

Examiners' Report/
Principal Examiner Feedback

Summer 2013

International GCSE Hindi (4HN0)

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International GCSE Hindi 4HNO

General Introduction

This was the first session of this paper in this suite of languages. The International GCSE Hindi paper tested the candidate's overall ability to understand the use of Hindi language in a range of contexts. Overall the paper was accessible to all candidates regardless of their abilities. The questions set in the paper targeted candidates' abilities in acquiring the competence and knowledge which they need to apply in a given situation, whether it is formal or informal. This involved use of formal grammar, style and vocabulary in writing Hindi on the topic given.

There were four questions (compulsory) but with a choice of one from four topics in the essay question (question 4). All candidates were expected to write a piece of composition at question 4.

Question 1

There were five sentences set at this question to be translated into Hindi and each of the sentence was assessing different aspects of grammatical structure of Hindi language. All candidates found this question accessible and the majority of them translated it very well. A few students at the lower end understood the content but could not apply the required grammatical structure to make an appropriate sentence. The common mistakes were as follows:

Q1(a) Candidates were required to write "मेरा बेटा अंग्रेजी स्कूल में पढ़ता है।" but some candidates at the lower end mixed up the information and wrote words such as "my son studies English".

Q1(b) required candidates to translate an interrogative sentence and the majority of candidates did this well using appropriate punctuation mark.

Q1(c) was a simple sentence and was accessible to candidates of all ability but some candidates at the lower ability range could not write the appropriate word for income.

Q1(d) was attempted well by the majority of candidates but some of the candidates translated the word "honest" incorrectly.

Q1(e) was assessing the candidates knowledge of subject and verb agreement and the way it changes in masculine and feminine situations. The majority of candidates did this very well but some candidates at the lower end could not translate this sentence correctly.

All candidates were awarded marks for their knowledge of grammar in accordance with the quality of their work using the mark scheme rigorously.

Questions 2 and 3

These two questions were translations – from English to Hindi and Hindi to English. Question 2 was set on a very accessible topic of relationships within a family. Almost all candidates did well in relating to the topic while some at the upper end produced a good quality translations and scored very good marks. In the content of this text the situations were portrayed that what a teenagers should do to get on with the parents and what advice parents can give to their children.

There were grammatical mistakes in candidates' work as some of the candidates at the lower end did not have a thorough knowledge of the Hindi language. They could not form the sentences correctly but their communication was clear.

Question 3 was set on the topic of sports. The text was accessible to the candidates of all abilities. All candidates produced good work according to their ability and were awarded marks applying the mark scheme. Many candidates at the lower end of the ability range tried to do word to word translation while there were some idioms and phrases which had meaning beyond text.

Some of the words and phrases which were not translated correctly are as follows: आश्रमों campus, धनुर्विद्या archery, बोलबाला predominant, पंगु handicapped etc. Some of the candidates at the lower end of the ability range muddled up the translation of the second sentence in the third paragraph as the appropriate translation was 'qualities like working together in a team can be easily acquired from sport and many students can gain good jobs/positions on the basis of their sport.'

While the majority of students did very well at this question there were a few students who could not translate the text in an appropriate manner. They were awarded according to the quality of their work and the mark scheme was applied rigorously.

Question 4

On this question candidates were required to write an essay or a letter of between 200-250 words, and had a choice of four topics. The majority of candidates chose to write a letter to a friend describing how they celebrated a festival and how they felt about it. The second favourite choice was to write an essay on मोबाइल फ़ोन के बिना जीवन. Only a few candidates wrote an essay on topic (a) युवा लोगों पर फैशन का प्रभाव . Only one candidate wrote an essay on choice (b) प्रदूषण कम करने के लिए ईंधन की कीमत बढ़ा देना एक प्रभावशाली विकल्प

Almost all candidates wrote good pieces of composition except a few candidates at the lower end. They demonstrated good knowledge and understanding of the Hindi language and its grammatical structure.

Conclusion

Although most candidates demonstrated good knowledge of key vocabulary, there was evidence of poor spelling and syntax errors particularly in complex sentences in the translation of articles. Teachers are advised to train candidates to read and understand a range of texts. Further, it is advised that teachers should discuss how the language works in terms of grammatical structures as outlined in the specification. Particularly for question 4 candidates should be guided to write their response to the situations portrayed and information required in the question. They should be advised to read the question carefully, understand what they are required to write, how to elaborate on their view points and then accomplish the task. Where candidates are giving their opinion they should justify it by giving some good and logical examples based on their immediate experiences.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/all-grade-boundaries.aspx>

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