



MAURITIUS EXAMINATIONS SYNDICATE

NCE 2023

GRADE 9 MARATHI

SUBJECT CODE: N 640

EXAMINERS' REPORT

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.
- ❖ Using sentences in the active/passive voice
- ❖ Using conjunctions in sentences.

• In **Reading Comprehension**:

- ❖ Candidates do well on questions requiring literal understanding.
- ❖ They however, 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 generally when finding the appropriate vocabulary for translation.
- ❖ The only problem is when they apply grammatical rules which seem challenging for some of them.

General Comments

For the year 2023, the passed rate for Marathi was 79.8%. Compared to 2022, quality wise, 2023's result was better. 8 candidates achieved Grade 1, 7 candidates Grade 2, 9 candidates Grade 3, 17 candidates Grade 4, 13 candidates grade 5 and 21 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.

For 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 basic grammatical items through multiple choice items and open-ended questions in order to test the candidates' ability to deal with basic but essential grammatical items. The grammatical items evaluated were use of tenses, prepositions, pronouns, plural form, punctuation, negative and interrogative structures, use of conjunction. The best items done were:

Item 1 आम्ही दररोज पायचेंडू खेळतो.

Item 3 मंगळवारी ती शाळेच्या सहलीला गेली.

Item 4 मागच्या वर्षी मनोज वाक्का येथे राहत होता.

Item 7 गवंडी घरे बांधतो.

Item 9 आम्ही नाटक पाहायला गेलो.

Item 14 काकांनी गुलाबाची फुले आणली.

The following items were found to be challenging:

Item 2 Many candidates faced difficulty in choosing the correct preposition.

Item 4 Numerous candidates were unable to choose the grammatically correct sentence.

Item 6 The candidates found it quite challenging to select the correct interrogative question.

Item 8 Candidates had to put comma in two places but many of them were unable to do it correctly.

Item 10 Many candidates were unable to apply the future tense in this sentence.

Item 13 Very few candidates were able to write the negative of 'होते'.

Question 2

This question assesses knowledge of basic vocabulary items in Marathi. In general, this question was quite well done, indicating that knowledge of basic vocabulary items has been acquired by most. The best items done were:

Item 2 रीना पावसात बाहेर जाऊ शकत नाही. ती तिची छत्री विसरली.

Item 3 बँकेतून आपल्याला पैसे काढले पाहिजेत.

Item 4 कृपया किती वाजले आहेत ते सांगाल का? माझे घड्याळ तुटले आहे.

Question 3A

This question evaluated reading comprehension at a basic level, specifically, the ability to locate information and briefly answer the questions. Many candidates performed very well, with most candidates showing that the basic reading skill of literal understanding had been acquired. It was however noted that few who resorted to lifting were penalised. In this kind of task, the importance of brief and precise answers is necessary. Most items were mostly well answered by candidates.

Question 3B

This question tested the candidates' ability to read and understand a text message conversation between two friends and to answer the questions correctly. Here also extensive answers were not required. Many candidates were penalised due to unnecessary lifting and excessive information in their answers.

Question 4

This question assesses candidates' ability to transform the given words in brackets into the correct form, thus testing grammar and spelling. Most students attempted the questions but very few got full marks. The following words were the most common mistakes:

जोराने, वादळाची, confusion between लोकांना and लोकांनी, सांगण्यात.

Question 5

Question 5 evaluated candidates' aptitude to deal with grammar and spelling in context. A short text comprising of grammatical and spelling mistakes was set. The mistakes were already identified and underlined. The candidates were required to correct them. Many candidates failed to score full marks.

The most challenging items were:

Item 1 Candidates had to correct the word **परीक्षेची** and write **परीक्षेचा**. Many candidates failed to do so correctly.

Item 5 Candidates were unable to write **शाळेच्या**. Very few did it correctly.

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

Question 6A

Question 6A is the cloze text - a higher order reading task which assesses candidates' overall knowledge of language (grammar, syntax and vocabulary). In order to score full marks in this question, candidates need to have a substantial grasp of receptive and productive vocabulary. Many candidates performed well in this question.

Question 6B

This question also 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 make educated guesses of what word might be suitable in the given gaps. Many candidates found this task challenging. Several candidates encountered difficulties to fill in the blanks using their own words. Some candidates also wrote more than one word in the given gaps. A vast range of correct answers was given and it was accepted and it perfectly suits the sentence. Nevertheless, it is to be noted that although some words were grammatically correct yet they were not suitable in the given context. Items 2, 4, 5 in particular, were found difficult by candidates, with only about half of the cohort managing to find a suitable word for these gaps.

Item 2 The expected answer here is 'उठशील'. Many candidates wrote 'उठ' instead.

Item 4 Many candidates wrote various answers here such as **विडिओ गेम्स, मोबाईल फोनवर, पायचेंडू**. Although these words make the sentence meaningful, yet they were not found suitable in the context of the cloze text.

Item 5 The weaker candidates did not attempt this part. Those who attempted it could not write the correct word.

Question 7

Question 7 is the basic writing task, with candidates requiring to write a letter 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.

In this section candidates were asked to write a letter to their friend who is angry with them and is not talking to them. However, many candidates failed to understand who was angry with whom and who should ask for forgiveness.

A successful answer had to address the following prompts:

- Why is your friend? What happened?
- He/ she is not talking to you. How did you feel?
- Ask for forgiveness for what you did.
- What will you do to improve the situation and to start speaking to each other again?

This year performance on this question was average. Very few candidates were able to perform well in this section. However, many candidates could have done 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. Candidates were penalised for repeated spelling and grammatical mistakes. 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 insight of standards and of examiners' expectations. Each letter is provided with comments to highlight the strengths and weaknesses of the writings.

Functional Writing 1

मि ईचा करते की तू तिक आहे. कृपारा मला शमा करते. मी लाहित आहे की मला केली गलत आहे. मी नितासाठी तुमच्या परबलम सांगणार नव्हते. परंतु ती माझी तार्ई आहे. कृपारा मलासाठी बोलत आहे. मी दुखी वाटते. मलासाठी एका मैत्रीण आहे, जर तु आहे. मी आनंद वाटली नाही. तुलासाठी काय करील की तु मी बोलत आहे.

This piece of work has no real sense of audience and purpose. The points are briefly addressed and the grammatical errors are too noticeable and thus confuse meaning.

Functional Writing 2

माझा विश्वास आहे की तू बरी आहे. मी हा पत्र तुझ्याशी लिहिल्ले कारण मागच्या सोमवारीची संकटाबदल माफी मागणारची इच्छा आहे. ह्या दिवशी घरी माझी आई माझ्यावर खूप रागावली आणि मी खूप उदास होती. ह्या कारण शाळेत न सूचना तुझ्यावर अशी जोराने रागावली. घरी जाताना मला खूपच दुःखी वाटली. मनापासून मी तुझ्या माफी मागत करते. मी वचन देते की उद्या शाळानंतर मी तुझ्यासाठी दोन आईस्क्रीम विकत घेईन.

This piece of work is quite relevant, although the candidate has elaborated on a few points. Most points are addressed but grammatical and spelling mistakes were clearly noticeable. Had there been less grammatical errors in this writing, it could have scored better marks.

Functional Writing 3

मी खूपच दुःखी आहे. काल तू माझ्यावर रागावला, मी उदास झाली मग झोपली नाही. माझे बोलने ऐका व समज! मी तुझ्या शत्रुशी बोलत नाही, तो माझेकरे आला होता. मला माफ करा, माझी मोठी चूक झाली. मी तुझा शत्रूला कधी उतर देईन नाही जर तो पून्हा माझ्याशी बोलत सुरु करेल. मी तुझ्यासाठी एक गाणा गावायचे आहे. मग आम्ही परत बोलणे सुरु करतो.

This writing is relevant, with some attempt at addressing most of the points. However, there are numerous linguistic weaknesses in it. There are numerous grammatical and spelling mistakes with verbs wrongly conjugated most of the time. Due to its lack of overall fluency, this writing could not above average marks.

Functional Writing 4

मला आशा आहे की तू ठीक आहेस. माफी मागण्यासाठी मी हे पत्र लिहित आहे. तू माझ्यावर रागावला कारण मी तुला बोलावले नाही की काल मी शाळेला गेले नाही. मी आजारी होता मला दुःख वाटले की तू माझ्याशी बोलत नाही. कृपया मला माफी कर. मी तुझ्यासाठी अनेक केक विकत घेईन. प्रिय मैत्रीण लवकरच भेटू. सर्वाना माझा सा. नमस्कार.

This piece of writing is much better than the first three. Despite some occasional slips, the G/S/P and Syntax are essentially accurate. It is more scoring as most of the points were addressed.

Functional Writing 5

आशा करते की तू ठीक आहेस. मला माहिती आहे की तू माझ्याशी रागावली आहे कारण मी तुझा वाढदिवस विसरला. मला खूप दुःख वाटत आहे. मला माफ कर. मी तुझ्यासाठी एक सुंदर दप्तर विकत घेतले. मी तुझा वाढदिवस कधीही परत विसरणार नाही. पत्र मिळाले की मला फोन कर. आईबाबांना माझा नमस्कार सांग. काळजी घे.

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

सप्रेम नमस्कार. मला आशा आहे की तु बरी आहेस. मला माहित आहे की तु रागावली आहे कारण मी तुझा वाढदिवस विसरली. परंतु कृपया माझ्याशी बोल. मला खूप दुःख वाटते. मला माफ कर. पुढच्या वर्षी, मी विसरणार नाही. दोन दिवस झाले आणि तु माझ्याशी बोलत नाही. उद्या मी एक चांगली भेट आणणार तु मला माफ करणार, मला आशा आहे. आम्ही उद्या भेटू.

This functional writing scored very highly. From the outset, it is obvious that the candidate has a clear awareness of audience and purpose. Despite a few occasional slips, the candidate was able to develop all required points in the writing. The grammar and spelling are 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 amongst others. This year also 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 a narrative passage was set. Princess Sai's country was facing droughts issues. She tried to help by sharing her ideas with her father, the King, about how to save water by digging a reservoir and thus she solved the water problem of the country.

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. Nevertheless, some students didn't work out this question.

Candidates are reminded of the following:

- Lifting is permitted where it is specifically asked for, but they will be penalised for excess information
- Where candidates have been instructed to use their own words, they will be penalised for lifting from the text.
- Grammatical and spelling mistakes are not penalised if meaning and understanding are made clear.

However, a few candidates were unable to score full marks for this question. Difficulties were noted as many items were left unanswered. Best items done were:

Item 1 देशात काही वर्षे पाऊस पडला नाही.

Item 5 तिच्या वडिलांसह बसून वेगवेगळ्या कल्पना ऐकावयास.

Item 6 कारण त्याला वाटे की ती खूपच लहान आहे.

Item 7 ती राजाबरोबर याबद्दल बोलेल.

Item 10 रायगडच्या तरुणांनी.

The following items were found challenging by some candidates:

Items 2, 3, 4, 8, 11.

Some candidates could not locate the answer and answered it incorrectly. For **item 2**, candidates found it problematic to break the answers into two parts. Hence, educators are advised to guide their students through more practice of such kind of questions.

For **Item 12**, many candidates tried to attempt the question. For 'वडील' answers like 'आईचा पती', 'मुलाचे बाबा' were observed. For 'जलाशय', many candidates could not write its correct meaning. Answers like 'नदी, रेसरवर' were written. Some candidates even translated the words into English like: Father, Reservoir, and Heavy Rain.

Question 9A

This question assesses candidates' ability to translate a few words in Marathi. However, it was noted that response to this question was quite good. Many candidates were able to translate the sentences into the targeted language. Most words were common ones that are used normally in basic writing task. Many students performed well in this section.

Best items done were:

To run, garden, now.

However, some candidates struggled with items iii) elephant and iv) fear. Words like 'हाती' and 'दर' were commonly used by candidates.

Question 9B

This question also evaluates candidates' ability to translate a short text into Marathi. This year response was quite good. Many candidates scored high marks for this question. It was noted that the text was to the level of the candidates. Yet, the words 'Mr', 'on time', 'attentively' and

'succeed' 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 play key roles. 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, candidates were given to describe the scene of the school when going back home after the bell rang or to write a story with the following line: "I had never imagined I would get such a gift."

Performance on this question was above average. 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 narrative essay rather than the descriptive one. It might be they have encountered an event like this before or it was easier for them. However, many descriptive writings had too many narrative details. For the narrative composition, many candidates opted for birthday theme which is a rehearsed topic. Very few candidates wrote on different topics. Other pertinent issues noted were:

Lengthy introductions which do not often address the question.

Inappropriate use of idioms.

Linguistic issues that candidates struggled with:

- ❖ Coherence of tenses
- ❖ Subject
- ❖ Verb agreement
- ❖ Correct use of direct and indirect speech
- ❖ Spelling and punctuation
- ❖ Lack of a rich repertoire of vocabulary words
- ❖ Appropriate syntax due to mother-tongue/French & Hindi interference

The following samples of descriptive and narrative essay writings illustrate the range of answers obtained this year. They are provided to give educators an awareness of standards and of examiners' expectations. Each essay is provided with comments to highlight the strengths and weaknesses of the writings.

Composition 1

मला अशी भेट मिळेल असे मला वाटले नव्हते. संध्याकाळी माझे वडील शहरात गेले. मी व माझे धाकटा भाऊ विनय खूप नौतुकाना पाहतो. सडे नऊ वाजता आम्ही घराचे साफसफाई सुरू केली कारण आम्ही गणेश चतुर्थ साजरा केलो. नंतर आम्ही घराबाहेर गेला तर मी व माझे भाऊ घराला फुलेपेक्षा सजवतो. मी रंगीबेरंगी फुले आणतात व माझे भाऊ घराला सजवतो. मी घरामागे रस्त्यावर एक मूर्ती ठेवते व मूर्ती खाली एक मोठा रंगोळी बनवते. थोडा वेळ नंतर, माझे आईबाबा घरी परतात व आम्हाला पाठ भोपडतो. तर ते आम्हाला २०० रुपये दिले. पण माझे भाऊला ५०० रुपये दिलो.

मी माझ्या आईवडीलांना खूप रागवले कारण मला २०० रुपये दिले. माझे बाबा मला एक गाऊन पाहेतात व सांगितले की "तू तुझ्या आईकडे जा." पण मी त्याला ऐकत्र नसे. तर माझी आईने मला खूप प्रेम दिली. जर रात्री मी व माझे भाऊबरोबर टि.व्ही वाचतो. त्यामुळे माझे आईवडील आम्ह्याकडे आले तर सर्व कुटुंब, आम्ही एक नवा चित्रपाठ वाचतात. साडे अकरा वाजता आम्ही आपापल्या पलंगावर झोपतो. हे एक चांगले दिवस होता. आम्ही खूप आनंद वाटला.

This composition is barely relevant. There are far too many serious errors in this composition which almost make meaning unclear. As for the language, it is very uncertain throughout, making

it difficult for readers to understand what the candidate wished to express. There are numerous grammatical and correct spelling mistakes which means that it can only score very low marks.

Composition 2

दररोज मी शाळेत येहून वा अगोल करते. तर मी माझे दुध करते आणि पाव खाते, महणू आई बाबा कामाला जाते. तो मी तिची वाजते व केक खाते. तर सहा वाजता आनली मी पूजा करते व देवता नमसकर करते. तर मी माझे अबीयास करते व शाळेचे काल करते. दहा वाजता आई बाबा व मी दूरचित्रवानी वाजते व जापने.

This piece of writing is meaningless and irrelevant.

Composition 3

मागच्या दिवशी माझ्या वाढदिवस होता. मी पंधरा वर्षांची होती. मी या दिवशी खूप आनंदी आणि अत्साहीत होते. माझ्या वाढदिवसच्या दिवशी मला अनेक भेट मिळते. माझे बाबा मला एक सोनेरीचा घड्याळ दिली, माझी आई मला शाळेचे दप्तर आणि अनेक शाळेचे सामान दिली, माझे भाऊ मला एक फोन दिले आणि माझी आजी मला ५०० रुपये दिली. मी त्याला खूप धन्यवाद दिले. मी या वर्षी मला अनेक अनेक छान भेट मिळाली. मला अशी भेट मिळेल असे मला वाटले वाटले नव्हते. मला खूप आनंदी वाटली. सोनेरीचा घड्याळ आणि फोन हे मला वाटले नव्हते. ये खूप पैशा आहेत. हे दाखवतो की माझ्या कुटुंबात मला अनेक प्रेम करतात. मी माझ्या भेट आणी माझ्या कुटुंबाला खूप प्रेम करते.

This writing consists of basic vocabulary but not always accurate. Yet errors are frequent and cannot be overlooked. There is also wrong use of tenses and many spelling mistakes. 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.

Composition 4

काही लोकांचा आवडता सण दिवाळी, होळी किंवा गणेश चतुरती परंतू म्हजे आवडता सण मार्ग वर्षाचा नाताळ.

नाताळची रत्री सर्व परीवार "बतर चीखन", पाव आणि "कोका कोला" खोतो व पितो. त्यानंतर आम्ही "लूदो", "दोमीनो" आणि इत्यादी खेळ खेळतो. दोमीनोमध्ये मी हरवला नाही. आम्ही झोपण्यापासून आंगोळ जातो. सकाळी उठून मी भेट उघडण्यासाठी झाडासमोर जातो. परंतू मला माझा भेट दिसला नाही. बाबा मला म्हणतला की माझा भेट बाहेर आहे. मी म्हणतला "का?" बाबा म्हणतला की भेट खुप मोठा आहे. हा शब्द एकून मी बाहेर जातो व मला एक 'इस्कुतर' दिसला. मी खुपच आनंद वाटतो. मला अशी भेट मिळेल असे मला वाटले नव्हते. मी बाहेर रस्त्यावर माझा नवी मोटारी चालवतो. मी खुपच दयाळू आहे आणि आई बाबांना धन्यवाद म्हणतो. हा नाताळ मला सदैवा महत्तवापूर दिसतो.

This is a relevant piece of writing. The composition has enough details. However, the errors cannot be ignored. It has very basic vocabulary and is not always accurate. It has lots of spelling and grammatical mistakes. Hence, the candidate scored average marks.

Composition 5

आज सोमवार आहे. हवामान छान आहे. आज माध्यमिक शाळेत माझा पहिला दिवस आहे. जेव्हा शाळेची घंटा वाजते तेव्हा सर्व विद्यार्थी आपल्या घरी जातात.

अनेक विद्यार्थी घरी परत जाण्यासाठी रस्त्यावर धावतात. काही विद्यार्थी रस्त्यावर पडतात. अनेक ते आपल्या आई व बाबांसाठी घराला जातात. आणि जेव्हा बस येते तेव्हा अनेक विद्यार्थी काही मुलांना धक्का मारतात व बसात जातात. ते बसस्थानकावर आपल्या मैत्रिणीला जोराने आवाज देतात व बोलतात. मला खूप राग वाटते. काही विद्यार्थी रस्त्यावर आपल्या दफतरासाठी खेळतात. काही वार्ड विद्यार्थी आपल्या पुस्तके काढतात. ते काही आपल्या गणवेशाला अस्वाधच करतात. अनेक मुली आपल्या मित्राला मिळायला जातात. हे सर्व पाहण्यासाठी मला फटाफट घर जाण्याची इच्छा होते.

जेव्हा माझी बस येते तेव्हा शांतपणे बसात जाते. घरी पोहोचण्यावर मी हे सर्व जे बसस्थानकावर होतात मी आईला सांगीते. नंतर मी आंगोळ करायला जाते आणि मी माझी अभ्यास करते.

उद्या जेव्हा मी शाळाला जाईन तेव्हा मला हे सर्व परत पाहायला पाहिजे.

Composition 5 has relevant content. The descriptions have enough details. Despite some spelling and grammatical mistakes in this piece of writing, there is a flow of ideas. This composition may lack sophistication but it is accurate and the reader's interest is sustained throughout. However it remains in a Band 2. This is a candidate who with some more effort and more guidance could have made it to a Band 1.

Composition 6

दोन वाजता वाजले. सर्व विद्यार्थी आपल्या खुर्चीमध्ये बसत आहे परंतु त्याच्या मनात फक्त एक विचार आहे. "केव्हा शाळेची घंटा वाजणार."

शिक्षक फल्यावर अभ्यास सांगत आहे परंतु कोनिही त्याला ऐकत नाही. घड्याळावर एक मिनीत असते शाळेची घंटा वाजवण्यास. वर्ग शांत आहे. सर्व विद्यार्थीला खूपच आनंदी वाटते. जेव्हा घंटा वाजतो, तेव्हा ते लवकरच उठून दाराच्या दिशेने धावत लागतात. सर्व दिशेने मुले धावत आहे. काही मुले गर्दीमध्ये एकमेकांना हाक मारतात.

केनटिन मध्ये एक मोठी गर्दी आहे कारण मुले तेथे जाऊन अनेक मिठाई विकत घेतात. जसे की चोकोलेट व लोलीपोप. काही मुलगे आपल्या दप्तर अंगणात ठेवून पायचेंडू खेळायला जातात. शिक्षक व शिक्षिका आपापल्या मोटारीत बसून शाळेतून निघतात. मुले आपल्या पालकांना पाहून फार आनंद वाटते. दुसरे विद्यार्थी पायात आपल्या मित्र व मैत्रिणीबरोबर घरी परततात.

त्या वेळी रस्त्यावर अनेक मोटार आहे ज्यामध्ये पालक आहे जे आपल्या मुलांना शाळेतून परतल्यास आले आहे. अनेक मुले आहे जे चालत आहे तर दुसरे जमिनिवर बसून खात आहे की गप्पा मारत आहे. सर्वांना खूप आनंद वाटते.

Composition 6 is a well- developed piece of writing. The content is relevant and descriptions have enough details. This essay is accurate and sustains the reader's interest throughout. However, it is to be noted that the language lacks sophistication and complexity. With fewer mistakes, this essay could have scored highly.

Composition 7

दुपारी साडे दोन वाजता म्हणजे सोमवारी ते शुक्रवारी, शाळेची घंटा वाजते. ही म्हणजे एका गोष्ट घरी परतल्याची वेळ आहे. मुले आपले सर्व सामान दप्तरात ठेवून जोराने वर्गाबाहेर धावतात व उत्साहाने अंगणात जातात.

मुले खूप आनंद आहेत कारण ते सगळ्या दिवशी वर्गात शिकतात आणि गृहपाठ करतात आणि आता घरी परतण्यास धावा पाहिजे. अंगणात खूप गर्दी आहे. त्यात शिक्षके, विद्यार्थी व इतर लोक आहे. काही पालक आपल्या मुलांना किंवा मुलींना घेण्यास येतात. पण जास्त मुले आपल्या मित्रांबरोबर फुटबॉल, बाडमिनतोन आणि बास्केटबॉल खेळतात. ते खूपच मजा करतात.

त्या वेळी वातावरण खूपच अशांत आहे आणि आवारात मोठ्या आवाजात मुले रागावतात, घाबरतात आणि फारच ओरडतात. काही मुले पण मोठ्याने रडतात कारण त्यांच्या मित्रांनी वाईट केला. काही वेळाने शाळेचे बस येतात. तर ते बसमध्ये जातात आणि एकमेकांशी बोलतात. आणि आनंदाने गीते गटात आणि नाचतात. कमी मोबाईलवर खेळतात.

दुपारी जेव्हा घंटा वाजते साडे दोन वाजता ती वेळ अनेक विद्यार्थींना खूप आवडते आणि ते आरामाने ही वेळ भेटायला येत नाहीत.

This is a detailed relevant piece of writing. The descriptive is well- developed and language shows complexity in some parts. This essay displays a certain level of sophistication that demarcates it from the rest. However, when grammatical and spelling mistakes are taken into account, full marks cannot be attributed to this composition. With more guidance and more effort this could have been an outstanding piece of writing.

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.