This question was fairly attempted by the candidates as many lost marks due to grammatical and spelling mistakes while transforming the words.

Item 1 ज़रूर – ज़रूरत

This item had as target to transform the word 'ज़रूर' an adverb into 'ज़रूरी' an adjective. Many candidates wrote 'ज़रूरत' which was incorrect. Some candidates even wrote * ज़रूरई which is incorrect.

Item 2 सफल – सफलता

This item was satisfactorily well attempted as it is a common way of formulating adjectives by adding the suffix 'ता' with the word.

Item 3 उपयोग – उपयोगी

Many candidates wrote उपयोगिता which was not the appropriate word formulation for this particular context. Some of the incorrect answers noted were * उपयोगित, * उपयोगीत and उपयुक्त.

Item 4 समझ – समझदार

समझदारी was one of the wrong answers candidates often gave for this item and spelling mistakes like *समझधार, * समझदर were also observed.

Item 5 पढ़ना – पढ़ाई

Most of the students gave the correct answer for this item some candidates made spelling mistakes such as * पढ़ाइ, * परहाई and * पढ़ाही.

Moreover, many words were left untransformed and blank spaces made the candidates lose marks.

Question 5 Error Hunt

This question assesses knowledge of Hindi grammar and spelling in context. The items consisted of spelling and grammar errors which had to be corrected by the candidates.

Item 1 पाच – पाँच

This item assesses whether candidates recognizes the number five is written as पाँच. Many candidates wrote * पाँछ, which is not correct.

Item 2 बची – बच्ची

Item 2 was set to assess the basic knowledge of compound consonants in specific words like बच्ची. This item was answered adequately. However, candidates still had difficulty with the consonants च and छ. Some even wrote * बच्छी.

Item 3 सुनता – सुनती

This item was set to evaluate subject-verb agreement in present tense where the subject was a feminine word. Generally, this item was correctly addressed among most of the candidates. Some candidates gave * सुन्ती which is, incorrect.

Item 4 वह – उसे/उसको

This item assessed the transformation of third person pronoun (अन्य पुरुष सर्वनाम) with वह.

This item was adequately attempted by the candidates with the correct answer.

Item 5 से – में

Item 5 was set to test the use of the correct preposition in a sentence and this was generally well answered. Educators are advised to give sufficient practice to candidates in terms of application of grammatical rules in context.

Question 6 Cloze Text

Question 6 is the Cloze text - a higher order reading task which assesses candidates' overall knowledge of language (grammar, syntax and vocabulary). It is divided in two parts based on the same passage. The first part a closed cloze text where the words were already given and candidates had to choose the appropriate word for each gap provided. Part B is open cloze text, requiring candidates to use the given context and draw on their linguistic knowledge to make educated guesses of what word might be suitable in the given gaps.

Part A was satisfactorily attempted where most of the candidates could identify the appropriate words for each gap within the context.

The best done items were:

Item 1 हम

Item 2 दोस्तों

Item 3 कीमती

Item 4 कई and

Item 5 सुझाव

In the items 4 and 5, some candidates mismatched and wrote the other word in lieu of the other.

Part B of this question is the open cloze text, with candidates having to give the appropriate words pertaining to the relevant context.

Item 1 and Item 2

Answers like हम, रोज़, हमेशा, कभी-कभी, कम से कम, आप, सभी, सुबह-सुबह were accepted and the answers were fit for both the items. Nonetheless, some spelling mistakes were also observed, for e.g. *रोज, *कबी-
*कबी, *हमेसा.

For **item 2**, as a continuity, the word फिर was also accepted.

Item 3 दूध, पानी, शरबत

Item 3 also had a wide range of answers as whatever drinkable product is good for health was written as answer. However, some spelling mistakes were also observed, for e.g. *दूद, *पानि.

Item 4 हानिकारक/ अच्छा नहीं / नुकसानदेय / खतरनाक, घातक, प्रतिकूल

Item 4 also had a variety of answers which were suitable for the context.

The sentence read like this, 'सिगरेट का सेवन न करें। यह आप के स्वास्थ्य के लिए है।'

Many candidates were not sure whether to relate the answer with the first sentence or the second one and eventually, answers like अच्छा and ठीक were seen. यह is referring to सिगरेट or सेवन न करें as a habit.

Item 5 खुली, ठण्डी, स्वच्छ, साफ़, ताज़ी, शुद्ध, प्रतिदिन, शीतल

Similar to item 1 and 2, item 5 also had the possibility of having various answers which fit in the given context. Yet some spelling mistakes were notified like, *स्वछ, *थनदी, *कुली, *शुद.

Question 7 Functional writing

Question 7 is the basic writing task, with candidates required to write a short text of 50 – 60 words on a functional task. They are essentially assessed on their ability to write using accurate G/S/P and showing good awareness of the audience and purpose. Given the word limit, candidates were not expected to elaborate on the given points but simply to address them clearly.

This year, the following task was set:

आपका पड़ोसी रात के समय ज़ोर-ज़ोर से गाना चलाकर पड़ोस के सभी लोगों को परेशान करता है। आप अपने प्रिय मित्र को पत्र लिखकर अपनी परेशानी के बारे में बताइए।

आप इन बातों को लिखना न भूलें :-

- पड़ोस के लोग कैसे ऊँचे संगीत से परेशान होते हैं ?
- आपकी पढ़ाई पर इसका क्या असर पड़ रहा है ?
- अभी तक आपने इस परेशानी को दूर करने के लिए क्या किया ?
- अपने दोस्त से सलाह मांगिए।

'Your neighbour plays loud music at night and disturbs the neighbourhood.'

The candidates had to write a letter to a friend and tell them about the problems they are facing. Most of the candidates addressed the issue in the letter and limited themselves to the bullet points. Some grammatical, spelling and punctuation mistakes were noted, some candidates even left this question blank.

Nevertheless, many candidates showed evidence of good grip and command over the target language and wrote good and accurate letters too.

Some of the best examples for the letter writing are given below;

Example 1

प्रिय अक्षय,

पूर्ण आशा है कि तुम परब्रह्म की असीम कृपा से कुशल मंगल हो। मेरा हाल पूछो मत। मेरा पड़ोसी रात के समय ज़ोर-ज़ोर से गाना चला कर लोगों को परेशान करता है।

पड़ोस के लोग शोर के कारण, रात को सो नहीं पाते हैं। मेरी पढ़ाई पर इसका बुरा असर पड़ रहा है। मैं ठीक से पढ़ नहीं पा रही हूँ। मैंने उन लोगों से बात भी की कि **वह** वे शोर कम करें परंतु ऐसा लगा जैसे कि मैं दीवार से बात कर रही थी। मैं तुम्हारे पत्र की प्रतीक्षा करूँगी।

**तुम्हारी सहेली,
रीता**

In this example the main issue has been addressed and all the guidelines given were adhered to. The language and style of presenting the letter is commendable and students are normally expected to write similar functional piece of writing.

Example 2

प्रिय राज,

सप्रेम नमस्ते। आशा करती हूँ कि तुम स्वस्थ होगे। मेरा एक पड़ोसी रात के समय ज़ोर-जोर से गाना बजाता है। पड़ोस के लोग रात को आराम से सो नहीं पाते हैं और मैं भी अपनी परीक्षा की तैयारी नहीं कर पा रही हूँ। मैं ध्यान लगाकर पढ़ नहीं पा रही हूँ। मैंने उस पड़ोसी से संगीत की आवाज़ कम करने की प्रार्थना भी की किंतु वह नहीं माना। अब तुम ही बताओ मैं क्या करूँ। मुझे तुम्हारे उत्तर की प्रतीक्षा रहेगी। अब मैं कलम को विराम देती हूँ।

**तुम्हारी सहेली,
श्रेया**

Another excellent piece of writing which has all the points and the use of vocabulary is laudable. Words like सप्रेम, स्वस्थ, प्रार्थना, प्रतीक्षा and विराम have been used by the candidate which enhances the quality of the language.

Example 3

प्रिय श्याम,

नमस्ते, आशा करता हूँ कि तुम स्वस्थ हो। मैं यह पत्र तुम्हें मेरी परेशानी के बारे में बताने के लिए लिख रहा हूँ। कुछ सप्ताह से, मेरा पड़ोसी रात के समय ज़ोर-ज़ोर से गाना बजा रहा है। इसीलिए न केवल मैं, मेरे पड़ोस के सभी लोग अच्छे से नहीं सो पा रहे हैं। इसी वजह से मैं पाठशाला में ध्यान से नहीं पढ़ पा रहा हूँ। मैंने उसे जब मेरी परेशानियों के बारे में कहा तो उसे क्रोध आया। जैसे आसमान से गिरा और खजूर में अटका। तुम ही मुझे सलाह दो कि मैं क्या करूँ? मैं तुम्हारे पत्र का इंतजार करूँगा।

तुम्हारा दोस्त

रवि

The above example consists of the use of the proverb, 'आसमान से गिरा और खजूर में अटका' that is very appropriate for the context and no grammatical or spelling mistakes were noted.

Example 4

प्रिय रीता,

मैं आशा करती हूँ कि भगवान की असीम कृपा से तुम कुशल मंगल हो। मैं यह पत्र इसलिए लिख रही हूँ ताकि मैं तुम्हें अपनी परेशानी के बारे में बता सकूँ। रात के 10:30 बजे मेरा पड़ोसी ज़ोर-ज़ोर से संगीत चलाता है। पड़ोस के सभी लोग परेशान होते हैं क्योंकि वे शांति से नहीं सो पाते हैं। मेरी पढ़ाई पर भी इसका बहुत बुरा असर पड़ रहा है। ऊँचे संगीत की वजह से मैं आवृत्ति नहीं कर पाती हूँ। इस कठिनाई को दूर करने के लिए मैं अपने सारे दरवाज़े और खिड़कियाँ बंद करती हूँ। मुझे तुम्हारी सलाह चाहिए। अब मैं यहीं पर अपने पत्र को विराम देती हूँ। इसी आशा के साथ कि तुम मुझे जल्दी से लिखोगे।

तुम्हारी सहेली

रीया

Another piece of writing which consists of highly accurate vocabulary and give evidence of a good command over the language. The sentences have been well formulated with the correct conjugation of verbs in their respective tenses.

Example 5

प्रिय राज,

आशा है कि तुम सपरिवार स्वस्थ हो। बहुत खेद के साथ मैं तुम्हें सूचित कर रही हूँ कि मेरा पड़ोसी रात के समय ज़ोर-ज़ोर से गाना चलाता है। अतः पड़ोस के सभी लोग परेशान होते हैं क्योंकि वे सो नहीं सकते हैं। मैं भी अपनी पढ़ाई में ध्यान नहीं दे पाती हूँ। इस परेशानी को दूर करने के लिए मैंने अपने पड़ोसी को समझाया कि रात को ऊँचा गाना चलाना गलत है। क्या मुझे पुलिस को बताना चाहिए ? इस विचार पर तुम्हारी क्या सलाह है?

तुम्हारी दोस्त

शीना

The above is an example of another good piece of writing where the clear awareness of writing the letter can be observed and no errors were noted.

The below are examples of average pieces of functional writing.

Example 1

प्रिय रीमा,

मैं आशा करती हूँ कि तुम और **तुम्हारी** तुम्हारे परिवारवाले अच्छे हैं। मेरी **पड़ोसी** पड़ोसन रात के समय ज़ोर-ज़ोर से गाना चलाती है। **मैं और मेरी भाई अपनी** मेरी और मेरे भाई की पढ़ाई **में** पर बहुत असर हो रहा है। मैं इस परेशानी को दूर करने के लिए अपने चाचा जी के **यह** यहाँ गई। मैंने अपने **दोस्तों** दोस्तों से सलाह **मांगिई** मांगी।

तुम्हारी सहेली,

शैवी

The above example shows the confusion between long vowels ऊ and उ in हूँ. While writing तुम्हारा, तुम्हारी, तुम्हारे candidates still leave mistakes by writing *तुमहारा, *तुमहारी, *तुमहारे. Moreover, instead of writing यहाँ the candidate wrote यह which is not the appropriate word in this sentence. अकारांत masculine word in plural form with a preposition was wrongly written and lastly the verb माँगना was often wrongly conjugated. These grammatical and spelling mistakes make candidates lose marks.

Example 2

प्रिय रिया,

नमस्ते नमस्ते। आशा करती हूँ **की** कि तुम और **तुम्हारा** तुम्हारे **परिवार** परिवार वाले **धीक** ठीक हैं। मैं परेशान हो गई **अपन** अपने पड़ोसी से। वे रात के समय ज़ोर-ज़ोर से गाना चलाते हैं। पड़ोस के **बग्गी** बाकी लोग **थी** भी उसके ऊँचे संगीत से परेशान हो गए। मैं रात को पढ़ाई नहीं कर सकती हूँ। मेरी माँ ने **हमारी** हमारे पड़ोसी से बात की क्योंकि मैं पढ़ नहीं पा रही हूँ। इसके बाद भी वे नहीं **रोयों** रुके। अब **तुम्ही** तुम्हीं बताओ मैं **क्यो** क्या **करू** करूँ? मैं तुम्हारे पत्र का इंतज़ार **करूगी** करूँगी।

तुम्हारी सहेली,

नीशी

In this example the confusion can be observed when using conjunction कि and writing words with short vowel इ, consonants ध and ठ, क and ग, थ and भ. Moreover, errors in the agreement of तुम्हारा and हमारा in plural form is noticeable.

Question 8 Extended Reading comprehension

The extended reading comprehension task assesses comprehension skills in a more varied way and at different levels than the basic reading. Candidates were assessed on their ability read and understand an extended reading passage.

The extended reading comprehension passage was based upon a short story of the arrival of a new girl in a school and the events that follow after.

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.

The best done items were as follows;

Item 1 - बस स्टॉप पर

Item 2 - किसी ने उससे बात नहीं की/ नई छात्रा अकेले ही बैठी थी/ क्योंकि वह अलग थी any two of these three answers were accepted.

Item 3 - कक्षा में एक नई दोस्त आई है।

Item 6 - मीरा का भाई चश्मा पहनता था।

Item 8 - कि वह उन लोगों की ओर देखे जो उसके साथ अच्छा व्यवहार करते हैं।

Item 9 - वह अनुपस्थित होगी / ज़िनी अनुपस्थित होगी

Item 10 - क्योंकि उसने अपनी पारंपरिक पोशाक पहनी थी।

Item 11 - तब सभी ने ज़ोर-ज़ोर से तालियाँ बजाईं।

Item 4 - The answer for this item was मीरा को याद आया कि वह भी कभी नई थी।

Some candidates gave the following answers for this item; 'क्योंकि मीरा नई लड़की का मित्र बनना चाहती थी।' and 'क्योंकि किसी ने उससे बात नहीं की।'

Item 5 - वह अलग थी / अलग दिख रही थी / दिखती है।

Candidates wrote other answers which are as follows; क्योंकि वह उदास थी/ क्योंकि वह नई थी which were not accepted.

Item 7 - बच्चे उसकी हँसी उड़ाएँगे!

Instead of the above, many candidates wrote the following as answer:

‘सभी को अपनी संस्कृति और अपने त्योहारों के बारे में बात करनी थी।’ ‘मीरा, मैं क्या करूँ?’

Item 12 - दुखी/ निराश होना

सामान्य नहीं / एक समान न होना / बराबर न होना / एक जैसा न होना / भिन्न होना
जो सभी को पसंद हो / प्रसिद्ध / जिसे सभी लोग जानते हों / जाना-पहचाना

The answers for this item were written correctly with some minor spelling mistakes.

This item was set to assess the comprehension of certain words from the passage.

Question 9 Translation

Part A of this question assessed candidates' ability to translate common English words into Hindi whereas Part B had a short paragraph to be translated from English into Hindi.

Part A

Item 1 – पलंग, बिस्तर, शय्या

However, spelling mistakes were often seen such as; *बीस्तर, *पलग.

Item 2 – रसोईघर, रसोई

Many candidates wrote भोजनालय for this item as they mistook it as a place where food is prepared (Restaurant).

Item 3 – उड़ना, उड़ाना, विदेश जाना

The answer for this item was written with some spelling mistakes like; *उरना, *ऊरना.

Item 4 – बुद्धिमान, विद्वान, चतुर, होशियार, तेज़

The answer for this item was often written with spelling mistakes like; *बुधिमान, *बूधीमान, *बूद्धिमान.

Many candidates wrongly gave 'चालाक' for 'intelligent'.

Item 5 – नित्य, हमेशा, सदा, सदैव

The answer for this item was often written with spelling mistakes like; *हमेश, *हमेसा, *अमेशा, *सदेव.

Educators are reminded that spelling mistakes in this item are penalised. Thus, Educators are advised to lay emphasis on the correct spelling of words in translation exercises at school.

Part B

On the whole, Part B was attempted satisfactorily. However, some grammatical and spelling mistakes were common while translating the paragraph. An important number of candidates transliterated some words as they could not write their translation in Hindi. This should be discouraged while doing translation as transliteration, along with grammar and spelling mistakes, are penalised in this question.

Item 1 - राशी १५ / १५ / पंद्रह साल की एक लड़की है।

This item was adequately translated by most candidates. However, when writing लड़की some candidates wrote *लरकी which suggests that candidates still have difficulty differentiating letters ङ and र as they are a bit similar in sound.

Item 2 - वह मोका में रहती है / वह मोका रहती है।

This item was correctly answered by most candidates.

Item 3 - स्कूल में उसका प्रिय / मनपसंद / विषय हिंदी है।

The word प्रिय and विषय posed difficult to candidates. Many opted for transliteration for which they were penalized. For E.g. *फ़ेवरीत, *सब्जेक्ट

Item 4 - वह एक मेहनती / परिश्रमी लड़की है।

Many candidates translated the word मेहनती but spelt it as *महनती.

Item 5 - उसे खेल-कूद / खेलकूद भी पसंद है / अच्छा लगता है / वह खेलकूद भी पसंद करती है।

In this item, candidates resorted to transliteration for the word 'sports' स्पोर्ट्स, स्पोर्ट्स. Nevertheless, a considerable number of the candidates managed to translate the words in Hindi.

Question 10 Extended Writing

This question assesses the ability of candidates to produce longer pieces of writing. Two types of essays were given to candidates, a descriptive and a narrative essay. Candidates had to choose one from the options given and write an essay of about 150 words in Hindi.

Descriptive Essay

भारी बारिश के बाद अपने गाँव/शहर/पड़ोस के वातावरण का वर्णन कीजिए।

(आपको अपने वर्णन में इन बातों पर ध्यान देना चाहिए – आपने क्या देखा, क्या सुना, वहाँ कौन-कौन था और वातावरण कैसा था)

The candidates were required to write an essay describing the atmosphere and environment of one's village/town or neighbourhood after some heavy rainfall. While writing the essay the candidates were advised to focus on the following; what they saw, what they heard, who was there and how the atmosphere was.

On the whole, not many students opted for this item. Those who attempted this item followed the guidelines given in the question and most of them described their experiences. Grammatical and spelling mistakes were often noted.

Some of the best essays corrected are as follows;

Example 1

मार्च का महीना था। दो दिनों तक जोरों की बारिश हुई। ऐसा लगा, जैसे तूफ़ान आ गया। गर्मी के मौसम में तो बारिश होती ही रहती है परंतु ऐसी बारिश मैंने पहली बार ~~देखा~~ देखी। आज गाँववाले मुँह अंधेरे उठकर अपने आँगन और आसपास की सफ़ाई करने लगे।

हमारा छोटा-सा सुंदर गाँव नष्ट हो गया। कल भारी बारिश के साथ-साथ तेज़ हवा भी थी। सड़कों पर पानी इकट्ठा हो गया था। कई घर पानी से भर गए। गाँववाले पानी निकालने के लिए अपने पड़ोसी का हाथ बँटा रहे हैं। बच्चे कागज़ से नाव बनाकर इकट्ठे पानी में खेल रहे हैं।

श्याम एक गरीब किसान, उसके घर पर छत नहीं है। कई लोग गाँव के सामाजिक केंद्र में रह रहे हैं क्योंकि उनके घर पानी से भर ~~गया था~~ गए थे। गाँव के प्रधान और अन्य लोग हमारी सहायता करने आए।

कहीं पर हमें रोने की आवाज़ सुनाई दे रही है तो कहीं हम माता-पिता की दुख भरी आवाज़ को सुन पा रहे हैं। नदियाँ ~~उमर~~ उमड़ गई थीं और हवा ने पेड़ों और पौधों को ~~अपने~~ अपनी जड़ों से उखाड़ दिया था।

दो दिन की वर्षा के बाद आज हमें सूरज-~~के~~ की किरण दिखी। आशा है कि इस सूर्य के उजाले से हमारा गाँव फिर से पहले जैसा हो जाए और खुशियाँ छाई रहेंगी।

This essay is a good descriptive essay where the ideas have been developed in detail and a variety of vocabularies have been used. Some occasional slips can be noted but in general the presentation and flow of ideas were up to the level.

Educators are advised to encourage students to write their descriptive essays fluently. The use of idioms is visible and enhances the language.

Example 2

गत सोमवार त्रिओले गाँव में भारी बारिश हुई थी। पाठशालाएँ बंद थीं। वर्षा के बाद ठण्ड हो रही ~~लम~~ थी और हवा तेज़ी से चल रही थी। गाँव का वातावरण दुखी और मैला था। ज़्यादातर पेड़-पौधे नष्ट हो गए थे। बड़ी-बड़ी डालियाँ सड़कों पर गिर गई थीं जिसके कारण गाड़ियों को चलने में कठिनाइयाँ ~~हुई~~ हुई और पुलिस गाँवों में आई थी।

बिजली के खम्भे भी टूट गए थे जिसके कारण कई घरों में बिजली नहीं थी। नदियाँ उमड़ गई थीं। कुछ मकानों में पानी ~~आई थीं~~ भर आया था। दूर्भाग्य की बात थी कि बहुत सारे जानवर जैसे कि पक्षी बेघर हा गए थे।

समाचार में बताया ~~जाता~~ गया था कि हमें सावधान रहना चाहिए, साफ़ पानी पीना चाहिए और लम्बे कपड़े पहनना चाहिए ताकि मच्छर हमारी त्वचा से दूर रह सके और हम स्वस्थ रह सकें। भारी बारिश सच में अत्यंत भयानक थी।

The scenes described in this essay are vivid and much details have been given concerning the atmosphere after the rainfall. Very occasional slips can be observed, however, sophisticated vocabularies like नष्ट, उमड़, दूर्भाग्य, त्वचा, अत्यंत, भयानक can be noted.

Example 3

गत सप्ताह को रविवार के दिन सुबह से लेकर रात तक मेरे गाँव में बहुत बारिश हुई थी। कोई भी घर से नहीं निकल पा रहा था। सोमवार को सवेरे जब बारिश रुकी, तब हम सभी ~~गाँवासियाँ~~ गाँववासी बाहर निकले।

हमें एकदम से झटका लगा क्योंकि हमने देखा ~~की~~ कि सारा गाँव ~~दुब~~ डूब गया था। मैंने देखा कि सारे ~~घरें~~ घरों में पानी था सिवाय कुछ घरों को छोड़के। लगभग पाँच बड़े पेड़ गिर चुके थे क्योंकि उनकी मिट्टी धुल गई थी। ~~दुसदुस~~ दूर-दूर तक लोगों के चीखने और रोने की आवाज़ें गूँज रही थीं। चिड़ियों की दर्द भरी आवाज़ें भी सुनाई दे रही थीं।

वहाँ पर सारे गाँववाले ही थे। उनमें से कुछ किसान भी थे जिनकी सारी फसल खराब हो चुकी थी। किसी का घर बह गया था तो किसी का घर उड़ गया था। वातावरण कुछ ऐसा हो गया था जैसे कि सभी लोग ~~माताम~~ मातम मना रहे हैं।

फिर धीरे-धीरे हम सभी ने एक ~~दूसरे~~ दूसरे की मदद की और उलझी हुई चीज़ें सुलझ भी गईं। हमें हमेशा दूसरों की मदद करनी चाहिए, चाहे वे कैसे भी हों।

These examples have very occasional slips of spelling and grammar. Overall, however the language and use of vocabulary were satisfactory.

Narrative Essay

For the narrative essay, candidates had to write a story in which the following sentence is used as a rubric; 'On that day we left home early well before sunrise.....'

(आ) एक कहानी लिखिए जिसमें यह वाक्य है :

'उस दिन हम सूरज उगने से पहले ही घर से निकल गए

This item was very popular with candidates and a variety of personal experiences in the essays were observed. Many candidates showed a considerable level of language acquisition with the use of many idioms and proverbs. A variety of vocabulary items were used in essays. Nevertheless, some candidates left too many spelling and grammatical mistakes which disturbed the fluency of their work, thus penalising them.

Some of the best examples of this item are as follows;

Example 1

गत वर्ष, गरमियों की छुट्टी में मुझे बहुत आनंद आया था। पिताजी ने मेरी बहन श्रेया और मुझे काँदोस हिल ले जाने का निर्णय किया। उस दिन हम सूरज उगने से पहले ही घर से निकल गए थे। हमारी गाड़ी हवा से बातें कर रही थी।

वहाँ पहुँचते ही हम ने पैदल पहाड़ चढ़ना आरम्भ किया। पर्वत विभिन्न प्रकार के पेड़-पौधों से भरा हुआ था। रास्ता कच्चा होने के कारण हमें पर्वत चढ़ने में थोड़ी कठिनाई हुई। लगभग दो घंटे बाद हम पहाड़ की चोटी पर पहुँच गए थे। किंतु निःसंदेह चोटी से कात्र-बोर्न शहर का बहुत सुंदर नज़ारा दिख रहा था।

श्रेया और मैंने सूर्योदय पहली बार देखा था वह मन को मोह लेने वाला नज़ारा था। प्रकृति की सुंदरता देखकर हम आश्चर्यचकित हो गए थे। हम ताज़ी हवा में साँस ले रहे थे। हमारी खुशी का ठिकाना नहीं था। हमने कई फ़ोटो खींचीं।

This example shows a good command over the language and a very good knowledge of the basic grammar rules. Vocabularies like आनंद, निर्णय, पैदल, विभिन्न, चोटी, निः संदेह, सूर्योदय, प्रकृति, आश्चर्यचकित and idioms like मन को मोह लेने वाला, खुशी का ठिकाना qualify the essay to score high marks.

Example 2

जन्माष्टमी महोत्सव के कारण हम उस दिन सूरज उगने से पहले ही घर से निकल गए। हम सब पिताजी की गाड़ी में बैठकर मंदिर के लिए निकल पड़े। लगभग एक घंटा गाड़ी चलाने के बाद हम वहाँ पहुँचे। मंदिर में जाकर हम ने श्री कृष्ण के दर्शन किये। पुजारियों ने उन्हें अत्यंत ~~सुन्दर~~ सुंदर वस्त्र, पुष्प और आभूषणों से सजाया था। सारा वातावरण कृष्णमय हो गया था। मंदिर के ~~बाहर~~ बाहर एक बहुत बड़ा पंडाल बनाया गया, जिसमें भिन्न-भिन्न गतिविधियाँ होनी थीं। आरती में भाग लेने के पश्चात् सभी भक्त पंडाल में चले गए। वहाँ पर सबसे पहले भगवन श्री कृष्ण का भव्य अभिषेक जल, गन्ने के रस, फलों के रस और पुष्पों से किया गया, जिसके बाद भगवद्गीता की कक्षा हुई और दो सुन्दर नृत्य प्रस्तुत किये गए। अंत में महा आरती और प्रसाद के वितरण और सेवन से उत्सव की समाप्ति हुई।

This example gives evidence of a candidate who has a good mastery over the language and his choice of vocabulary is exemplary and according to the context. The essay is full of sophisticated vocabularies and a chronology in the sequence of the event is remarkable. Educators are advised to encourage students to use similar vocabularies in essays at school.

Example 3

पिछले सप्ताह, मेरे दादाजी ने अपनी साठवीं वर्षगाँठ मनाई। सुबह साढ़े छः बजे उसके यहाँ हम एक यज्ञ में आमंत्रित थे। उस दिन हम सूरज उगने से पहले ही घर से निकल गए ताकि हम पूजा के लिए दादाजी का हाथ बँटा सकें। मैं परिवार सहित दादाजी के यहाँ, सुबह पाँच बजे पहुँचा। बिना समय गँवाए हम सब ने तैयारियाँ शुरू कीं। पूजा साढ़े आठ बजे समाप्त हुई। शाम को, दादाजी के लिए एक पार्टी का प्रबंध किया गया। दादाजी वास्तव में रोमांचित थे। मेरे सभी रिश्तेदार उपस्थित थे। बैठक में रंग – बिरंगी मालाओं के साथ उत्सव का माहौल सबसे ऊपर था। साथ में, हम सब ने एक आनंदमय समय बिताया। शाम के छः बजे, दादाजी ने केक काटा। तत्पश्चात् सभी ने स्वादिष्ट भोजन खाया। उस दिन, दादाजी फूले न ~~समाया~~ समाए क्योंकि ~~उसे~~ उन्हें कई मनोहारी और कीमती उपहार मिले थे। यह दिन वास्तव में विशेष और यादगार था।

Similar to the previous example this essay also contains variety of highly accurate vocabulary. The narratives are explicitly written retain the readers' attention throughout. A good understanding and application of grammar, syntax and punctuation can be noted.

Example 4

कुछ सप्ताह पहले, मेरे भाई को उसके (एच.एस.सी HSC) का प्रमाण-पत्र मिला। वह विश्व में विज्ञान के क्षेत्र में प्रथम आया। वह भावविभोर था और जब पिताजी ने कहा कि वह (आई.आई.टी IIT) खड़गपुर, भारत ~~का~~ के प्रसिद्ध विश्वविद्यालय में पढ़ने जाएगा तब वह फूला न समा पाया। दो दिन पहले, उसे भारत के लिए रवाना होना था, उस दिन हम सूरज उगने से पहले ही घर से निकल गए थे।

हमारी गाड़ी हवा से बातें करती हुई, हवाई-अड्डे की ओर बढ़ रही थी तभी हमें मेघों के बीच सूरज निकलता हुआ दिखाई दिया। मैं चिड़ियों ~~की~~ के कलरव और ~~यह~~ इस मनमोहक दृश्य में खोया था जब हम अपनी मंज़ील पर पहुँचे।

मेरा भाई जो मेरा करीबी मित्र भी था, उसे हवाई-अड्डे में जाते हुए देख, मेरी आँखें नम हो ~~गई~~ गईं। मुझे लगता है कि माताजी और पिताजी मुझे सहारा देने के लिए अपने आँसू छुपा रहे थे।

जब हम घर पहुँचे तब मेरे माता पिता की आँखें-खुशी से चमक रही थीं। उस दिन मैंने दृढ़ संकल्प लिया कि मैं अपने भाई की तरह मन लगाकर पढ़ूँगा और एक दिन मैं अपने परिवार का गौरव बढ़ाऊँगा।

The narratives in this essay are very impressive and the candidate has given evidence of using accurate vocabulary to express his or her ideas. This essay consists all the required elements to be awarded full marks.

These examples show that candidates have a good command over the language and they are very creative when narrative essays are concerned. The experiences gathered individually were very expressively presented in the essays.