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FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

MARATHI

GCE Advanced Level

Paper 9688/02
Reading and Writing

General comments

Candidates' performance was average. Answers were brief and did not cover all the points. Comprehension was good overall. However, poor expression was obvious.

It is expected for this Question Paper that candidates should show some awareness about the different topics listed in syllabus. Proper guidance and intensive practice in reading and writing on these listed topics is required to meet the objectives enumerated in the syllabus.

Comments on specific questions

Part 1

Question 1

(i)-(v) Examiners expected that candidates should trace the words having the same meanings from the given unseen passage. Response from candidates was just average.

Question 2

(i)-(v) Examiners expected that candidates should be able to restructure the sentence using the suggested word. In restructuring the sentence, corresponding subjects/object/verb forms and other related words have to be modified accordingly but not the tense of the sentence. In many cases candidates have not modified these and thus the sentences were wrongly structured. For example:

हे त्यांचे दृष्टीकोण असतो. (Incorrect)

हा त्यांचा दृष्टीकोण असतो. (Correct)

त्यांना शारीरिक छळ करतात. (Incorrect)

त्यांचा शारीरिक छळ करतात. (Correct)

Question 3

- (i) Candidates' answers were correct for the first part of the question. However the second part of the question was not attempted properly. Lack of ability to discuss the issue in question with proper reasoning was noticed.
- (ii) Same as above.
- (iii) Examiners expected that candidates should discuss how child labour is an outcome of illiteracy. Answers were found missing some valid points. For example, illiteracy creates ignorance, limits work to physical labour rather than intellectual work, shuts the doors to good earnings etc.
- (iv) Candidates' performance was good. However they could not list down separately the physical and mental sufferings a child labourer has to undergo. Answers were not structured in logical sequence, though they laid down all the points.
- (v) Same as (i).

- (vi) Examiners expected to evaluate candidates' comprehension about the topic of the passage. Candidates' performance was not up to the mark and included incomplete answers and vague narration.

Part 2

Question 4

- (i) Good answers.
- (ii) The first part of the question was answered properly. However the second part was not satisfactory.
- (iii) The first part of the question was answered properly. In the second part candidates were expected to mention the social and economical causes for more demand of labourers in urban cities. They usually failed to mention the salient points.
- (iv) Answers were very good and apt.
- (v) Satisfactory.
- (vi) Answers were apt and satisfactory.

Question 5

- (i) Examiners expected that candidates should at least list ten points based on both passages. Candidates' comprehension, knowledge and ability to express opinion were to be evaluated. Candidates' performance was not up to expectations.
- (ii) Performance was overall poor, as candidates did not seem to know much about this topic. Candidates had little awareness of the social, cultural, economical, legal and political problems relating to child's labour in their country.

Paper 9688/03

Essay

General comments

Candidates' performance was good. Ability to deploy subject matter knowledge with relevance was good. However an ability to organise and develop a coherent argument though noticed, was not properly developed. The control of the language was fairly good. Overall a good performance. Candidates' choice for essay was limited to three topics. **Questions 3, 5 and 6** were not attempted by any candidates.

Comments on specific questions

Question 1

Candidate's performance was good. Their introductions and conclusions were apt. However the following points could have been made:

- Need and reasons for immigration.
- Problems faced by immigrants for preservation of mother tongue.
- Zeal to preserve mother tongue language and organisation of activities.
- Struggle with future generation for preservation of culture and language.

Question 2

Performance was just satisfactory. Content was poor and hence some important points were missed. For example, candidates might have mentioned:

- the need for vocational education;
- the importance of vocational education;
- vocational proficiency more needed than academic proficiency in present context;.
- the use of educational policy planning.

Question 4

Performance was good. Subject matter knowledge, though relevant, was not sufficient. The following points could have been included

- any possibility of nuclear war in the present situation;
- the disastrous effects of nuclear war on the world;
- the steps needed for avoiding nuclear war.

Paper 9688/04

Texts

General comments

Candidates' performance was satisfactory. Comprehension was good. However, although relevant to questions, the content part of the answers was not detailed. Answers were short and were not to the expected word limit of 500 and 600 words. Candidates' paucity of vocabulary restricted their ability to express ideas in depth.

Questions 5 (a), 6 (a), 7 (a) and 8 (b) were not attempted.

Comments on specific questions

Section I

Question 1

- (a)(i) Answers were not 'up to the mark'. Examiners expected candidates to write in detail about the social, cultural and political aspects that induced the poet to write those verses. This was not done.
- (ii) Answers were good but could have benefited from more detail.
- (iii) The poet's love for his own mother tongue Marathi; confidence to express vedic philosophy in spoken language; to eradicate the misconception about other religious 'Guru', were the salient points to be covered.

OR

- (b) Answers were good, covering all the points. However candidates could not expand the points.

Question 2

- (a)(i), (ii), (iii) Answers were good, covering all the content part with relevant and impressive expression.

OR

- (b) Candidates performed well, covering all points.

Question 3

- (a)(i) The poet's love for village life was not properly expressed. Vague and unconvincing points were made and answers were too short. Answers were not always relevant.
- (ii) This part was answered well as candidates could seek the points from the verses quoted in the Question Paper.
- (iii) Answers were not satisfactory. Examiners expected candidates to detail the poet's philosophy of life.

OR

- (b) Not attempted.

Question 4

- (a)(i) Examiners expected the image of 'Phoolrani' to be explained in detail with relevance to the theme of the poem.
- (ii) Answers were not satisfactory, as they should have covered the whole poem. This was not done.
- (iii) A critical approach depicting the aesthetic correlation between the different ideas, images and choice of words was expected. Answers were unsatisfactory overall.

OR

- (b) It was expected that candidates should express in detail the theme of the poem reflecting the poet's view of life. Answers were not relevant and were deficient in critical and aesthetic approach.

Section 2

Question 5

- (b) Candidates were expected to write how the title of the drama is apt and relevant to the theme, subject matter and characters involved in the plot. Answers were satisfactory but brief.

Question 6

- (b)(i) Candidates' answers were not 'up to mark'. It was expected that candidates should express their view on the language aspect and style of the writer with relevance to subject matter, theme, characters etc.
- (ii) Answers were satisfactory.

Question 7

- (b) Candidates' performance was satisfactory.

Question 8

- (a) The first half part of the question was answered well. However the remaining second part was not appropriate. Candidates could not express how the historical and imaginary incidences were interwoven to enhance the impact of novel as an artistic creation.

Paper 9688/05

Prose

General comments

Candidates' performance was good.

Comments on specific questions

Candidates translated the whole passage without any omission. However, in some cases there were a number of grammatical errors and wrong structures. Intensive coaching might improve good results even more. For example:

आपण झाडाचे मोल्य फक्त त्याच्या योग्यतेसाठी करीत नाही पण त्याच्या सुंदरत्यासाठीही करतो.

तेव्हा आपल्याला पाहिजे की एक नवीन झाड लावून त्याची देखरेख करू.

आणि आम्ही एक मोठा धन हरवला आहे.

झाड आमचे दोहो डोळे व लक्ष शांती देतो.

कारण झाड एक देशाची धन आहे.