

# HINDI AS A SECOND LANGUAGE

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Paper 0549/01  
Reading and Writing

## Key messages

- In **Exercises 1, 3 and 5** the emphasis is on reading skills. Spelling errors are tolerated provided that they do not interfere with communicating the correct answer to the Examiner. As long as the answer is clear, candidates are not required to write in full sentences.
- In **Exercise 4 and Exercise 6**, marks are awarded not only for content but also for accuracy of language. Therefore, it is important for candidates to check their work carefully for spelling and grammatical errors.

## General comments

Most candidates performed well in this year's examination. The candidates followed the guidelines well and most of them had written their answers within the word limit. The majority of candidates appeared to be at ease with **Exercises 1, 4 and 6**.

## Comments on specific questions

### **Section 1**

#### **Exercise 1 Questions 1–5**

This exercise focused on a text about a woman who recycled things in her day-to-day life in order to save the environment. The majority of candidates had no difficulties in answering **Questions 1 to 5**. Most of the candidates answered the questions correctly. There was more than one possible answer to **Questions 2, 3 and 5**.

#### **Exercise 2 Question 6**

In this exercise, candidates were required to transfer information from the text into the form provided, without any kind of error or inaccuracy. Generally, candidates did not face any difficulty in finding the correct information for completing the form. However, on this occasion, the given address was from the United Kingdom. Candidates were unfamiliar with how to write a post code from the United Kingdom, and how this was different to postal codes from other countries in Asia. As a result, almost all candidates made mistakes while writing the post code. Therefore, given knowledge of UK post codes was not expected, no candidate was penalized while committing this specific error.

#### **Exercise 3 Questions 7–9**

The topic of this year's text was the shortage of drinking water in different parts of the world. The text also highlighted other factors which are obstructing young girls education because they have to walk a long distances to fetch water for their domestic consumption.

#### **Question 7**

The first heading required candidates to write about the ill effects of the water shortage. Most of the candidates managed to write three points correctly. However, small percentage of candidates manage to give only two points out of the correct three points.

#### **Question 8**

What kinds of help can be provided to local people? Several candidates managed to give two correct points.

### Question 9

In order to resolve this problem what kind of alternatives are helpful? The majority of candidates were able to provide only one right point under this heading. The main reason for this mistake was that most of the candidates mentioned this point as their answer to part of **Question 8**.

### Exercise 4 Question 10

In this summary-writing exercise up to six marks are available for Content and four marks for Language. This year, most candidates appeared to be well-prepared for the requirements of this exercise and generally performed well. Many candidates wrote their summaries in their own words. Therefore, they were able to access the full range of marks available for Language. Most of the candidates had written precisely, covering 5 or 6 correct points from the text. They also managed to secure 3 out of 4 marks for language; a few candidates scored full marks for language. The majority of the candidates restricted their answer to the word limit. However, a small minority of candidates still exceeded the word limit.

### Section 2

#### Exercise 5 Questions 11–17

The subject of this text was about the spice Saffron and how Saffron can be cultivated. The text also touched on the ideal conditions for Saffron's growth. For all four **Questions (11 – 14)** there were true/false options. Very few candidates managed to answer all the questions correctly. For example, **Question 12** was answered correctly by very few candidates. From **Question 15–16**, most of the candidates gave accurate statements. However, some candidates struggled to get the correct answers for these questions.

#### Exercise 6

This year's essay topic was to discuss their views on the question of whether school education should give importance to subjects like maths and science only or also give importance to subjects like singing and art. Several candidates gave some strong reasons in favour of including music and art in the school curriculum. Many candidates support this view on the basis that it helps to develop a well-rounded personality. Good answers not only highlighted reasons for supporting the inclusion of certain subjects in the curriculum but also included valuable suggestions as to how subjects like art and music could be promoted within the school curriculum.

Teachers should encourage candidates to think in Hindi because candidates thinking in English and then translating these sentences into Hindi while writing gives rise to Hindi grammatical mistakes. Spelling mistakes are definitely an area of concern which should be addressed. This will result in an improvement in grades across the board.

# HINDI AS A SECOND LANGUAGE

Paper 0549/02  
Listening

## Key messages

In order to do well in this examination, candidates should:

Write their answers as clearly as possible so that the meaning can be understood

Take care to include all the relevant details in their answers to the questions in **Exercise 4**.

## General comments

Overall, candidates performed quite well in this examination and the full range of ability was observed. Most candidates attempted all the questions in the paper.

For this component, credit is given for communication of the correct information. Answers are not assessed for accuracy of spelling and grammar. However, if language errors change the meaning or the meaning is unclear, the answer cannot be given credit.

## Comments on specific questions

### **Exercise 1 – Questions 1–6**

The majority of candidates performed reasonably well on this exercise. **Questions 1–6** require short answers, and most candidates fared well. There were variations in spelling of some words. Some of the words are part of basic vocabulary and candidates are expected to be able to spell them correctly. Marks were awarded if the misspelt word did not change the meaning, but not for answers such as

For example परिश्रम 'hard work' instead of प्रशिक्षण which means 'training'.

### **Questions 1 and 2**

Were mostly answered correctly, some variations were found in the spelling of पंडाल and मालती. Marks were awarded if the misspelt word did not change the meaning.

### **Question 3**

This question required the candidates to listen very carefully for the key word, प्रशिक्षण which was either not understood or misspelt as परिश्रम, प्रतीक्षण, परीशन and प्रति क्षण. The correct word was used by the strongest candidates.

### **Questions 4 and 5**

These were answered reasonably well.

### **Question 6**

This was found to be more challenging by a large number of candidates due to not understanding the meaning of रिहायशी पते का प्रमाण.

The Listening test assesses candidate ability to register the main information required to answer the question without getting distracted by the peripheral information, such as मैं बाहर से आई हूँ.

### Question 7

(i)–(viii) candidates were required to fill in the blank spaces with the appropriate word. As in the previous section, accuracy of spelling was a major issue. There were too many variations in spelling of words like रौनक, सौंदर्य, कलाकृतियाँ and प्रकार.

### Questions 8–13

Candidates needed to tick/cross in either True or False boxes. Most candidates managed to score marks in this section. Some candidates ticked and crossed in both the boxes and lost marks.

### Questions 14–19

#### Question 14

- (i) The question was found to be a bit challenging so only a few candidates answered this question correctly.
- (ii) This was mostly answered correctly.

### Questions 15–19

This proved to be increasingly challenging for a large number of candidates. The main issue was related to the need for careful listening and understanding the context of unfamiliar words.

### Summary

Candidates should listen to the recording very carefully and develop techniques and strategies to enable them to identify and select appropriate detail for their answers. There is a need to work on increasing Hindi vocabulary to access some questions and also to focus on sounds and letters, paying particular attention to similar sounding letters. Teachers could perform some dictation regularly with their classes to prepare for this. Candidates should gain as much practice as possible at listening exercises in class, and attempt past papers under timed conditions. This would certainly help to raise the overall standard.