

Examiners' Report/
Principal Examiner Feedback

Summer 2014

Pearson Edexcel International GCSE
Hindi (4HNO) Paper 01

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The following points were noted by examiners:

This was the second session of this paper in this suite of languages. The international GCSE Hindi paper tested the candidate’s ability and competence in use of Hindi language in a range of contexts. The paper was well within the reach of the candidates and appeared to be more accessible than the previous year. The questions set in the paper required the level of understanding of the candidate acquiring knowledge of the Hindi language which they need to apply in a range of given situations, whether it be formal or informal. This involved the use of formal grammar, style and vocabulary writing in Hindi on the particular topics 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 sentence was assessing different aspects of grammatical structure of the Hindi language. Almost all candidates found this question accessible and the majority of them translated very well. Less able candidates 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 “पुस्तकें हमारे जीवन में सबसे अच्छे दोस्तों में से एक हैं” but less able candidates mixed up the information and wrote “पुस्तकें हमारी सबसे अच्छी दोस्त हैं” and these candidates were awarded according to the information they provided.

Q1 (b) candidates were required to write “भारत में युवा लोगों में प्रेम-विवाह लोकप्रिय हो रहे हैं” and the majority of the candidates did very well providing alternative words for popular in Hindi. They demonstrated good understanding of the content.

Q1(c) was a simple sentence and was accessible to candidates of all ability but less able candidates could not write the appropriate word for income. It was an interrogative sentence aimed to assess candidate’s ability to form a question in Hindi using appropriate grammar structure. The majority of candidates did very well with some made mistakes. This sentence appeared to be challenging compared to other sentences in this question.

Q1 (d) was to translate an interrogative sentence and the majority of candidates did this well using appropriate punctuation mark. The question was attempted well by the majority of candidates but some of the candidates translated the word airport incorrectly and a number of candidates did not use the connective क्योंकि and lost marks.

Q1 (e) was assessing the candidates knowledge of subject and verb agreement in a conditional sentence. The majority of candidates did this very well but less able candidates could not translate this sentence correctly and mixed up the information. Overall this question was equally challenging in comparison with previous years' paper.

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 the topic of work and employment. Almost all candidates did well in relating to the topic while more able candidates produced good quality translations and scored very good marks. The last few sentences appeared to be slightly demanding for the candidates as there were some challenging words.

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 particularly at complex sentences but their communication was clear.

Question 3 was set on the topic of environment. The text was accessible to candidates of all abilities. All candidates produced reasonably good work according to their ability. Less able candidates appeared to be mixing the word environment with pollution and they made mistakes in their translations.

The majority of students did very well on this question but there were a few 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

This question required candidates 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 an essay on 'importance of games in our lives'.

Their essays were very interesting to read with logical examples. Less able candidates wrote their essays talking about the advantages and disadvantages of games which did not relate to the title appropriately. The second favourite choice was to write an essay on "इंटरनेट होते हुए अध्यापकों की आवश्यकता किसे है?"

More able candidates justified the statement very well while less able wrote about advantages and disadvantages of the internet.

A few candidates wrote a letter to their tutor explaining why they cannot continue with their part-time course and what they plan to do. These letters were well written with good reasons and explanations and candidates managed to score good marks. Only a few candidates wrote an essay on topic (b) a complete ban on smoking and scored good marks.

Almost all candidates wrote good pieces of composition and demonstrated good knowledge and understanding of the Hindi language and its grammatical structure.

Conclusion

Candidates performed a lot better than the previous year. Although most candidates demonstrated good knowledge of key vocabulary, there was evidence of poor spelling and syntax errors particularly in complex sentences and in the translation of articles. Teachers are advised to train candidates to read and understand a range of texts. Furthermore, it is advised that teachers should discuss how the language works in terms of grammatical structures as this is clearly advised in the IGCSE 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. Teaching and learning grammatical structure should be embedded in day to day teaching and learning with thorough details.

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