






# PSAC 2023

## Hindi

Subject code : **P150**

Examiners' Report

The assessment of Hindi focusses on different linguistic competencies:

 <i>Reading Comprehension</i>	40%
 <i>Grammar and Vocabulary</i>	30%
 <i>Writing</i>	30%

The assessment objectives are in line with the goals and objectives of the National Curriculum Framework (NCF) for Primary Education.

It has been noted that a great majority of students have acquired the essential skills in reading and writing. However, some candidates found it difficult to attain the minimum grade to pass. A significant number of candidates performed well on the basic and intermediate tasks across the competencies assessed.

In reading comprehension, candidates were able to retrieve explicit information from text. However, in higher order reading skills where there were questions requiring reading between the lines and inference-based items, candidates had some difficulties.

In writing, most candidates were able to write simple syntactically correct sentences but a few candidates struggled with the correct structure of sentences using appropriate grammar and varied vocabulary.

### *Question 1A*

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This question assesses candidates' knowledge of common vocabulary. Pupils had to identify the pictures and write the correct word. A large majority of them were able to give good answers. However, due to spelling mistakes they were not able to score marks.

Various good answers were given such as साइकिल, टोपी, हाथी, गज, पहाड़, पर्वत, पहाड़ी आदि ।

It has been observed that many pupils wrote the English or Kreol Morisien word instead of Hindi resulting into the loss of marks. For the picture of hat, various answers such as हैट, हाट, काप were also accepted.

It is important to note that henceforth only specific words rather than the category would be accepted. General words and common nouns such as animals, parts of body, vehicles etc would not be accepted as answers.

### *Question 1B*

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This question assesses reading comprehension ability at a basic level. The candidates were required to match a sentence to the corresponding picture.

As compared to 1A, candidates were able to successfully match the sentences with the pictures. The picture surely helped them as by recognising only one word in the sentence, they were able to identify the picture. Most of the candidates were able to score good marks.

### *Question 2A*

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Question 2A assesses a range of grammatical structures through multiple choice items. The grammatical items tested the use of tenses, verbs, prepositions,

conjunctions, pronouns, adjectives, gender, plural etc. Overall pupils were able to score marks.

Item 1 - परीना हिन्दी की पुस्तक पढ़ती है।

Many pupils answered में instead of की and lost marks.

#### *Question 2B*

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The purpose of this question is to assess candidate's ability to work through vocabulary in context. In general students were able to give good answers.

The best-done items were:

Item 2: मैं बहुत प्यासा हूँ। कृपया मुझे थोड़ा पानी दीजिए।

Item 3: आज बहुत ठंड है। मुझे एक कप गरम चाय दो।

#### *Question 3*

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In the reading comprehension question assessed at a basic/intermediate level, pupils had to show their ability to read with understanding and locate explicit information. The context was presented as a poster with precise information based on facts and figures. Pupils had to locate and write their answers briefly. Overall their effort was commendable in understanding the context and giving the correct answers. However, many pupils lifted answers word by word from the given passage. In several items pupils had recourse to total lifting of sentences which resulted in loss of marks. Candidates are reminded that indiscriminate lifting does not reassure the Examiners of their understanding of the text and hence, it should be avoided.

Item 1 - किस पाठशाला ने पोस्टर तैयार किया?

e.g. शामरेल सरकारी पाठशाला कुछ गतिविधियों का आयोजन कर रही है।

- सरकारी पाठशाला was not accepted
- Item 2 - किस अवसर के लिए यह पोस्टर तैयार किया गया है?  
जल दिवस was the correct answer, जल दिन was also accepted
- Item 3 - किस तिथि को गतिविधियाँ होंगी?  
२२ मार्च २०२३ was the correct answer  
२०२३/ २२ मार्च was not accepted
- Item 4 - Pupils were confused with the numerals 3 and 6 in Hindi. Lifting was accepted with element of answers/ figures in Roman were also accepted as the pupils wrote the numeral after understanding in Hindi.
- Item 5 - Many pupils had recourse to full lifting which was accepted. सफ़ाई/ प्रतियोगिता was also accepted.
- Item 6 - Some pupils gave answers which were far from the context e.g पीने के लिए, ज़िंदा रहने के लिए, नहाने के लिए which were not accepted
- Item 7 - The answer was direct and easy  
श्रीमती was not accepted
- Item 8 - माता- पिता, माँ - बाप, were accepted ,परिवार was not accepted
- Item 9 - Answer was very easy and direct. Copying mistakes were common with omission of one or two numbers. Figures in Roman were accepted.

#### *Question 4A*

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The main focus of question 4 A was to assess candidates' ability to read with understanding. However, some pupils had difficulty in selecting the correct answer among the distractors. While some pupils left items unanswered, others selected two options which resulted in loss of marks.

Question 4B

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The main objective of this question was to check pupils' deeper understanding of the given passage. Overall, the passage was perceived to be easy. The questions set had a balance of factual, relational and inferential items. The pupils' response was satisfactory.

Item 1 - सिमरन किसके पास बैठती थी?

correct answer सागर/ दोस्त/ मित्र

Lifting of sentence वे कक्षा में एक साथ बैठते थे was not accepted.

Item 2 - जब सिमरन चुप रही तब अध्यापक को क्या लगा?

correct answer वह बीमार है /अस्वस्थ/ ठीक नहीं

Incorrect answer, सिमरन को सुनाई नहीं दिया Names of any illness was not accepted since the answer was not in the text.

Item 3 - This question required direct answers शैली / येशा/ शुभम

Item 4 - सागर ने सिमरन को हँसाने के लिए क्या किया?

correct answers उसको नकली चूहे से डराया /नकली चूहा/ खिलौना फेंका /बस्ते से चीज़ निकाली

Some pupils lifted the complete sentence अचानक सागर को एक विचार आया which was not accepted. Indiscriminate lifting is usually penalised since it puts the Examiners in doubt on whether candidates have really understood the text and are really answering the question.

Item 5 - This was an inferential question. Performance was satisfactory.

Correct answers - क्योंकि उसके सामने के चार दाँत नहीं थे /दाँत टूटे थे /शर्म/लज्जा/डर

Item 6 - The question was a higher order one. Pupils had to identify the proper sequencing of events.

### Question 5A

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This question evaluated the candidates' knowledge of sentence structures and their ability to write correct sentences in Hindi while paying attention to the proper syntax. Most of the candidates were able to score good marks in this question. Two jumbled sentences were given and the following was observed:

Item 1 – सोमवार को प्रेमा पाठशाला जाएगी

प्रेमा सोमवार को पाठशाला जाएगी

Item 2- चाचाजी ने एक नया घर बनाया

एक नया घर बनाया चाचाजी ने was not accepted

### Question 5B

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This question assessed the pupils' ability to write contextually and grammatically sound sentences in Hindi using accurate vocabulary. The pupils had to complete three sentences. Grammatical and spelling mistakes were penalised in this section. Most of such mistakes were noted in the use of verbs and agreement.

The following was observed –

- Item 1 – Many pupils were able to write grammatically good sentences *such as* :  
माँ ने हमें शोर न करने के लिए कहा क्योंकि :हमारी परीक्षा सिर पर है /वह फोन पर बात कर रही है /वह पूजा कर रही है /वह आराम करने जा रही है ।

Some pupils were able to understand the conjunction *क्योंकि* and complete the sentence but due to spelling, grammatical mistakes and wrong conjugation of words lost marks such as - वह बिमर है / शोर करना बुरा बात है / हम अच्छा बच्चा है

- Item 2 – This sentence was mostly well done. Examples include:  
निखिल ने अपने दोस्तों को बुलाया लेकिन वे नहीं आए /उसके दोस्त बारिश के कारण नहीं आए /कोई नहीं आया

However, some candidates were unable to use the conjunction लेकिन to complete the sentence and there were some incorrect answers such as: वह खाता है /लेकिन उसके दोस्तों नहीं आया

- Item 3 - In this sentence the candidates had to make use of यदि and तो conjunction.

Many pupils wrote good sentences such as:

यदि आज बारिश नहीं होगी तो मैं बाहर खेलने नहीं जाऊँगा / मैं स्कूल जाऊँगा /  
पाठशाला बंद नहीं होगी / मैं अपने दोस्तों के साथ खेलने जाऊँगा /  
राज खुश होगा तो स्कूल बंद होगा और हम घर पर रहेंगे

Many students kept the same tense (future tense) to write a relevant sentence but some low performers have used past or present tenses such as यदि आज बारिश नहीं होगी तो हम समुद्र तट जाते हैं

#### *Question 6*

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This cloze test question evaluated the pupils' comprehension skills and ability to analyse a context and fill in the blanks with the appropriate word. The overall performance of pupils in this question was satisfactory. Many were able to complete the cloze test and scored very good marks. Some pupils who could not read and understand the context just chose answers at random due to which they could not score good marks.



### Question 7A

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This question assessed the pupils' grammar, vocabulary and spelling in context. They were given five sentences with five mistakes which had already been underlined and candidates had to write the correct form in the blank spaces. Many candidates scored well in this question. However, some of them faced difficulties as far as correcting the spelling mistakes was concerned. The following was noted:

- Item 1 – Pupils wrote छूट्टियाँ, छूटीयाँ and lost marks
- Item 2 – Pupils had to correct the spelling mistake in घंती and write घंटी but some wrote धंती or घंति instead.
- Item 4 – Answers such as करेगा, करनेवाला है, करने जाएगा were accepted.

### Question 7B

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This question evaluated the ability of pupils to form correct words with the words given. It was a higher order question and most of the high performers were able to score good marks. Spelling mistakes were penalised. Hence, only those who produced answers using the correct vocabulary and spelling scored full marks. The following was observed:

- Item 2 – Many pupils answered दैनिक which was correct, दिनभर was not accepted.
- Item 4 – Candidates were able to identify the correct abstract noun मिलावट but made some spelling mistakes like मिलावत, मीलावत due to which they lost marks.
- Item 5 – Many pupils found the word स्वच्छ difficult. Only some were able to write the answer स्वच्छता correctly.

### Question 8

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The aim of this question is to assess pupils' ability of using simple cohesive devices such as adverbs of time, manner or place or coordinating conjunctions to write a short but coherent text. Pictures and a set of words alongside were given. Pupils were required to use the given words in order to write one sentence on each picture while making sure that their five sentences made up a coherent story.

#### Item 1 - एक दिन – समुद्रतट

Some pupils wrote correct sentences both in present and past tense such as एक दिन राज अपने परिवार के साथ समुद्र तट गया था / एक दिन हम सपरिवार समुद्र तट जाते हैं Some pupils tried to write sentences but due to spelling and grammatical mistakes, lost marks. Examples of such sentences include एक दिन राम और उसकी परिवार समुद्र तट गई/ एक दिन समुद्र तट है

#### Item 2: पहुँचते ही – भोजन

Some pupils wrote good sentences such as वहाँ पहुँचते ही वे भोजन करते हैं/ समुद्र तट पहुँचते ही वे भोजन करते हैं but at times sentences which were meaningless जैसे पहुँचते ही भोजन है। some used the word भोजन in the form of verb such as वे भोजते हैं

#### Item 3: अचानक – बारिश

It was noticed that some candidates were able to write long sentences without any mistake such as अचानक उन्हें लगा कि अब जल्दी ही बारिश होने वाली है। While some pupils used enriched vocabulary such as अचानक मूसलाधार बारिश होने लगी, some wrongly used the verb बारिश होना and instead wrote अचानक बारिश आने लगी / अचानक बारिश गिरने लगी

Some candidates wrote simple sentences such as कुछ साल बाद पेड़ पर फल लगते हैं।

However, some candidates wrote meaningless sentences such as एक दीन पेड़ ने कुछ साल बाद बहुत फल हैं।

#### Item 4: जल्दी - सामान

Some candidates wrote long sentences such as फिर हम जल्दी जल्दी अपने सामान बस्ते में रखने लगे/बटोरने लगे It was observed that some pupils used the English word 'to pack' in their sentences. Some wrote sentences that were not coherent to the picture such as वे जल्दी जल्दी मोटर में सामान रखने लगे / जल्दी से वे सामान गाड़ी में रखते हैं

Item 5:            अंत में – घर

This item was generally well-done as the words given were easier. Examples included:- अंत में वे घर जाते हैं / अंत में वे घर लौटते हैं ।

There were also some excellent attempts like अंत में दुखी होकर राज और उसका परिवार घर लौटते हैं ।

Nevertheless, some sentences were meaningless such as अंत में घर है /अंत में और घर है ।

*Question 9*

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Question 9 assesses pupils' ability to write a coherent piece of continuous prose. It assesses higher order writing skills, especially pupils' ability to develop a given storyline creatively and coherently, use accurate grammar to express themselves, their ability to use varied sentence structures and the richness and appropriateness of the vocabulary used.

The following prompts had been given:

- परिवार के साथ बाज़ार जाना
- सब्जियाँ खरीदना
- अचानक एक आदमी मदद माँगना
- आप और आपका परिवार क्या करते हैं?
- अंत में क्या होता है?

It has been observed that the prompts given were within the reach of pupils. Many pupils attempted the question. At the first instance, the first three prompts given (बाज़ार जाना, सब्जियाँ खरीदना, अचानक एक आदमी मदद माँगना) were easily understood and helped the pupils to engage with the question. As a result, most of the slow learners wrote a few

simple sentences with basic additional words on the first three bullet points only and scored some marks.

Concerning, the last part of the essay “What you and your family do?” and “what happens at last?” (आप और आप का परिवार क्या करते हैं? और अंत में क्या होता है ? )

It has been noted that some slow learners and average pupils are still having difficulties to develop the last two prompts.

Majority of the average ability candidates were able to complete the story. They wrote that the man was poor and he has no one / he lost his purse, somebody stole his purse / mobile phone. Furthermore, Candidates elaborated on how they and their family gave money, bought food and drink and phoned the policeman to search for the mobile phone.

Some pupils wrote short and correct sentences. In most compositions, grammatical and spelling mistakes and incorrect use of tense were glared.

As for the brilliant candidates, they displayed good piece of writing. Furthermore, they described that the man was in a lamentable situation / he had not eaten for two or three days and he could not walk.

Some brilliant candidates associated themselves with the story. Their ideas were noteworthy. They asked their parents to act promptly to help the man. They brought the needy person at home to help him and gave him a shelter. In addition, they wrote syntactically correct sentences using linking words. They demonstrated good vocabulary words and idiomatic expressions.

The following sample of essays is an illustration of the strengths and weaknesses encountered.

### **Essay 1**

मैं परिवार के साथ बाज़ार जाता हूँ।

मैं सब्जियाँ खरीदता हूँ।

अचानक एक आदमी मदद माँगता है।

मैं परिवार को बुलाया।

मेरा परिवार और मैं घर जाते हैं।

As mentioned above that the prompts given were at reach of candidates. This piece of writing reflects the work of a slow learner or a below average ability pupil. It is to be noted that the pupil uses the prompts to make simple sentences and he scored some marks. Indeed, some grammatical and spelling mistakes could be seen.

### Essay 2

आज सोमवार का दिन है। मौसम सुहाना है। धूप चमक रही है। दस बचे हैं। मैं अपनी परिवार के साथ बाज़ार जाती हूँ। हम पास की बाज़ार जाते हैं। बाज़ार साफ और बड़ा है। मेरी माँ सब्जियाँ खरीदती है। मेरे पिताजी फल खरीदते हैं। अचानक एक आदमी मदद माँगने आता है। (51 words)

The essay is incomplete. It seems that the last two prompts (आप और आप का परिवार क्या करते हैं? अंत में क्या होता है ? ) are still a hurdle for average ability candidate. It is noteworthy that the beginning of the essay is good. There is enough vocabulary and the sentences are coherent. Syntax also is correct. Some grammatical and spelling mistakes are obvious.

### Essay 3

आज सोमवार का दिन है। मौसम सुहाना है। मैं परिवार के साथ बाज़ार जाते हैं। हम ने देखा की वह लाल – लाल सब्जियाँ बेचते हैं। हम सब्जियाँ खरीदते हैं। अचानक एक आदमी मदद माँगता है। हम ने उसको पैसे देते हैं। अंत में हम घर लौटते हैं। (48 words)

### Essay 4

आज मेरे परिवार बाज़ार जाते हैं। वह बहुत सब्जियाँ खरीदे। जाते -जाते वक एक आदमी हमें मदद माँग रहा था। उसका बटुआ खो गया था। मेरे परिवार ने उसका मदद किया। वह गड़ी को ले आया और उसको उर तक छोड़ दिया। उसने हमें धन्यवाद किया और उसे कुछ पैसे दिये। सभी खुशी खुशी से घर लौते। (57 words)

Essays 3 and 4 are relevant. The stories are basic. The candidates could have developed the story line with more details. It seemed that they had trouble in finding appropriate vocabulary to use in the storyline. The ideas are organized and expressed in mostly simple sentences. Grammatical and spelling mistakes are noticeable. Candidates are unable to use the correct tense of verbs (mixing present and past tense inappropriately). These two essays get a mid-range score.

### Essay 5

आज सोमवार का दिन है। आज छुट्टी का दिन है। इसीलिए मैं मुँह अंधेरे उठकर अपने परिवार के साथ बाज़ार जाता हूँ। पहुँचते ही हम सब्जियाँ खरीदते हैं। सब्जियाँ देखकर हमारे मुँह में पानी भर आती है। अचानक एक गरीब

आदमी मदद माँगता है। उसे दवाइयाँ खरीदने के लिए पैसे चाहिए। मेरे माता – पिता तुरंत उसे पैसे देते हैं। आदमी की खुशी का ठिकाना नहीं रहता है। वह हमें धन्यवाद देता है और आशीर्वाद देता है। अंत में हम गर्व से खुशी – खुशी घर जाते हैं। (86 words)

The Pupil missed the opportunity to score full marks. He wrote that he and his family, on arriving at the market bought vegetables and moved on. Suddenly someone is asking for help. (पहुँचते ही हम सब्जियाँ खरीदते हैं। अचानक एक आदमी मदद माँगता है )

He forgot to describe the market, the action of vegetable sellers and to enumerate the name of some vegetables and as well as the process of buying and selling. If some of these pertinent points would have been included in this essay, he would have scored the highest marks.

On the other hand, the essay is very attractive. It could be seen that the storyline has been elaborately developed. The vocabulary used is correct. The use of a variety of idiomatic expressions is visible. The syntax is coherent and the level of language is high and leaving one grammatical mistake only in the story.

It has been noted that majority of brilliant pupils forgot to write on the above-mentioned pertinent points. Instead, they write at large how they and their family got involved to help the needy person.

## Essay 6

आज सोमवार है और नीले आसमान में धूप चमक रही है। मैं स्कूल के छुटियों में हूँ। मेरा परिवार साप्ताहिक बज़ार जाते हैं। आज मैं मेरे परिवार के साथ बाज़ार जाऊँगा। दस बजे को हम खुशी – खुशी से जाते हैं। पहुँचते ही हम ताज़े – ताज़े सब्जियाँ खरीदते हैं। जब मैं रंग – बिरंगे फल को देखता हूँ तब मुँह में पानी आता है। हमारे टोकरियों में बहुत सब्जियों और फल हैं। फिर हम रास्ते पर चलते – चलते हम मिठाइयाँ खरीदते हैं।

अचानक एक आदमी मदद माँगता है। बिचारा आदमी दो दिनों से नहीं खाया। शुभवय से मेरा परिवार उसे कुछ खाने के लिए सामान देते हैं। इस समय मुझे अपने परिवार पर गर्व आता है। वे बहुत साहसी हैं। (118 words)

This essay is a good piece of work. The story is complete with enough relevant details. In addition, it fulfills the objectives of this question which is to produce a piece of work using creativity and imagination. The ideas are organised and expressed in mostly complex sentences. The vocabulary is satisfactory. However, this essay could not score full marks because numerous grammatical and spelling mistakes are noticeable.

## Essay 7

आज शनिवार है। मौसम सुहाना है। सूरज नीले आकाश में चमक रहा है। आज स्कूल की छुट्टी है इसीलिए मैं अपने परिवार के साथ बाज़ार जाती हूँ। हम कार द्वारा रवाना होते हैं। वहाँ पर पहुँचते ही माँ सब्जियाँ खरीदती है जैसे आलू, गाजर, टमाटर आदि। जब माँ सब्जियाँ खरीदती है, तब मैं इधर – उधर देखती हूँ। बाज़ार में बहुत लोग हैं। अचानक मुझे एक आदमी सड़क किनारे मदद माँगते दिखाई देती है। मुझे उस पर दया आती है। मैं पिताजी को इसके बारे में बताती हूँ। वे उस आदमी के लिए खाना और पानी का बोतल खरीदते हैं, क्योंकि वह आदमी बताता है की उसके पेट में चूहे दौड़ रहे हैं। बहुत विचार करने के बाद, हम उसे अपने साथ घर लाते हैं।

हम उसे पास के घर में रहने को कहते हैं। उस घर में कोई भी नहीं रहता है। वह हमें धन्यवाद देता है। (147 words)

This essay is a bit long but it can be classified as excellent owing to the fact that the story has been well developed with elaborated relevant details. The language is perfect despite of a few mistakes. In addition, the ideas are well organised and coherent using creativity and imagination. It could be seen that there is consistent use of complex sentence patterns in a very natural way.

## Observations

### 1. Writing the essay

Most candidates attempted this question.

A few candidates copied the canvas only.

Some candidates still dwell on lengthy introductions.

Many compositions did not stick to the recommended word limit.

A variety of vocabulary was noted.

Grammatical and spelling mistakes were noticeable in the average ability students' compositions.

High flyers delivered good story using idiomatic expressions. Good command of language could also be seen.

### 2. Use of tense

Most essays were written in the present tense. Some candidates started the essay in present and ended in past tense. Incoherence of tenses was noted in some cases. (mixing present tense and past tense using transitive verbs)

Example:

माताजी ने सब्जियाँ खरीदती हैं ।

पिताजी ने मदद करते हैं ।

हम ने उसको पैसे देते हैं ।

हम ने खुशी – खुशी से घर लौटे हैं ।

Subject – verb agreement:

राज सब्जियाँ खरीदते हैं ।

राम उस आदमी को देखता हूँ ।

पिताजी सब्जियाँ खरीदता है ।

मैं बाज़ार जाते हैं ।

### 3. Spelling mistakes

पीताजी / असका / अूसका

हुँ / चुटियाँ / छुतियों

मैसम / अदमी

दन्यवाद

धनयवाद / मिताइयाँ / मिटाइयाँ

भाय / टमातर

आलु समवार का दीन

शनीवार / साथ बजे

तुत / गजर

बजार / ठिक

लौते / स्पाय (रुपया )



#### 4. Common grammatical mistakes

मैं मेरे परिवार के साथ मैं मेरे परिवार के साथ जाते हैं

ताज़े सब्जियाँ / बहुत सब्जी / बहुत सब्जियों

उसका मदद यह आदमी को

इस टोकरी आदमी बताती है