



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

**MAURITIUS  
EXAMINATIONS  
SYNDICATE**

**NCE 2024**

**GRADE 9**

**Marathi**

Subject code: N640

***EXAMINERS' REPORT***

## Introduction

The assessment of Marathi focusses on different linguistic competencies:

- Reading comprehension (25%)
- Writing (25%)
- Grammar and use of language (40%)
- Translation (10%)

These assessment objectives are as follows:

- Evaluate the ability to understand nuances in a variety of texts
- Evaluate the range and accuracy of appropriate vocabulary and language techniques
- Measure the ability to organize thoughts and express ideas clearly and logically
- Understand and apply the proper Marathi grammar rules in their writing
- Measure accuracy in spelling, grammar and punctuation and consistency of style and tone.
- Use the language appropriately and effectively
- Carry out accurate translation

A salient feature of the assessment is that each competency is assessed at different levels with greater fairness and candidates get a better chance to show their competency levels.

## Key Messages

- Candidates should read instructions carefully.
- Candidates are advised to read and understand the questions thoroughly and carefully before writing answers.
- Candidates should read widely to build their vocabulary in Marathi
- Candidates need to be acquainted with grammatical terms and rules in Marathi.
- In reading comprehension, literal understanding has been generally mastered by most candidates.

Some candidates still struggle with higher order reading skills and vocabulary in context.

- In writing, candidates should pay more attention to their use of grammar, spelling and punctuation. Candidates should use varied sentence structures and a wide range of vocabulary to sustain reader's interest.
- Extended writing remains a challenge for many candidates. Candidates should know the difference between narrative and descriptive essays. Narrative essays require candidates to develop a storyline and use varied sentence structures and a wide-ranging vocabulary to sustain the reader's interest. Descriptive Essays require candidates to have a secure understanding of descriptive techniques and show a wide range of vocabulary to create an atmosphere. Often, narrative essays are produced instead of descriptive.
- In translation, candidates do well. The only problem is when they apply grammatical rules which seem challenging for some of them.
- In grammar, some candidates are still having difficulty with the following:
  - Subject-verb agreement
  - Transforming declarative sentences into interrogatives and negatives properly
  - Using sentences in the active/passive voice
  - Using conjunctions in sentences
  - Noun-adjective agreement
  - Relative pronoun and its agreement in the relative clause
  - Sentences with appropriate punctuations
  - Transformation of words

## **General Comments**

This year the number of candidates has drastically decreased. The pass rate for Marathi in 2024 is 89.7% as compared to 79.8% in 2023. In comparison to the overall performance in 2023, quality-wise the performance has improved. 5 Candidates achieved Grade 1, 8 candidates Grade 2, 7 candidates Grade 3, 10 candidates Grade 4, 12 candidates Grade 5 and 10 candidates Grade 6 and 6 candidates did not achieve the pass mark. This shows that response to the paper was better and a great majority of students have acquired the essential skills in reading and writing. 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 requires 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 the use of vocabulary in context and varied and precise vocabulary in writing.

In Reading Comprehension, the candidates' performance was really good as they were able to identify, locate and retrieve explicit information from the given text and demonstrated good writing skills 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.

It is worth noting that only a handful were able to write compositions creatively using appropriate grammar, rich and varied vocabulary and complex sentence structures. A majority of candidates struggled to communicate their ideas and their language was not always accurate with regard to grammar.

In general, good responses indicate that students were well prepared for the exams. Examiners found some candidates' responses often engaging, effective and accurate. There were a number of blank responses, notably for question 10- Extended writing, which may indicate issues with time management or candidates not having understood the questions. Poor time management during examinations can lead to incomplete questionnaires.

### **Specific Comments**

Question 1 assesses an array of grammatical structures through multiple-choice items and open-ended questions to test students' ability to apply essential grammatical rules. The grammatical items tested were to choose the correct use of tenses, use of cases, grammatically correct sentences, use of pronouns, adjectives, plural, writing the sentence in the proper order, interrogative, negative forms, gender and the use of conjunctions. This year many candidates were able to score full marks for this question. These items were generally well-attempted by most candidates. The best items done were:

Item 1 रोज मीरा छान गाणी गाते.

Item 2 काल मामीने ताईला छान बांगडी दिली. However, few students wrote मामी instead of मामीने. Practice should be given to such tasks.

Item 4 रोज सकाळी आई गरम पाणी पिते.

Item 5 काल रात्री मामांच्या घरी चोर घुसले.

Item 7 कोळी मासे पकडतो.

Item 11 आमच्या शाळेच्या आवारात दोन जुन्या कचरापेट्या आहेत.

Item 12 प्रिया मन लावून अभ्यास करते.

Most of the candidates were unable to do items related to verb tenses, pronouns, to choose grammatically correct sentences, to punctuate a sentence correctly and use proper conjunction. The following items were found to be challenging:

Item 3 पुढच्या आठवड्यात तो शामारेलला जाईल. For this item some students seemed confused to choose the correct pronoun. Students should master verb tenses by regular practice.

Item 6 केसरीचा नवा चेंडू निळ्या रंगाचा आहे. Many students wrote निळा instead of निळ्या as they laid more emphasis on the object being a masculine word rather on रंगाचा.

**Item 8** Candidates had to punctuate the given sentence correctly. They had to put commas in two places but very few of them were able to do it correctly. Many students had inserted only 1 comma and some had inserted 3 commas.

**Item 9** ताई व तू becomes तुम्ही; Candidates are still confused for such type of pronouns.

**Item 10** बाबा काम करायला जातील. Some candidates were unable to transform the verb जातात in future tense.

**Item 13** In this item candidates had to show knowledge of the syntax of negative structure in Marathi and of the grammatical form of the verb that is needed in such structures. Many candidates were unable to write the negative of item 13 विंचरले नाहीत

**Item 14** Candidates had to write the masculine of गायिका. Many candidates have wrongly attempted this question. Common incorrect answers were गाय, बैल, गायका

### Question 2 Basic vocabulary

The purpose of this question is to assess candidates' knowledge of common vocabulary and logical understanding in Marathi through multiple choice items. On the whole, most of the candidates were able to do it correctly.

**The best items done were:**

**Item 1.** कपडे ठेवण्यासाठी ताईला एक कृपाट पाहिजे .

**Item 4.** दर रविवारी आम्ही बाजारात जाऊन भाज्या विकत घेतो.

**Item 5.** हा माणूस रोज दहा मैल धावतो .

### Question 3A

The purpose of this question is to assess candidates' ability to read a basic text about a speech/talk regarding 'Road safety' and to answer questions based on it. Candidates have the habit of writing long answers and thus, instead of answering the question precisely, their focus was on lifting which resulted in loss of marks. In this kind of task, brief and precise answers are necessary. Overall candidates fared very well, demonstrating that the basic reading skill of literal understanding had been acquired.

The following item was seen as challenging by many:

**Item 3** भाषण किती वाजता सुरु होईल? सकाळी १० वाजता In this item excessive information was penalised when students wrote सकाळी १० वाजता ते ११ वाजता instead of सकाळी १० वाजता

### Question 3B

The purpose of this question is to assess candidates' ability to read and understand an advertisement on "Alpha Company-house cleaning" and to answer questions related to it. In this task also, extensive answers are not required. It is worth reminding candidates that brief and accurate answers are necessary in this kind of task. Resorting to lifting entire chunks is unlikely to be rewarding to candidates.

#### **Question 4**

This question assesses candidates' ability to write the correct form of a word or transform words in context. A short passage on grand-father's garden was set, with words needing transformation in brackets. Students attempted this question fairly well, but some candidates found it difficult to transform the word correctly. Thus, very few of them were able to score full marks for this question. Educators are reminded that despite the fact that candidates have to apply transformational rules to words in context, it remains that those words should be grammatically correct and free from spelling mistakes. Usually words which are tested are common and known to students' immediate environment.

For example in **Question 4** उठून , भाज्या , पाणी are words commonly used in Marathi. Yet, some candidates have done it wrongly.

**Item 1** Candidates had to transform the verb, some candidates had put उठतात and उठले which were incorrect.

**Item 2** Candidates had to write the plural of भाजी-भाज्या

**Item 3** Candidates had to write कांदा

**Item 4** The word to be transformed was पाणी, a commonly used word by the candidates. Still some candidates had wrongly transformed the word.

**Item 5** Candidates should know that for आजोबा we write आजोबांना like गुरुजींना ,बाबांना etc ..Many students had written आजोबांला which is incorrect.

### Question 5

In this question candidates were required to correct the underlined mistakes. A short text containing grammatical and spelling mistakes was set. But here also very few of them were able to score full marks. The grammatical mistakes evaluated were: मोठे झाड, रसाळ आंबे, आईने गरमागरम चहा तयार केला, चहा घेऊन /घेतल्यावर/घेतल्यानंतर

**Item 1** Candidates had to correct the verb आणली and write 'आणला', yet many candidates failed to write the correct form of the word. attention should be given to the gender of the object

**Item 3** The word रस had to be transformed into रसाळ. Many candidates were unable to transform the given word.

**Item 5** The verb was wrongly transformed by some candidates. They had to correct 'घेणे' to 'घेऊन /घेतल्यावर/घेतल्यानंतर'. But some of them failed to do it properly.

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

### Question 6A

Question 6 is the open cloze text; a higher order task assessing the candidates' overall knowledge of language which requires them to guess the suitable word to fill in the gaps. Thus, to be able to work out this question, candidates need to make guesses of what word might be suitable in the given gaps. The question was generally well answered. However, it was noted that item 4 proved to be quite difficult for an important number of candidates. Thus, very few of them were able to score full marks.

**Item 1**      जेव्हा

**Item 2**      पारितोषिक

**Item 3**      खुश

**Item 4**      पालकांना

**Item 5**      केले A verb was required in this gap. This item was generally well-attempted.

Most candidates gave an appropriate answer. An important number of candidates had difficulties with this item and proved to be quite challenging to many candidates.

### Question 6B

**Part B**, the second part of the cloze test is a higher order task which assesses candidates' overall knowledge of language (grammar, syntax and vocabulary). In this part, words were not provided. It required candidates to use the given context and draw on their linguistic knowledge to guess what word or group of words might be suitable in the given gaps.

Several candidates struggled to find the missing words. Many did not have the required vocabulary to write the correct answers. Others provided answers which did not do justice to the overall context of the passage. For some candidates, it

seems either the items were found to be difficult or maybe confusing. Some gaps were left empty.

**Item 1** पर्यत

**Item 2** पण It seems this was difficult for many candidates. Some of them have put म्हणून which is incorrect as the answer should be a contrast one when we compare the first part of the sentence.

**Item 3** शिक्षकांनी / पालकांनी are accepted in the context. Many candidates wrote मी यशाबद्दल माझी /मला माझी स्तुती केली.

**Item 4** म्हटले /सांगितले

**Item 5** दिवस This item was quite easy for candidates to guess the word.

### Question 7 - Functional writing

This question assesses candidates' ability to write a functional piece of continuous prose. This year candidates were asked to write a formal letter of about 50 to 60 words. Some key points were given. Candidates are not expected to elaborate on the given points but to simply address them clearly using accurate G/S/P and show good awareness of the audience and purpose. In this year's task, candidates were asked to write a formal letter about the candidate's visit to the doctor when he/she was ill and was required to thank the doctor. A successful answer had to address the following points:

- तुम्ही रुग्णालयात केव्हा गेलात?
- तुम्ही रुग्णालयात का गेलात?
- तुम्हाला मदत करण्यासाठी डॉक्टरांनी काय केले?
- तुम्हाला डॉक्टर कसे वाटले?
- त्यांनी केलेल्या इलाजासाठी तुम्ही त्यांचे आभार माना.

This year's performance on this question was on the whole above average. Most students understood the requirement of the task. Many candidates were able to adopt an appropriate register and there was clear evidence of purpose, audience and format. Being able to write a letter accurately in Marathi still remains a difficulty for a majority of candidates. It has been observed that many candidates could have performed better had they been more ambitious in their writing. Some candidates' responses seemed to respond in a more focused manner. But a few of them did not even tackle this question. There were repeated spelling and grammatical mistakes in some letters which resulted in loss of marks. Some students did not understand the question and wrote about another person's visit to the doctor.

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

- Clear awareness of audience and purpose
- Points addressed correctly
- Grammar, Spelling, Punctuation and Syntax accurate

- Accurate and appropriate vocabulary
- Organisation of ideas and coherence

The linguistic challenges that remain are:

- The coherence of tenses
- Subject-verb agreement
- Spelling and punctuation
- Disjointed writing

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

### Functional Writing 1

मी गेल्या सोमवारी रुग्णालयात गेला. मी रुग्णालयात गेला कारण मी खूप आजारी होतो. मला मदत करण्यासाठी डॉक्टरांनी मला भेटणार दिला. हा डॉक्टर खूप मित्रांबरोबर होतो . त्यांनी केलेल्या इलाजासाठी मला त्यांचे आभार मान होता

This is a very poor response. The given points were not properly addressed. Thus, it can score very low marks. This response does not have a clear purpose. The candidate struggled to adopt an appropriate register. The number of words was not respected and the candidate has not been able to make appropriate use of grammar, spelling and proper sentence structure. Thus, this response has not achieved good marks.

## Functional Writing 2

प्रिय डॉक्टर ,

मला आशा आहे की तुम्ही बरे आहोत. मी तुमच्याशी ही पत्र लिहित

आहे कारण दादाचा इलाज केल्याबद्दल तुम्ही त्यांचे आभार मानतात

. काल रात्री आम्ही रुग्णालयाला गेलो. आम्ही रुग्णालयाला गेलो

कारण माझ्या दादाचे पाय जखमी लागले. आम्हाला मदत

करण्यासाठी डॉक्टरांनी त्याचे इलाज केले.

तुमची विश्वासू,

रमा

This is an average response. Although all key points were briefly addressed. The language is too clumsy for this candidate to score highly. There are countless grammatical and spelling mistakes which tend to make the meaning unclear.

### Functional Writing 3

प्रिया डॉक्टर,

मी रिमा आहे. मागच्या सोमवारी मी रुग्णालयात गेले. मी रुग्णालयात गेले कारण मी आजारी होती. माझ्या मदत करण्यासाठी डॉक्टर मला इलाज केला. डॉक्टर मला वाईट वाटले कारण काही दिवसांपूर्वी मी आजारी पडली पण रुग्णालयात गेली नाही. मला औषधे दिले. मी घरी विश्राम केली. माझ्या केलेल्या इलाजासाठी मी हे पत्र लिहिते आणि तुमची आभार मानते.

तुमची विश्वासू,

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

#### Functional Writing 4

प्रिय डॉक्टर,

माझा सप्रेम नमस्कार. आशा करतो की तू ठीक आहेस. गेल्या शनिवारी मी 'जीतू' रुग्णालयाला गेलो कारण पायचेंडू खेळल्यावर मी घसरलो व मी मोठ्यांनी खाली पडला . मला मदत करण्यासाठी तुम्ही माझ्या पायाची तपासणी केली व पायावर मलमपट्टी बांधले. मी तुम्हाला खूप काळजी वाटलो. मी तुला आभार मानतो कारण तुझ्या केलेल्या इलाजाकारण मी ठीक होईल .

तुमचा विश्वासू,

युवराज

This work despite having grammatical and spelling mistakes is far better than the previous functional writing. All points have been developed but still there are some occasional slips but can score better marks.

## Functional Writing 5

प्रिय डॉक्टर ,

नमस्कार मला आशा आहे की तुम्ही बरे आहात. मी या पत्राद्वारे तुमचे आभार मानते. मागच्या आठवड्यात मला जोराचा ताप आला म्हणून मी रुग्णालयात गेले. त्या दिवशी तुम्ही मला औषध दिले आणि मला सांगितले की फळे खायला पाहिजे आणि भरपूर पाणी प्यायला पाहिजे. जसे तुम्ही मला सांगितले तसेच मी रोज फळे खाल्ली आणि भरपूर पाणी प्याले. सुदैवाने मला लवकरच बरी वाटली. माझ्या इलाजासाठी मी तुमचे आभार मानते. मी इथेच माझ्या पत्राला विराम देते. मला आशा आहे की तुम्ही तुमचे काम सदैव तसेच करणार. नमस्कार.

तुमची विश्वासू

तनती

Functional writing 5 showed an awareness of audience and purpose. All the points were developed. The linguistic aspects were essentially accurate. As far as vocabulary is concerned, it is accurate. This piece of writing is organized and deserves high marks. It has a clear sense of audience, tone and register.

## Functional Writing 6

प्रिय डॉक्टर,

मला आशा आहे की तुम्ही ठीक आहात. आता मी बरे वाटत आहे. मला आशा आहे की तुम्ही मला विसरलात नाही. मागच्या सोमवारी मी रुग्णालयाला आलो. तेव्हा तुम्ही मला तपासलात होता. मला गॅस्ट्रो आला होता. सुदैवाने आता मी ठीक आहे. मी तुमच्याशी खूप आभारी आहे कारण या क्षणी तुम्ही माझी काळजी घेतली. रुग्णालयात तुम्ही प्रत्येकक्षण माझ्याबरोबर होता. वेळ न लावता, तुम्ही माझा इलाज केला. मला इंजेक्शन लावण्यास आवडत नाही परंतु तुम्ही शांततेने मला इंजेक्शन लावले. तुम्ही एक खूपच चांगला माणूस आहे. तुम्ही दुसऱ्या डॉक्टरांपेक्षा खूप दयाळू आहात. तुम्ही उत्तम रीतीने माझा इलाज केला याबद्दल मी तुमचे खूप आभारी आहे.

तुमचा विश्वासू

रोहन

The successful candidate addressed all prompts given and showed a clear awareness of audience and purpose. All required points were fully developed. The grammar, spelling and punctuation are very accurate and the vocabulary is appropriate. The overall task was organised and coherent. This functional writing scored very highly.

### **Question 8**

The Extended Reading Comprehension task is to assess reading with understanding. A range of reading comprehension skills were assessed through different items testing literal understanding, overall meaning of vocabulary words among others. The responses to be identified was considered to be an easy process as paragraph numbers were included in the questions' section to facilitate candidates. This year's passage was about a girl: Nisha and a boy: Rohan, who were in the same class. Initially, they were not friends but finally got to know each other. It gives a lesson on friendship. The candidates generally performed satisfactorily on questions that called for a literal understanding of the passage. This year a good proportion of candidates showed understanding of the story and many of them satisfactorily answered the questions. It is worth highlighting that a vast majority of candidates were able to answer almost all the questions as the answers were fairly direct. Even the item that dealt with vocabulary in context was well-attempted.

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 excessive information.
- Excess information in an otherwise correct answer is not given credit.
- Grammatical and spelling mistakes are not penalised if evidence of understanding is clearly shown.

However, a few candidates were unable to score full marks for the vocabulary question. The vocabulary question required candidates to explain 3 words in the context of the passage. Spelling mistakes were tolerated, so long as meaning was not in doubt. Some of them scored highly in it but some gave vague definitions.

Overall, the best items done were:

**Item 1** ग्रेड ८मध्ये

**Item 2** कारण ते अगदी वेगळे होते

**Item 5** की त्यांना सारख्या गोष्टींची आवड आहे.

**Item 6** भीती वाटत होती

**Item 7** रोहन कामसू आहे.

**Item 9A** त्यांच्या मैत्रीची चेष्टा करीत होते.

The following items were found challenging by some candidates:

**Item 8** रोज निशा त्याला रुग्णालयात भेटायला जात होती/ निशाने त्याला साथ दिली.

**Item 11** रोहनला अनेक मित्र मिळाले. Some candidates could not locate this answer and answered it wrongly.

### Question 9A

This question assesses candidates' ability to translate 5 words from English to Marathi. It was encouraging to note that the response to this question was far better. Many candidates were able to do the translation. The words were common ones used normally in basic writing tasks. Yet, a few were unable to do it. It has been noticed that there is a huge influence of Hindi in this task. Candidates are still confused between च and ज

The best items done were:

- Item 2 - Moon - चंद्र  
Item 3- Shop - दुकान  
Item 5- Suddenly - अचानक

However, some candidates struggled with items :

- Item 1- Horse - घोडा Some candidates wrongly wrote the word घोडा often changing its meaning.  
Item 4- Famous - प्रसिद्ध

### Question 9B

This question assesses candidates' ability to translate a short text from English to Marathi. This year's response was far better than previous years. Many candidates scored highly for this question.

Yet, the words '**Delicious meals** ', '**movies**' 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 are primordial. This will also help them with their writing skills.

### **Question 10**

Question 10 assessed candidates' ability in extended writing. Candidates had to write a composition of about 150 words. This question normally assesses higher order writing skills.

Those candidates who attempted it were able to communicate with clarity, with an appropriate sense of purpose and some apt use of form, tone and register.

Successful candidates showed the 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 a place that you like to see/visit very often or to write a story with the following line: " I was worried as I could not find it..." Additional information was given in brackets to help students build their responses. More successful candidates were able to write entertaining and engaging responses that sharply focused on the task. They were able to use spelling, punctuation and grammar to mak

Performance on this question was better than last year. Yet being able to write in accurate Marathi remains a vital skill for some candidates. It has been observed that many candidates could have performed better had they been more ambitious in their writing or had they been given more practice and proper guidance.

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

- Elaboration of content
- Accurate grammar, Spelling, punctuation and syntax
- Accurate and wide vocabulary
- Varied sentence structures
- Sustained reader's interest

This year more candidates opted for the narrative essay rather than the descriptive one. Descriptive essays require more attention to details. On the other hand, narrative essays are easier to structure: with a clear beginning, middle and end to create atmosphere. Candidates can frame their story around a sequence of events, which helps them to stay focussed and complete the essay within the limited time of the exam.

Other pertinent issues noted were:

- Weak/vague introductions and conclusions that do not clearly address the topic
- Abrupt endings
- Lack of structure and organisation

Linguistic issues that candidates struggled with:

- Coherence of tenses
- Subject -Verb agreement
- Correct use of Direct/Indirect speech
- Spelling and punctuation
- Lack of a rich repertoire of vocabulary words
- Repetitive language and ideas which reduces clarity
- Inappropriate syntax due to mother-tongue/French interference/Hindi interference

### Composition 1

काल शनिवारी, छान आकाशात होते. मी व माझे कुटुंब समुद्रकाठी चालत होत व अचानक मी जी जाग एक वेळोवेळी पाहायला आवडते.

त्या खूप सुंदर होत्या व मी खूप आनंद होतो. त्या वेळोवेळी रंगीबेरंगी होत्या व मोठं होते. माझे सर कुटुंब खूप आनंद होते.

This descriptive essay is very short and barely relevant. Descriptions are quite unclear. As for the language, it is very clumsy and uncertain throughout and does not create any interest for the readers. In addition, the essay is replete with numerous grammatical and correct spelling mistakes which means that it can only score very low marks.

मी शाळेला जात नाही मी खूप आजारी आहे. मला मी घरात हाते . मला मी लवकर उठते, दात घासते व आंधाळ करते. मी लंगोलत बसमध्ये घालते.

माझे मित्र रीना वर आहे की ती खुप आनंदी आहे. मी सांगितले, “मला काळजी वाटली कारण मला ते सापडत नव्हते”. ती रुपयात की मी चांगली मुलगी वर मी तव्हा नव्हते”. बरोबर मी आणि रीना बागतलला जाते. व शपिंग करते. कधी कधी माझे प्रसे पस मदहे नाहीत आहे.

मी खूप तुलदारा आहे व मी रिमा संगितले “तू आम्हाला माझे प्रसे गालते. “अबब !नाही तू घारीला फलदा आहे.

मी पाणीक आहे. वर मी आणि रीना लवकर लवकर घरी जाते व प्रसे चालवते. माझे आई खुप दथी आहे. ते दतघरत पराटना करते.

मी सैपाघरात जाते व माझे प्रसे माजावर आहे, मी खुप अबास आहे. आईवर ते चालवते व ती

This composition despite being longer than composition 1, in grammar, the incoherence of tenses is glaring in this piece of work. In addition, this essay also is full of grammatical and correct spelling mistakes. The narratives in this composition tend to be mostly a series of events without any effect. The writing lacked coherence and the candidate had weak control of grammar, spelling and vocabulary. Errors occur mostly when complexity is attempted.

### Composition 3

आज सोमवार असून हवामान छान आहे. त्या दिवशी मी आपल्या मैत्रीणिबरोबर घरी परततांना , रस्त्यावर अनेक कुत्रा होते. आम्हाला खूप भीती वाटतो तर हे निरनय घेते की आम्ही एक दोसरी रस्त्याची मदतीने आम्ही घरी जातो.

तेथे पोहोचताना, आम्ही अनेक मुलगे दिरतो. त्यांना आम्हाला दिसतांना आपच्या मागे धावत सुरु झाला. आम्हाला खूपच भीती वाटतो. धावतांना आम्ही एक खोली घरात दिसतो. आम्ही त्या घरात चुपत जातो. आम्ही रस्त्यावर धावतांना आपल्या दफतर हरवली.

जेव्हा ते मुलगे आम्हाला दिरले नाही तेव्हा एकेच मुलगाची मोबाइल फोन पडला.

त्याच्या फोनाची मदतीने, आम्ही पोलीसला फोन केले. काही मिनिटांनंतर ते फोन वाजत सुरु हाते वेळ नलावते, मी हे फोन फेकते. काही वेळानंतर, आम्ही पोलिसची आवाज ऐकतात. पण मुलगे भीती वाटत नाही तर पोलीस घरात येतात आणि मुलगेला पकडतात.

This narrative composition is replete with lots of spelling and grammatical mistakes. The vocabulary is almost incorrect and it lacks complexity and sophistication. It has little interest for the reader. Thus, this composition also scores very low marks.

#### Composition 4

मी शाळेला पायी जात होते. माझ्या दफतरात माझा आवडता पुस्तक, शाळेची वस्तू व माझे जेवण होत्या. मी इकडेतिकडे पाहत होते जेव्हा माझे दफतर अचानक हलका लागला.

“अरे! माझे दफतर उघडलेला आहे!” मी स्वतःला म्हणाले जर मी आत पहिले तर मला काळजी वाटली कारण माझा आवडता पुस्तक मला सापडत नव्हता . तो ‘हारी पॉटर चांबर ऑफ सिक्रेट्स होता. मी लवकर पोलिस स्टेशनला गेले. सुदैवाने ते माझ्या जवळच होते. तेथे मी एका अधिकाऱ्यांना माझ्याबद्दल काही माहिती दिले. व त्यांना माझी उपस्थिती सांगितली.

अधिकारी आणि मी नंतर एका कामेरावर पाहिलो की जेव्हा मी लक्ष देत नव्हते तेव्हा एक पुरुषने माझे दफतर उघडला व पुस्तकाची चारी केली. अधिकारी म्हणाला, “ तू काळजी करू नकोस, तुला तुमचा पुस्तक मिळणार”. सुदैवाने मला शेवटी दोन दिवसांनंतर माझा पुस्तक मिळाला. त्या क्षणी मी आनंद गगनात न मावेना.

तो चोर आता जेलात होता. मी त्या चांगला अधिकारीचा खूप आभार मानले. त्या दिवसांनंतर मी रस्त्यावर चालताना खूप लक्ष देते.

तो काय काळजीपूर्वक दिवस होता!

This narrative essay despite having some spelling and grammatical issues has enough details with a flow of ideas which can be noted. This composition may lack sophistication but it is partly accurate. This is a candidate who with some more effort and under proper guidance can aspire more marks.

## Composition 5

सर्व लोक एक जागा वेळोवेळी पाहण्यास आवडते . मी पण जागा वेळोवेळी पाहण्यास आवडते. जागाचे नाव ब्लॅक रिव्हर गोर्ज आहे.

‘ब्लॅक रिव्हर गोर्ज’ हा जागा ब्लॅक रिव्हरच्या जिल्ह्यात आहे. तेथे अनेक सुंदर फुले आणि पक्ष्या आहेत. तेथे पोहोचल्यावर आम्ही अनेक मोठ्या झाडे पाहतो. दररोज लोकांना तेथे जाण्यात जेवण घेतो. रोज मी लवकर उठून तयार करून ब्लॅक रिव्हर गोर्ज जाते आणि तेथे मी व्यायाम करते.

तेथे पक्ष्या आनंदाने किलबिलतात. काही दिवशी आम्ही तेथे जातो आणि गुण्यागोविंदाने गातो. मला खूपच आनंद वाटते. पर्यटक मॉरिशसमध्ये येतात आणि ब्लॅक रिव्हर गोर्जला जातात. तेथे पर्यटक अनेक सुंदर चित्र काढतात तेथे आम्ही समुद्र पाहू शकतो. तिकडची माणसे खूपच चांगले आहेत. ब्लॅक रिव्हर गोर्जची वातावरण खूप स्वच्छ आहे. तेथे अनेक कचरापेट्या आहेत.

झाडयांवर माकडे राहतात. कदी कदी लोक माकडयांना केळा देतात. तेथे नेहमी हवामान छान आहेत. मी ‘ब्लॅक रिव्हर गोर्ज’ खूपच आवडते.

This essay is one among the few descriptive essays. The candidate has been able to describe the place he/she likes to visit very often. There are several spelling and grammatical mistakes which make the language basic. With some effort, the candidate could have written a better essay with proper vocabulary and use of sophisticated language.

### Composition 6

एका सोमवारी होता. मी लवकर उठून शाळेला गेले. त्या दिवसांवर शाळेला बक्षीस वितरण साजरा केले होता. तर सर्व मुले शाळेच्या अंगणात होते. आम्ही खुर्चीवर बसून होतो. मी माझ्या मोबायल फोन फोटो काढण्यासाठी सापडत परंतु माझे मोबायल फोन मला मिळले नाही.

मी वेगाने माझ्या शिक्षकांना बालले “ शिक्षक, मी वर्गामध्ये जाऊ शकता का?” त्याने मला होय बोल्ला. नंतर मी वर्गामध्ये गेले. मला माझ्या मोबायल फोन मिळेल नाही. मला खूप काळजी वाटली. मी नंतर माझे शिक्षकला सर्व बोल्ले. त्याने मला मुख्याध्यापिकापासून घेतले. मुख्याध्यापिका मला त्याच्या ऑफिसात घेतले व सेक्रेटरी कामेराला पाहिला. तर तिला दाखवले की एका विद्यार्थी आमच्या वर्गामध्ये जाऊन काही मुल्याचे दफतरात पैसे, फोन व वेगवेगळे सामान चोरी केले.

तर आम्ही तो विद्यार्थीला पकडले व त्याला ऑफिसात घेतले. नंतर त्याने आम्हाला सर्व सामान दिले. मुख्याध्यापिका त्याला खूप रागवले. तो खूप वाईट होती. मी खूप आनंद होते कारण मला माझे मोबायल फोन मिळाली.

This composition is replete with spelling and grammatical mistakes. The sentences used do not communicate clearly and concisely. Although this piece of work lacks clarity, the candidate has made an attempt to write the narrative essay using sufficient vocabulary. Errors tend to occur mostly when complexity is attempted. It has some interest for the reader.

### Composition 7

शाळेच्या सुट्टीत असून सोमवारचा दिवस होता. हवामान फार छान होता. त्या दिवशी माझी मैत्रीण दिशा व मी बगातेलला फिरायला गेलो.

तेथे पोहोचल्यावर, आम्ही सर्वप्रथम जेवण घेण्यासाठी 'के.एफ .सी ला गेलो म्हणून मी आपले मोबाईल फोन खिशात ठेवले. काही वेळानंतर आम्हाला आमची पदार्थ मिळाले व पोटभर खल्लो.

मग आम्ही वेगवेगळ्या दुकानात गेलो व काही शॉपिंग केली. त्याच वेळी मला कळले की मी आईला फोन करायला पाहिजे. मी माझ्या खिशातून मोबाईल घेताना मला आश्चर्यचकित कारण माझे मोबाईल हरवले. हे पाहून मी पटकन दिशाला म्हणाले. मग आम्ही दोघे माझे मोबाईल शोधू लागलो.

मला काळजी वाटली कारण मला ते सापडत नव्हते. मी दिशासमोर रडू लागले कारण मला माझे फोन मिळणार नाही अशी विचार आले.

एकाएकी आमच्यामागे एका मुलगा मला लाट मारत होता. तो आमच्याकडे आला व मला माझे हरवले फोन मला दिले. हे पाहून मला खूप आनंद वाटला. त्याचे नाव राज होतो व मी त्याला आभार मानले. मग मी माझ्या मोबाईल फोनला आपल्या दफतरात सुरक्षितप्रमाणे ठेवले.

किती वाईट दिवस होता!

This composition sustains the reader's interest. The candidate has used reasonably accurate sentence structures and a wide range of vocabulary. Although the writing contains some grammatical and spelling mistakes, the candidate has managed to focus on the narrative nature of the task. Although there is a developed storyline in this response, the language used remains the main issue. The ideas flow logically and the points are relevant. With fewer mistakes, this essay could have scored highly.

### Composition 8

गेल्या आठवड्यात , मी एक घाबरली दिवस घालवलो. शाळेची घंटी वाजवली व जेवणाची वेळ होती. माझे मित्र राज, रोहन आणि मी पायचेंडू खेळण्यासाठी अंगणावर गेलो.

मी माझ्या मोबाईल फोन माझ्या दफतरामध्ये ठवलो व पायचेंडू खेळण्याची सुरु केलो. पायचेंडू खेळण्यानंतर आम्ही वर्गात गेलो. माझ्या मोबाईल फोन घेण्यासाठी मी माझ्या दफतर मेजावर ठेवला.

मी दफतरातून मोबाईल फोन धुंदलो पण ते दफतरात नाही. वेळ न लावता, मी अंगणाला गेलो पण मोबाईल फोन तेथे नव्हते. मी राज व रोहनला सांगितले की त्यांना माझा मोबाईल फोन पहिला पण ते 'नाही' सांगितले.

“मला काळजी वाटली कारण मला ते सापडत नव्हते”. मी मोठ्याने रडू लागलो. नंतर राजने त्याच्या खिशातून मोबाईल फोन घेतले व मला दिले. राज आणि रोहन माझ्यावर एक 'पॅन्क' (पॅन्क) केल्या. मोबाईल फोन घेतल्यावर मी आनंद वाटलो.

शेवटी मी राजने रोहनला सांगितले की मी कधी त्याला बोलणार नाही. त्या दिवसातून मी शाळेत फोन आणलो.

In composition 8, despite being a well-developed piece of work here also the language remains the main issue. This essay displays a certain level of sophistication that demarcates it from the rest. Firstly, it is worth noting the elaborate development of the storyline and the way it flows naturally. The essay is accurate and the reader's interest is sustained throughout. But taking into consideration the grammatical and spelling mistakes, full marks cannot be given to this essay. Thus, the candidate could not score highly in this essay. But with proper guidance this can be an outstanding piece of work.

### Composition 9

शाळेची सुट्टी होती. परीक्षा पण पूर्ण होते. मी घरी दिवसभर मोकळा वाटत होतो. अचानक मला एक कल्पना आली. वेळ न लावता, मी माझे मोबाईल घेतले व माझ्या मित्रांना फोन केले. "नमस्कार मित्रांनो! कसे आहते? मला एक कल्पना आली. आपण या शुक्रवारी बागातेलला एक चित्रपट पाहण्यास जाऊ शकतो कारण आपण घरी राहताना खूप मोकळा वाटत होतो.

मग शुक्रवारी, माझे मित्र व मी बसने बागातेलला गेलो. आम्ही 'आवातर' हा चित्रपट पाहायला गेलो. सर्वांना खूप आनंद वाटला. माझ्या मित्रांपैकी एक मुलगा राज चित्रपट पाहण्याऐवजी, झोपत होता. चित्रपट पाहिल्यानंतर आम्ही काही दुकानात फिरायला गेलो. फिरताना आम्ही खूप गप्पा मारत होतो.

बारा वाजले की आमच्या पोटात कावळे ओरडत होते. म्हणून आम्ही जेवण घेण्यासाठी 'के एफ सी' ला गेलो. जेवण विकत घेण्यासाठी सर्वजण आपापली पिशवी घेतली. त्या क्षणी मी माझी पिशवी शोधत होतो. मी माझ्या दफतरात पण शोधली परंतु मला ती पिशवी मिळाली नाही. मला काळजी वाटली कारण मला ते सापडत नव्हते.

This candidate used reasonably accurate sentence structures and a wide range of vocabulary. The narratives are complex and sophisticated and the ideas are well developed in a very natural way which creates an atmosphere. This composition scores very highly.

### Composition 10

मागच्या सोमवारी, मधल्या सुट्टीत, जेवण घेताना मला सापडले की माझी मैत्रीण ,अनिता, एक मोठे पुस्तक वाचत होते. तिच्याजवळ आल्यावर मला सापडले की हे 'हारी पॉटरचे पुस्तक होते.

हे पाहून मला खूप खूश वाटत होता कारण 'हारी पॉटर' माझे आवडते चित्रपट होते. वेळ न लावता , मी तिच्याबरोबर पुस्तक वाचायला लागले. नंतर मी तिला विचारले की ती मला पुस्तक देऊ शकते का? ती म्हणाली "ठीक. पण दोन दिवसांनंतर तू मला पुस्तक देणार का?" मी म्हणाले अवश्य !"

मी पुस्तक घेऊन घरी परतले व त्या दिवशी, रात्री, झोपण्यापूर्वी मी पलंगावर गेले आणि पुस्तक वाचायला लागले. मी पुस्तक वाचण्यात इतके मग्न झाले की त्या दिवशी मला झोपण्याची इच्छा आली नाही व उशिराने झोपले.

दोन दिवसांनंतर , पुस्तक वाचल्यावर, मी ते सकाळी , माझ्या दफतरात ठेवले. शाळेत मधल्या सुट्टीत मी अनिताला पुस्तक देण्यासाठी माझे दफतर उघडले. परंतु ते इथेच नव्हते. मला काळजी वाटली कारण मला ते सापडत नव्हते. "आता मी काय करणार?" मी सांगितले.

लगेच मी माझ्या शिक्षकांना हे सर्व सांगितले. मधल्या सुट्टीनंतर त्यांनी सर्वांना विचारले " कोणी अनिताचे पुस्तक शिळाच्या दफतरातून घेतले?" अनिता आश्चर्य होती व ती उठून म्हणाली " काळजी करू नकोस! ते माझ्याबरोबर आहे" तिने मला सांगितले की जेव्हा मी जेवण घेत होते तेव्हा तिला दिसले की माझे दफतर उघडलेले होते म्हणून माझे दफतर बंद करताना तिने तिचे पुस्तक

सापडले व तिने पुस्तक घेतले.

The candidate demonstrated a focused and sustained attempt at crafting a piece of narration. This is a clear Band 1 essay. The candidate has an elaborate storyline and the language is essentially very accurate throughout. There is a highly accurate G/S/P with only occasional slips. This type of response will score highly.

### Conclusion

This report aims at giving all stakeholders an overview of the common and frequent errors committed by students and it provides detailed feedback on the students' performance. Students are expected to have a sound basic knowledge of the Marathi language. Otherwise they will not be able to communicate and express themselves confidently. The better students have a strong grasp of grammar, vocabulary and read extensively which boosts their skill when speaking or writing in Marathi. Through consistent practice, candidates can not only refine their language skills but can also gain deeper insights into the structure and nuances of Marathi language. 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 use of digital technology and materials available. More focus should be laid on vocabulary, grammar, spelling and punctuation and aim at creating a conducive environment for the learning of Marathi.

Candidates should be encouraged to incorporate reading daily, establish a reading routine, having access to diverse materials, engaging in active technique and practicing writing. Books, stories, movies and cartoons in Marathi are easily 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.

