

Hindi B

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 14	15 - 27	28 - 42	43 - 54	55 - 68	69 - 81	82 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 14	15 - 29	30 - 45	46 - 59	60 - 73	74 - 87	88 - 100

Higher Level Internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 12	13 - 17	18 - 21	22 - 26	27 - 30

The range and suitability of the work submitted

Most of the topics presented were on a wide range of topics related to Indian culture and festivals, social reforms, diet and physical exercise, use of technology in modern society, smoking and environment.

Most of the pictures chosen by the teachers were appropriate and related to the five option topics, however, some of the pictures were not suitable due to which the students did not get much opportunity to describe any scene or situation. There were some pictures without acknowledged sources. Often the captions were either missing or illegible due to font issues.

The captions were of varying standards ranging from very good ones to just satisfactory. Furthermore, a number of mistakes were also found in the captions, like spelling mistakes,

giving two to three captions to one picture, using English words, etc., due to which the candidate also used the same English words in their orals.

In part one most of the candidates adhered to the time limit and the presentation was authentic. In a few cases the candidate appeared well-prepared beforehand. In part two most of the discussions were spontaneous and well-coordinated by the teachers asking suitable questions. In a very few cases it was found that the teachers are conducting the oral based on the previous guide; in a few cases it was also noticed that the candidates spoke on topics which were not at all related to the picture/caption.

Candidate performance against each criterion

Criterion A: Productive Skills

Candidates' language production was generally very good. Students spoke fluently, using a wide range of vocabulary and in most of the cases the standard of language was good. At times, certain presentations sounded somewhat over-prepared.

Criterion B: Interactive and Receptive Skills

In most of the cases the interaction was very well-conducted with a genuine flow of conversation between candidates and their teacher. However, in some cases it appeared that the questions had been rehearsed.

Recommendations for the teaching of future candidates.

Teachers are advised to read the Language B guide properly, especially page 59 and 60 to avoid some common mistakes such as:

- Not adhering to the time limit for each part;
- Showing multiple pictures to HL students;
- Not selecting an appropriate picture or not providing a proper caption.

Students should be guided clearly to plan their presentation in terms of both the criteria. Use of idioms should be encouraged and use of hyper-formal language should be discouraged.

Regular practice in looking at pictures and speaking about them would be beneficial. The students should be given enough practice during the two-year course so that they do not have to resort to memorising or rehearsing their presentation.

Teachers should refrain from asking fact-based questions. If the picture is of Diwali it is not appropriate to ask "do you know how they celebrate Diwali in Bengal?" (for example). This makes the students nervous and affects their grade. Questions should be open-ended and give the student the opportunity to produce excellent language.

Further comments

Teachers should ensure that the recordings are made in quiet surroundings.

Pictures should be converted into pdf format before uploading to avoid mismatch of fonts.

The online submission of students' work introduced by IB is a great improvement, as it has resolved many issues which were there when the work was physically despatched via courier.

In Form 2/BIA, there is a requirement to make it compatible with standard Hindi fonts, as it has a space for teachers to write comments in Hindi. However, the form does not support any of the fonts for Hindi, thus a number of teachers had to fill the form by hand.

Standard Level Internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 12	13 – 17	18 - 21	22 - 26	27 - 30

The range and suitability of the work submitted

Most of the CDs sent by schools were based on the topics chosen from the optional topics and the pictures were clear. There were some pictures without acknowledged sources. Often the captions were either missing or illegible due to font issues.

In part one most of the candidates adhered to the time limit and the presentation was authentic. In a few cases the candidate appeared well-prepared beforehand. In part two most of the discussions were spontaneous and well-coordinated by the teachers asking suitable questions. In a very few cases it was found that the teachers are conducting the oral based on the previous guide. In a few cases it was also noticed that the candidates spoke on topics which were not at all related to the picture/caption.

Candidate performance against each criterion.

Criterion A: Productive Skills

Candidates' language production was generally very good. Students spoke fluently, using a wide range of vocabulary and in most of the cases the standard of language was good. At times, certain presentations sounded somewhat over-prepared.

Criterion B: Interactive and Receptive Skills

In most of the cases the interaction was very well-conducted with a genuine flow of conversation between candidates and their teacher. However, in some cases it appeared that the questions had been rehearsed.

Recommendations for the teaching of future candidates.

The students should be guided clearly to plan their presentation in terms of both the criteria. Use of idioms should be encouraged and use of hyper-formal language should be discouraged.

Regular practice in looking at pictures and speaking about them would be beneficial. Students should be given enough practice during the two-year course so that they do not have to resort to memorising or rehearsing their presentation.

Teachers should refrain from asking fact-based questions. If the picture is of Diwali it is not appropriate to ask “do you know how they celebrate Diwali in Bengal ?” (for example). This makes the students nervous and affects their grade. Questions should be open-ended and give the student the opportunity to demonstrate their productive skills.

Further comments

Considering the fact that this is the first year of the new assessment model, most teachers have understood the broader aspects of the guidelines.

Teachers should ensure that the recordings are made in quiet surroundings.

Pictures should be converted into pdf format before uploading to avoid mismatch of fonts.

The online submission of students’ work introduced by the IB is a great improvement, as it has resolved many issues when the work was physically despatched via courier.

In Form 2/BIA, there is a requirement to make it compatible with standard Hindi fonts, as it has a space for teachers to write comments in Hindi. However, the form does not support any of the fonts for Hindi, thus a number of teachers had to fill the form by hand.

The schools need to be instructed to follow the procedures given in the subject guide. Many schools did not understand the the core and optional topics and hence the IOP topics chosen by the students were from the core. Not all schools understood that they needed to upload the tracks.

Most of the schools had uploaded the samples by the due date. Some schools did not upload the pictures.

Higher level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 11	12 - 21	22 - 30	31 - 36	37 - 43	44 - 50	51 - 60

Candidate performance against each criterion

1 Choose true sentences

Students did well.

2-7 Vocabulary

Most students found this hard and guessed their way through.

8-10 Open questions

Students did well.

11-14 Grammar

Students did well, on the whole.

15-19 Matching sentences

This proved to be problematic for many.

20-22 Open questions

Students did well.

23-28 T/F with justification

This caused problems for the following reasons:

- students ticked the wrong box with the right justification = 0 mark
- students ticked the right box but omitted the justification = 0 mark
- students wrote way more than the actual justification = 0 mark
- students did not write the entire sentence but only the first few words. This could result in 0 mark if it is not clear if the students indicates the correct sentence.

29-32 Multiple Choice

Mainly OK

33-39 Vocab: finding words from the text based on descriptions

Problematic. Most students guessed their way through.

40-46 Gap filling

Mainly good, some students had problems.

47-51 Choosing paragraph headings

Mainly good

52-57 Matching sentences

This proved to be problematic for many; mixed results

Recommendations for the teaching of future candidates

More attention should be given to vocabulary acquisition, although one cannot of course expect students to know all the words.

T/F w justification:

Students should a. tick the correct box (and not both boxes), b. write the sentence or phrase where the justification is found. Students should copy out the entire phrase or sentence but not more.

Some reminders of basic grammar would also help students avoid simple errors in gap filling and matching exercises.

Further comments

On the whole students did well. We apologise profusely for the errors that appeared in the examination and are most grateful to the teachers who indicated them to us via the G2s. The markscheme was adjusted to reflect some of the ambiguity in the exam paper, so students were not penalised but rather given the benefit of the doubt where appropriate.

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 12	13 - 16	17 - 20	21 - 26	27 - 32	33 - 45

The areas of the programme and examination which appeared difficult for the candidates

The questions given in the examination seemed to be at the right level for students to satisfactorily attempt. However, certain phrases or terms might have been the reason behind some problems for candidates.

The areas of the programme and examination in which candidates appeared well- prepared

Most of the candidates appeared to be fully prepared for their writing tasks. While writing their essay most of them introduced the subject well and gave full, clear explanations in support of or opposed to the given motion. Some candidates not only used the appropriate format to the question but used that format in such a way that it emerged as their strength.

The strengths and weaknesses of the candidates in the treatment of individual questions

Question 1: Most of the candidates attempted this question. They discussed the impact of cinema's language on peoples' day-to-day spoken language. Some candidates highlighted the issue of using profanity in cinema or some raised concerns over the deterioration in the language used in film dialogue in general. However, only a few candidates developed their arguments to an appropriate length to support their answers. Lack of examples from specific films definitely made their replies weak. Few candidates maintained the consistency of format while writing their answers.

Question 2: Some candidates attempted this question where they were supposed to respond in an interview format to the challenges affecting the religious festivals as a result of the globalization in India. They discussed these changes with regard to some of the main festivals in India. However, very few candidates highlighted the linkages between these changes and the process of globalization limiting their responses.

Question 3: Not many candidates attempted this question. Those who attempted this question discussed the issue of using pesticides for agriculture production. The level of writing was good. The candidates gave good examples and highlighted the enormity of the situation.

Question 4: Very few candidates attempted this question. The question asked was to prepare an instruction manual for your classmates who are going to participate in a flood relief camp for three days. The candidates who attempted this question wrote a systematic instruction manual, however, not all candidates managed to follow an acceptable format.

Question 5: Very few candidates responded to this question. This was the question where terms like 'fine arts' and phrases like 'the appeal of technology' and the way 'technology has totally captured the interest of people' posed some problems for the candidates. However, those who attempted this question struggled the most with sticking to the chosen format: a debate.

Section B: The chosen lines from a song which underlined the importance of childhood and activities carried out at young age was well-answered by most of the candidates. The candidates gave interesting insights and commented well on the challenges of the modern life style. However, some answers were too general in nature and lacked the ability to zoom in on specific details of the song and explain why children were not enjoying their childhood times in the song.

Recommendations for the teaching of future candidates

Candidates should focus on answering exactly what the question is asking directly without unnecessary introductions to the question. There is also a tendency to write without substantiating with facts or good examples. The candidates should also develop their arguments to an appropriate length. The general level of understanding of language and grammar has deteriorated. This is something which teachers have to be more attentive about. Teachers need to inculcate an interest in using good, precise language. Developing the argument step by step and thinking about the linkages to the argument should be focused on when preparing for future examinations. It is important that if candidates are using proverbs and metaphors in Hindi then it should be appropriate to the context. The spelling errors were huge in number and this can be rectified by giving more regular and focused reading and writing practice work in Hindi.

Further comments

There is an immediate need to address the issue of limited expression and a need to focus answers more directly to the questions. Candidates must learn how to write precisely without losing effective writing style. This should be the objective for future examinations. Spelling errors and grammatical mistakes should be minimised in future. Teachers need to teach how to develop ideas with evidence as support correctly. Also, focus should be given to the fact that the candidate's argument must be totally communicated within their writing alone. In other words: candidates need to apply alternative techniques and styles of writing so that their arguments can be conveyed clearly.

Higher level written assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 11	12 - 14	15 - 18	19 - 21	22 - 25

The range and suitability of the work submitted

Topics related to social issues like corruption and dowry were good but students should make more appropriate links to the stories.

The assignments themselves were often unimaginative choices. Even within the “canon” of Hindi short stories there are more creative options. There was little evidence of any modern writers being used. Many students based their written assignments on Premchand. Students should be encouraged to fly a little further from the nest.

The choice of format was equally unimaginative. Many students wrote essentially a summary or at best an “interview with the author”. Such choices keep the students in the realm of non-fiction. The point of creative writing is to get inside the story and engage with the characters and storyline. This approach was almost entirely absent.

Candidate performance against each criterion

Language: Many of the students’ language was average. The vocabulary used was often basic and the sentence structures were not clear. The use of rhetoric devices was absent in many cases.

Content: Many students based their writing loosely around the literary work. They did not give the impression of really being engaged with the story.

Format: Many of the text types were vague and often unannounced. A clear statement of intent would help.

Rationale: Many students did not understand the rationale properly, and did not explain why they had chosen that topic or how it related to the story.

Recommendations for the teaching of future candidates

As mentioned above, teachers should play a major role in guiding the students in writing the assignments. Unless the students really understand the criteria they will not be able to write well. It is important that teachers and students understand that this is a *creative writing* assignment. Students should be encouraged to use their imagination and innovative skills.

Further comments

Many essays were decorated, printed with colour, presented with ribbons, etc. It is important that students understand that this is no way improves their grade and so they should not waste their time with it.

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 15	16 - 21	22 - 27	28 - 33	34 - 40	41 - 45

The range and suitability of the work submitted

On the whole students did very well. Unfortunately, there were some issues with the exam paper for which the paper-setting team profusely apologises. The senior examiners were extremely grateful to those teachers who communicated with them via the G2 forms and encourage this practice for future sessions. The mistakes in the papers were taken into consideration when setting the grade boundaries. The markscheme was adjusted to reflect some of the ambiguity in the exam paper, so students were not penalised but rather given the benefit of the doubt where appropriate.

Candidate performance against each criterion.

1 Choose true sentences

Students did well. Sometimes students wrote their answers in such a way that it was unclear which letter was indicated, resulting in the loss of a mark.

2-6 Vocabulary

Most students found this hard and appeared to have guessed their way through.

7-10 Matching sentences

This seemed to have been the most difficult exercise for most students.

11-15 Grammar in use

Students did well.

16-20 T/F with justification

This caused problems for the following reasons:

- students ticked the wrong box with the right justification = 0 mark
- students ticked the right box but omitted justification = 0 mark
- students wrote way more than the actual justification = 0 mark
- students did not write the entire sentence but only the first few words which did not offer enough information to gain the point.

21-23 Open questions

Students did well.

24-28 Gap filling

Mainly good, some students had problems.

29-33 Multiple Choice

Mainly OK.

34-37 Matching sentences

This seemed to have been the most difficult exercise for most students.

38-42 Vocabulary: finding words from the text based on descriptions

This proved to be quite problematic. Most students appeared to have guessed their way through and, understandably as this exercise was at the end of the paper, mental fatigue could well have played a part in the overall performance.

Recommendations for the teaching of future candidates.

Students should write clearly! If the examiner cannot read their writing they will end up losing marks. If students change their minds they can cross out the letter in the box and write next to the box. This is preferable to an illegible answer.

T/F with justification:

Students should:

- tick the correct box (and not both boxes)
- write the sentence or phrase where the justification is found
- copy out the entire phrase or sentence but not more.

Some reminders of basic grammar would also help students avoid simple errors in gap-filling and matching exercises.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 9	10 - 12	13 - 15	16 - 18	19 - 21	22 - 25

The areas of the programme and examination which appeared difficult for the candidates

Candidates found it difficult to choose different text types. They seemed unsure of the formats of a few texts types. Some scripts showed many errors in spelling and sentence structure which affected the fluency of the language.

Many candidates did not link their writing tasks with the topic of the question

Understanding of the questions- many of the candidates addressed one out of the two issues asked in the question or focused more on one aspect more than the other one.

Candidates are advised to adhere to the word limit, though there is no penalty for exceeding 400 words; however they tend to be repetitive in their content when they write more than the prescribed word limit. Quality not quantity!

Irrelevant use of idiomatic expression is also noticed. Some of the scripts showed forced use of idioms which did not make sense. Sometimes the tone is also unnatural.

The areas of the programme and examination in which candidates appeared well- prepared

Candidates were visibly more prepared to write a letter and diary entry. Some of the scripts showed very good command of the written language. Most students demonstrated an appropriate use of vocabulary and language for a diary entry and a letter. Very few candidates failed to write the desired minimum number of words.

The strengths and weaknesses of the candidates in the treatment of individual questions

Task 1: Almost 40% of the candidates attempted this question. It seemed easy to candidates to talk about the diverse food and living conditions in India, however many only gave an account of the variety of food available in India and failed to bring out the cultural diversity through this. The question also asked about the way people live and dress in India. Some of the candidates did not answer the second part of the question and their answer also lacked the examples to support their arguments. 40% of the responses lacked the appropriate register and style for the essay. Their answers lacked the formal language and approach required for the essay.

Task 2: Very few attempted this question. Those who did found writing an interview a difficult task. Another reason could be that they may not have understood the key words in the question. Teachers are advised to develop vocabulary on all possible aspects of the core and option topics suggested in the Language B guide.

Task 3: This was one of the most popular questions owing to the subject matter, cricket, and the format, a letter. Most candidates were aware of the format of the letter and the register and style were also appropriate. However many candidates failed to include the health aspect in their answers. In some cases candidates focused on only one aspect of the question (either lack of cricket training or starting of the cricket club.)

Task 4: This question was equally popular and generally register, style and tone of the diary were appropriate. Some of the candidates had given very interesting accounts of their first train journey to a hill station. This question was about the first train journey to a hill station. Sometimes candidates had written about the hill station in depth and very little about the train journey or vice -versa. Few answers lacked an interesting description.

Task 5: This question was about the use of technology and social media sites. For those who attempted this question there was an immediate connection and on the whole, answers were good. Despite the obvious link to youth culture, this question did not rank among the most popular. Some candidates lacked appropriate register, style and tone of the speech.

Recommendations for the teaching of future candidates

It is recommended that the candidates should be exposed to all possible text types. They can be given samples of such text types for the reading purpose as well. This will help them to understand the importance and use of register and style. Candidates should be guided how to treat or unfold the questions so that they do not miss on any of the aspects asked in the question.

Planning the answer: Candidates must be guided to understand the key words in the questions and then plan the answer systematically so that repetition can be avoided. This will also ensure that all aspects of the question are covered in the answer.

Irrelevant use of idioms should be discouraged. Please guide candidates to stay away from unnecessary use of idioms or phrases. This makes the language look very unnatural.

From this year onwards there is a range given for the word limit (250- 400) so teachers are advised to guide the candidates to stay within this prescribed word limit. There are no extra marks for writing extra words.

Standard level written assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 12	13 - 15	16 - 19	20 - 22	23 - 25

The range and suitability of the work submitted

Most of the work submitted was of low to average standard. Though some schools did very well, most of the schools did not follow the procedures correctly. One thing teachers need to keep in mind in future is that the students should be aware of the assessment criteria. Students should understand that using the sources is crucial and they should build their argument or content based on them. Many assignments were only loosely based on the sources, if at all.

Candidate performance against each criterion.

Language: Most of the students' language was average. The vocabulary used was often basic and the sentence structures were not clear. The use of rhetorical devices was absent in many cases.

Content: The use of resources was inadequate with many of the students just taking the gist of the sources and writing their assignments. They did not use the sources appropriately.

Format: Most of the students did reasonably well. The format was appropriate and recognizable though too many students chose somewhat vague formats such as “essay”.

Rationale: Many students did not understand the rationale properly, and did not explain why they had chosen that topic or how it related to the sources.

Many of the candidates performed reasonably well but candidates should be trained to express their ideas properly.

Recommendations for the teaching of future candidates.

As mentioned above, teachers should play a major role in guiding the students in writing the assignments. Unless the students really understand the criteria they will not be able to write well. It is crucial that teachers familiarise themselves with the requirements stipulated in the guide and the TSMs available on the OCC. Any sources that teachers felt worked well in this session CAN be used in M14 providing that on the day of the written assignment, they have remained unseen by the students.

Further comments

Many essays were decorated, printed with colour, presented with ribbons, etc. It is important that students understand that this is no way improves their grade and so, given the time restrictions to complete the assignment, they should probably not waste their time with it.

As it is the first time that this component is introduced there were many lapses from an administrative point of view while undertaking this task.

The sources used by some schools were inappropriate.

Some schools over rehearsed the students which was evident in the rationale and the text. Some of the assignments submitted were too similar in nature. It is reminded that while it is expected that text types will overlap, the approach and titles of the assignments must not clash.

Some students did not use the resources at all in their written assignment. Therefore, even though their language and understanding of the topic was good, they lost marks in the use of resources criterion, content.

Almost no assignments had summaries of the source texts included.