

Hindi B

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 14	15 - 29	30 - 45	46 - 58	59 - 71	72 - 84	85 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 12	13 - 26	27 - 42	43 - 57	58 - 71	72 - 86	87 - 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 pictures chosen by the teachers were appropriate and related to the option topics. However, some of the pictures were not suitable as they did not offer the candidates enough opportunities to describe scenes or situations. There were also some pictures without acknowledged sources.

The captions were of varying standards ranging from very good to satisfactory. Some mistakes were also found in the captions, such as spelling errors, giving two to three captions to one picture, using English words, etc., as a result of which the candidates also made use of the same English words in their IOPs. In some cases captions given were not related to the pictures. 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 presentations were authentic. Many of the candidates appeared very well-prepared. 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 were conducting the IOP based on the previous Language B course, and after asking questions related to the presentation went on to ask general questions. In a few cases it was also noticed that the candidates spoke on topics which were not at all related to the picture/caption. In some instances teachers did not ask suitable questions or simply repeated the same questions. There were also some cases where the teachers seemed to be judging the candidates' general knowledge rather than their communication skills; for example, by asking how many languages are spoken in India, or what the main southern Indian dishes are, etc. which are not appropriate questions for the individual oral.

Candidate performance against each criterion

Criterion A: Productive Skills

Candidates' language production was generally very good. They spoke fluently, using a wide range of vocabulary and the standard of language was generally good. Often however, presentations sounded over-rehearsed.

Criterion B: Interactive and Receptive Skills

On the whole, this interaction was very well-conducted with a genuine flow of conversation between the candidates and teachers. However, it seemed that many of the questions may have been rehearsed.

There is a tendency for some teachers to repeat or further explain the answer given by the candidates. Consequently, this leaves the candidates less time to speak and does not give an accurate impression of their abilities overall. There is no need for teachers to repeat candidates' answers. Yes/no or factual questions should also be avoided.

Recommendations for the teaching of future candidates

Teachers are advised to read the Language B guide carefully, in particular pages 59-60 in order to avoid some common mistakes such as:-

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

Candidates should be taught to plan their presentations with careful consideration of the assessment criteria. Use of idioms should be encouraged and use of hyper-formal language should be discouraged.

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

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 can make the candidates nervous and may affect their performance. Questions should be open-ended in order to give the candidates the opportunity to demonstrate the best of their language abilities.

Further comments

- Teachers should ensure that the recordings are made in quiet surroundings.
- When uploading the work on IBIS, it should be double checked in order to ensure that all samples have been uploaded properly.
- Teachers should make certain that candidates state the right candidate number.
- Teachers should always ensure that they use latest version of the Form 2/BIA.
- Pictures should be converted into pdf format before uploading to avoid font issues.

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

As with higher level, most of the pictures chosen by the teachers were appropriate and related to one of the five options studied. However, some of the pictures were not suitable as they did not offer the candidates enough opportunities to describe scenes or situations. There were also some pictures without acknowledged sources.

The captions were of varying standards ranging from very good to satisfactory. Certain 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 candidates also made use of the same English words in their IOPs. In some cases captions given were not related to the pictures. 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 presentations were authentic. In part two most of the discussions were spontaneous and well-coordinated by the teachers asking suitable questions. On occasion teachers were not asking suitable questions or were repeating the same question and in some cases judging candidates’ general knowledge instead of their communication skills.

Candidate performance against each criterion

Criterion A: Productive Skills

Candidates' language production was generally very good. They spoke fluently, using a wide range of vocabulary and the standard of language was generally good. Sometimes however, presentations sounded over-prepared. Candidates also have a tendency to use very formal language in their presentations which can at times sound artificial and stilted.

Criterion B: Interactive and Receptive Skills

There is a tendency for some teachers to repeat or further explain the answer given by the candidates. Consequently, this leaves the candidates less time to speak and does not give an accurate impression of their abilities overall. There is no need for teachers to repeat candidates' answers. Yes/no or factual questions should also be avoided.

Recommendations for the teaching of future candidates

Teachers are advised to refer closely to the Language B guide, especially pages 52-54 in order to avoid some common mistakes.

Candidates should be taught to plan their presentations with careful consideration of the assessment criteria. Use of idioms should be encouraged and use of hyper-formal language should be discouraged.

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

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 can make the candidates nervous and may affect their performance. Questions should be open-ended in order to give the candidates the opportunity to demonstrate the best of their language abilities.

Further comments

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

- Topic choices related to social issues (e.g. corruption and dowries) were good, but candidates should make more appropriate links to the texts.
- A greater variety of authors was used compared to last year. However, teachers should still make an effort to move beyond the standard canon of “educational stories”.
- There was also a better variety of text types compared to last year: diary entries, new endings for stories, letter writing, and interviews all produced good, imaginative and creative assignments.

Candidate performance against each criterion

Criterion A: Language

There is some room for improvement in this area. The use of language was fairly average on the whole; the vocabulary used was often basic and sentence structures were not clear.

Criterion B: Content

Many candidates based their writing loosely around the text they had studied. However, they did not give the impression of really being engaged with the literary work.

Criterion C: Format

The format of the chosen text types was mostly appropriate.

Criterion D: Rationale

Many candidates did not seem to understand the purpose of the rationale and did not explain why they had chosen that topic or how it related to the literary work. Many candidates instead gave a description of the writer’s life and a summary of the story.

Recommendations for the teaching of future candidates

Teachers play an important role in guiding the candidates in their written assignments. Unless the candidates really understand the assessment criteria, they are unlikely to achieve the highest marks. It is important that both teachers and candidates understand that this is a

creative task, and students should therefore be encouraged to use their imagination and innovative skills.

There were good number of excellent written assignments this year and there were also a number of candidates who did not perform well against the criteria. Candidates would benefit from more preparation and be encouraged to get inside the literary works in order to be able to engage with the characters more effectively.

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

Some candidates did not use the source material at all in their written assignments. Therefore, even though their language and understanding of the topic was excellent, they lost marks under criterion B (Content).

It appeared that some centres had over rehearsed the assignments, as a number of candidates submitted very similar tasks and rationales. There were also cases where candidates from the same centres had all used similar text types. Candidates should be encouraged to produce a variety of text types. Some of the selected sources were not appropriate as they did not adhere to the word limit. Also when selecting the source texts, some centres did not follow all of the guidelines given in the Language B subject guide.

Teachers should encourage candidates to write from a range of different perspectives. There is also much room for improvements in the standard of writing skills.

Candidate performance against each criterion

Criterion A: Language

The use of language was fairly average on the whole; often the vocabulary used was basic and the sentence structures were not clear. In addition, the use of rhetorical devices was absent in many cases. Candidates should be encouraged to review their work in order to avoid unnecessary spelling mistakes, as candidates with a good command of the language often make entirely avoidable errors.

Criterion B: Content

The use of the sources was generally adequate or even quite weak this session, with many candidates only using a superficial impression of the sources in their assignments. There was

often an imbalance in the use of sources as well, with focus being primarily on just one text and the other two being neglected.

Criterion C: Format

Most candidates performed well under this criterion, with the format generally being appropriate and recognizable.

Criterion D: Rationale

Most of the candidates also performed well in the rationale, except for a few who did not link their themes to the sources.

Recommendations for the teaching of future candidates

Candidates should be given exposure to various text types so that they can enhance their creativity.

Candidates should be taught how to produce a range of different text types throughout the course. The majority of candidates this year selected the essay as a text type, but more creative choices should also be encouraged.

The assessment criteria should be clearly explained to candidates so they are fully aware of what is expected from them. Teachers should ensure that all of the guidelines in the Language B subject guide are followed and also make sure that candidates are aware of them.

Further comments

Some centres did not submit the cover sheets (2/BWA) with the assignments. There was also one case where the reading sources were not attached.

Higher level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 12	13 - 25	26 - 34	35 - 41	42 - 47	48 - 54	55 - 60

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

The hardest aspects of the Hindi B higher level paper 1 this session appeared to be vocabulary and analysis. A gapfill exercise was also surprisingly difficult for some candidates.

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

On the whole, candidates seemed well-prepared in all areas. General comprehension (tested either through open questions or multiple choice questions) appeared to be the easiest for the candidates.

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

1-4: Grammar	Fine. Only the weakest candidates scored low marks.
5-10: T/F with justification	Some problems, as is to be expected with this question type.
11: Choose true sentences	Harder than expected.
12-16: Vocabulary	Very difficult for almost all candidates.
17-19: Open questions	Somewhat difficult.
20-25: Grammar	Most candidates made 1 or 2 mistakes.
26-29: Complete sentence	The majority of candidates found this task more difficult.
30-35: Paragraph headers	The majority of candidates found this task more difficult.
36-41: Vocab	Somewhat difficult.
42-46: Gapfill	Surprisingly, almost all candidates struggled here.
47-51: Open questions	Generally fine.
52-57: M/C comprehension	Generally fine.

Recommendations and guidance for the teaching of future candidates

Teachers should ensure that candidates do not rely on their natural ability to understand the language, but that they fully understand *how the language works*. Grammar parsing and vocabulary need particular attention.

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
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Mark range: 0 - 7 8 - 15 16 - 21 22 - 27 28 - 34 35 - 40 41 - 45

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

Vocabulary questions stood out by a long stride as the most challenging for all candidates. There were also problems with the gapfill exercise at the end of the paper.

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

Candidates generally seemed well-prepared in all areas. General comprehension (tested either through open questions or multiple choice questions) appeared to be the easiest, although candidates performed well on all the different types of questions, which suggests they had received excellent support and preparation for the examination.

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

1: Choose the true statement	Fine
2-5: Open questions	Fine
6-9: Complete the sentence	Hard for weaker candidates
10-14: Vocab	Difficult for everyone
15-19: T/F with justification	Somewhat hard for weaker candidates
20-23: Open questions	Fine
24-28: Grammar parsing	Difficult for some candidates
29-33: M/C comprehension	Difficult for weaker candidates
34-37: Vocab	Difficult for everyone
38-42: Gapfill	Difficult for everyone

Recommendations and guidance for the teaching of future candidates

As with higher level, teachers should ensure that candidates do not rely on their natural ability to understand the language, but that they fully understand how the language works. Grammar parsing and vocabulary need particular attention.

Further comments

The overall standard was very high this session. Well done!

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 13	14 - 18	19 - 23	24 - 28	29 - 33	34 - 45

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

This year's questions were difficult mainly from the point of view of language and there were a few misunderstandings. For example, in Q1 many candidates understood "Paridhan" as "traditions" rather than "fabric".

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

Unfortunately, very few candidates appeared to be fully prepared for their writing tasks. However, they did generally introduced the subject well and developed their ideas to an appropriate length. A small number of candidates were able not only used the appropriate format for the question, but also to use the format in such a way that it emerged as a strength.

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

Question 1: Not many candidates attempted this question. Sadly, most of them did not understand that the word 'Paridhan' means fabric in Hindi and instead they understood the word to mean "tradition". It is because of this reason most of them wrote about the changing traditions and the reasons behind these changes. They were supposed to write their answers in a blog format. It seems that candidates were unfamiliar with blog writing in Hindi and therefore could not manage to write in the appropriate format.

Question 2: This question was attempted by most of the candidates. They were supposed to respond in a speech format to the latest fashion of having tattoos. They discussed these trends by highlighting the impact of globalization and the influence of western culture. Very few candidates highlighted the ideological thinking and the issue of expressing one's views through tattoos.

Question 3: This was the second most popular question in the paper. Those who attempted this question discussed the issue of using residential roofs for growing green vegetables. The level of writing was good. The candidates developed their ideas well. However, the format for writing this question was not clear to most of the candidates. It was not clear how to write a response as a propaganda leaflet. Only a small number of candidates wrote their responses in the correct format.

Question 4: Only a small minority of candidates attempted this question. Candidates were instructed to write an article for their school magazine about the declining art of traditional Indian puppetry and to inspire people to revive this art form. The candidates' answers showed that they were unfamiliar with this art form and could not elaborate on this topic appropriately.

Question 5: This topic also appealed to many candidates. Writing a review about smart phones by describing the advantages and disadvantages of gadgets and highlighting how it can be useful for studying the subjects like Maths, Science and languages. Most of the candidates highlighted the advantages and disadvantages of smart phones. However, not many candidates included the examples of the advantages of studying Maths, Science and languages.

Section B: This year the quotation chosen was from a Mahatma Gandhi statement. "Every human being's progress ensures the success for all the humanity and every person's failure can cause decline for everyone." The candidates gave interesting examples in support of this quote. However, some answers were too general in nature and lacked examples which could clearly support the statement.

Recommendations and guidance for the teaching of future candidates

- Candidates should be encouraged to read the questions carefully and ensure that they address all required aspects in their responses.
- Candidates should also be taught to substantiate their arguments with facts or good examples.
- The candidates should be shown how to develop their arguments to an appropriate length. Developing the argument step by step and thinking about the linkages to the argument should also be focused on when preparing for future examinations.
- The general level of understanding of language and grammar has deteriorated, so this is an area which teachers should work to address. Teachers need to inculcate an interest in using good, precise language. There was a disproportionately high number of spelling errors this session and teachers can help to rectify this issue by giving more regular and focused reading and writing practice work in Hindi.
- When candidates use proverbs and metaphors in Hindi it should be appropriate in the context.

Further comments

There is an immediate need to address the issue of limited expression and a need to focus answers more directly on the question asked. Candidates must learn how to write precisely

without losing an effective style of writing. This should be the objective for future examinations. Spelling errors and grammatical mistakes also need to be minimized in the future. Teachers should teach candidates how to develop ideas and use the right evidence to support their argument. Finally, candidates need to be able to apply alternative techniques and styles of writing so that their arguments can be conveyed clearly.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 9	10 - 13	14 - 16	17 - 20	21 - 25

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

Candidates seemed to find it difficult to adapt to different text types and registers. The majority chose to write either the speech or the diary entry. Those who attempted other text types were often unaware of the appropriate format. For example, question 1 required candidates to write a newspaper report, but most were completely unsure of how to write such a report and what kind of information should be included. There were many spelling errors, even for very simple words and the tone was quite unnatural in many of the responses.

Candidates appeared to find questions 1, 3 and 5 difficult to understand.

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

Many candidates demonstrated a very good command of the written language. Candidates were generally well prepared to write a speech or diary entry and most demonstrated an appropriate use of vocabulary and language for these tasks. Almost all candidates were able to produce the minimum number of words for the chosen task.

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

Task 1: Very few candidates attempted this question. This could be due to the fact that many found it difficult to write a report. Another reason could be that they may not have understood the key words in the question. The task was to write a newspaper report about young people losing interest in traditional Indian cooking and getting interested in international cooking. Candidates focused on young people losing interest in eating Indian traditional food, with

most also describing the disadvantages of fast food. The use of register and style was often not appropriate for the task.

Task 2: The majority of the candidates attempted this question as they may have been more confident about writing a diary entry. Though the question itself was a little challenging, most candidates did a good job. The register, style and tone of the task were appropriate. Some candidates wrote a single entry whereas the question demanded entries over 2 to 3 days.

Task 3: This was one of the least attempted questions. This could be due to the fact that the question included quite a lot of technical information about blood donation. Candidates who chose this question generally focused more on the second part of the question (how poor people would benefit from this).

Task 4: This question was also very popular. The register, style and tone of the speeches were appropriate. However, in most answers the disadvantages of playing games on the internet were described in detail, but the advantages of reading books for entertainment were quite limited. Some of the candidates also focused on the use of the internet in general.

Task 5: This question was not attempted by very many candidates. Most candidates who attempted this task were not able to relate language learning with the internet. There was lack of formal language. Some candidates got confused between the content of question 4 and question 5.

Recommendations and guidance for the teaching of future candidates

Teachers are advised to expose the candidates to a range of vocabulary related to the topics required for paper 2. This will enable them to understand the questions better. The basic grammatical structure of the language should be taught to the candidates so that they understand the requirements of the Hindi language system. Candidates should be encouraged to think in the target language so that their expression can become more natural. It is essential that candidates are taught all possible text types for paper 2 (see p.31 of the subject guide), as a lack of understanding of text types limits their choice of the questions. Candidates can be given samples of such text types for reading purposes. This will help them to understand the importance and use of register and style.

Unpacking the question and understanding the key words will enable candidates to organize their response. This skill should be taught to the candidates in class.

Candidates should be reminded that they must adhere to the word limits.