

May 2014 subject reports

Hindi A Literature

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 16	17 - 30	31 - 43	44 - 57	58 - 70	71 - 83	84 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 15	16 - 28	29 - 42	43 - 56	57 - 68	69 - 81	82 - 100

Higher level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 10	11 - 13	14 - 17	18 - 21	22 - 25	26 - 30

The range and suitability of the work submitted

Recording submitted by schools was of good quality and clear. The accompanying forms were filled in correctly. The material that was submitted by majority of the schools dealt with poetry by Kabirdas, Maithilisharan Gupta and Ramdhari Singh Dinkar. Candidates showed familiarly and sound knowledge of their text. Candidates succeeded in exploring major themes and presented in satisfactory manner.

Candidate performance against each criterion

Criterion A: Candidate performed quite well in this area, due to their solid and detailed understanding of the poem. Most of them related the chosen piece to the whole work. The majority of candidates showed a good understanding of the selected texts/extracts, placed them in their context and presented an adequate interpretation of the significant themes.

Criterion B: Candidate performed very well in this area. They were able to present close analysis of the poem and commented on poet's choice and its effect, techniques and style. Most of them showed an adequate awareness and appreciation of the literary means and their effect.

Criterion C: Most candidates were able to structure their commentaries and they provided meaningful introduction, developed their points and then concluded their analysis highlighting some significant aspects that is the result of their analysis.

Criterion D: Most of the candidates demonstrated familiarity with the work under discussion and were able to make relevant reference to it while answering the teacher's questions. Candidates revealed their understanding of the work more convincing

Criterion E: Again, most of the candidates responded the teacher's questions in a confident and proper manner. Some even demonstrated their critical reading of the text and provided their personal opinion.

Criterion F: Probably due to the thorough preparation for this exercise, the candidates in the sample in general performed well in this regard. They showed a care with choice of register and terminology and expressed their ideas with a clear, precise language. There were only a small number of candidates who seemed to have encountered some small problems in finding a suitable and smooth register for their commentaries.

Recommendations for the teaching of future candidates

It is important for the teacher and the candidate to know all the instructions for the task as per the subject Guide. Throughout the course students should be given ample opportunity to develop their commentary and discussion skills. Guide candidates to pay close attention to the literary tools and the shaping of the texts' meaning. Encourage candidates to explore the various aspects of the work in discussion and display their personal response to the issues as portrayed by the writers. Candidates need to be trained to explore and focus on the stylistic aspects of the poem. Help candidates to build a sense of structure for their commentary, and organise their material in a logical and coherent fashion and deliver it with the right register. The discussion questions should be clear and specific. It is expected that teacher will prepare some discussion questions beforehand; some of the questions should be spontaneous. Share good examples of effective questions. Consider the required length of the extract and number the lines.

Standard level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 8	9 - 12	13 - 16	17 - 19	20 - 23	24 - 30

The range and suitability of the work submitted

All works submitted were appropriate. Passages given to candidates were almost of equal challenge be it prose or poetry. Most choices were interesting and challenging and questions were fair. Candidates successfully situated the extracts within the body of works to which they belonged and presented sound knowledge of the major and significant themes. It will be helpful for us if teacher observe the timing of the orals carefully: All the sample materials are uploaded and the comments on the form are written based on the assessment criterion.

Candidate performance against each criterion

Most candidates were fluent and articulate in their presentation. Teachers had posed effective questions in probing the candidates' knowledge and understanding. The majority of candidates performed very well in all criteria.

Criterion A: Most candidates had shown very good knowledge and understanding of the extract given and accordingly received a 4 or 5 in this criterion as their interpretation was fair and associated to the passage context and sub textual significance.

Criterion B: Most candidates made effort on the discussion of the writer's choice of language, structure, technique and style and how these shaped meaning. Most of them showed an adequate awareness and appreciation of the literary means and their effect.

Criterion C: Most candidates delivered structured and well organized commentaries. Some commentaries could have been organized more effectively. It might be helpful to have a unifying focus, like theme, and then show the structure the commentary according to different points.”

Criterion D: Most candidates had a good command of the language showing clear with a good degree of accurate use of grammar and sentence construction in spite of the occasional grammatical errors and lapse in register.

Recommendations for the teaching of future candidates

It is important for the teacher and the candidate to know all the instructions for the task as per the subject Guide. Throughout the course students should be given ample opportunity to develop their commentary and discussion skills. Regular practice in commentary work throughout the course is an effective way of developing the candidate's appreciation of how the writer's choices of various aspects of language, various structural elements, technique and style shape meaning. Guide candidates to pay close attention to the literary tools and the shaping of the texts' meaning. Encourage candidates to explore the various aspects of the work in discussion and display their personal response to the issues as portrayed by the writers. Candidates need to be trained to explore and focus on the stylistic aspects of the poem. Help candidates to build a sense of structure for their commentary, and organise their material in a logical and coherent fashion and deliver it with the right register. . A lot more attention to the art of close analysis is needed. Teacher should ensure the suggested length

of the extract. Work more in class with structure and presentation. Candidates should be able to structure their presentation during the stipulated preparation time. Consider the required length of the extract and number the lines.

Higher level written assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 20	21 - 25

The range and suitability of the work submitted

In general, the majority of written assignments showed that candidates had a very good knowledge of the aspects of literary texts, styles and structures. Schools are to be commended for their adaption of the new demands. Overall, the quality of their written assignments was very good. The works taught were usually satisfactory and very well understood. Candidates' works shows their ability to explore work and cultures unfamiliar to them. Students wrote well about some of these such as Dr.Zhivago,Anna Karenina, great expectations, Cheri ka bagicha, dolls house, romeo Juliet and were successful in exploring and conveying. Candidates' main strength was the use of appropriate vocabulary and sentence structures. Some candidates, at both levels, tended to summarize the content of the works rather than to explore and analyze the literary features.

Candidate performance against each criterion

Criterion A: Fulfilling the requirements of the reflective statement- Candidates seemed to have no difficulty, fulfilling the aims of the reflective statement and some could show their understanding of cultural and contextual elements.

Criterion B: Knowledge and understanding-Candidates demonstrated a good understanding of the selected works. They succeeded in identifying the main ideas in the works used and in establishing a link with the chosen topics. Some candidates did not carry out a true comparison in their assignments but instead addressed the works separately and in an unbalanced manner. Sometimes, the topics chosen were not varied enough or the chosen aspects were too general.

Criterion C: Appreciation of the writer's choice- Most candidates showed their appreciation of the writer's choices of technique and style which are used to shape meaning in their works.

Criterion D: Organization and development- Most assignments were written in an appropriate format and carefully proofread with cover sheets that were completed correctly. Most of the assignments showed good organization and development of ideas. However, they need to improve the way references to the works were made.

Criterion E: Language-The language used in the most assignments was good to very good in terms of vocabulary and sentence structures. Paragraphing, punctuation and certain grammatical problems need to be addressed throughout in order to achieve language of level 5.

Recommendations for the teaching of future candidates

Give some study and thought to how the conduct of the interactive oral and reflective statements will work best for addressing the culture and context of the text. In the reflective statement, candidates should understand clearly the demand of the examination. Candidates should be guided to write appropriate reflective statements and include introductions in their essays. Candidates should be encouraged to express their personal response and to produce more creative assignments. Special attention must be paid to literary technique and stylistic features, particularly to the way the writer's choice shape meaning. The techniques of selecting and inserting quotations as supporting evidence for the candidate's arguments and interpretations must be continuously trained and improved. Teachers should help candidates understand the assessment criteria and candidates should bear them in mind when writing their essays.

Standard level written assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 20	21 - 25

The range and suitability of the work submitted

The majority of candidates appeared to be well acquainted with their selected assignment topics which were defined and discussed appropriately. Some of the excellent assignments were based on three sisters by Anton Chekhov, Hamlet by Shakespeare, Great expectation by Charles Dickens, A Doll's house by Henrik Ibsen & L'Etranger by Albert Camus. Candidates showed independent thoughts and views in their assignments. Candidates submitted good reflective statements. The topic chosen for the assignments were appropriate and candidate explored about different culture and context.

Candidate performance against each criterion

Criterion A: Reflective statement- some effort had been made in the reflective statement and candidates showed some good understanding of the different cultural and contextual elements. A few candidates were not aware of the significance of the reflective statement, and did not address directly the contextual question in the Guide and instead presented their

response either in a report form or as a summary of the chosen topic. Reflective statements need to make explicit reference to the content. Reflection which simply summarize the content are not developing a personal response.

Criterion B: Knowledge and understanding- Most candidates know their work well. Candidate who substantiate their claim by quoting of pertinent examples are likely to score well in this criterion. There was a wide variety of knowledge and understanding displayed amongst the candidates. While some demonstrated mediocre knowledge and understanding of the topics, others showed comprehensive knowledge and understanding in addition to perceptive insights into the submitted assignment.

Criterion C: Appreciation of the writer's choice- This is the most challenging criterion for the candidates where the majority of candidates showed only an adequate appreciation of the ways in which the writer's choice of language, structure, technique and style shaped meaning. Candidates do not need to explore all of the descriptors in this criterion, but focus on that are most appropriate to their individual topic. Some candidates completely overlooked this aspect in their discussion and only concentrated, in a narrative style, on the detailed events included in their selected works.

Criterion D: Organization and development- The majority of candidates know how to structure an essay and can get a three or four in this criterion. More challenging is the construction of an argument, had their ideas persuasively organized and developed, with well-integrated examples from the texts, although a good number were able to reach high mark in this criterion.

Criterion E: Language- Most candidates displayed good conventions with appropriate register for the assignments. most written assignments were well-written, Language seemed clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction, despite occasional lapses where a few candidate lost marks. Few candidates were awarded a lower mark due to poor proofreading, weak punctuation and informal register.

Recommendations for the teaching of future candidates

Candidates need a clear understanding of the requirements for the reflective statement and assessment criteria for written assignment. Teachers need to devise supervised writing prompts with a suitable literary focus. Make candidates aware of the word limits for both the written assignment and reflective statement. Candidates need to develop independent approaches to their topics. Ensure that the topic has a suitably narrow focus. Help candidates to understand that there needs to be a coherent and convincing line of argument.

Higher level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 2	3 - 5	6 - 8	9 - 11	12 - 14	15 - 17	18 - 20

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

There were only 14 candidates opted for Hindi A LIT Higher Level. The majority of candidates elected to write a commentary on question 1, only 3 candidates attempted Q2 (poetry). Most of the candidates made an effort to discover the main feelings and thoughts as conveyed in the texts and their significance. During their discussion, they were also able to make specific reference to the story or the poem to support their argument. The Poem appeared more difficult for candidates. Candidates showed no problem understanding the main message of the passage or poem; however, many of them were still unable to gain a clear grasp of the subtext of the passage chosen and engage in a critical exploration.

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

The majority of candidates showed good comprehension of their chosen passages. They were able to interpret the texts and identify major themes and ideas into their work. The majority of candidates selected the story over the poem for their commentary. A few candidates showed good personal responses and critical views in an organized order whereas a few felt difficult in analyzing the selected text's literary features. Overall, in expressing their thoughts, candidates, as a whole, displayed effective writing skills.

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

Candidates worked very hard offering analysis of the literary features in the poem 'aam bechati striya- Mago sales women', but were able to recognize and understand the dominant themes in the text although these were not always excellent, there was evidence to engage with the poem. Some candidates showed weaknesses in the ability to pinpoint the actual topic, its precise meaning. In the organization of their work, candidates brought forth well organized and coherent ideas presented in a logical and persuasive manner. Most candidate who selected the prose passage 'Dhara bahti Rahe' (There must be flow in the life) were able to understand and comment upon effectively. However, The linguistic, stylistic, phraseology and syntactical issues appeared to be main weaknesses of the candidates in the treatment of individual questions.

Recommendations and guidance for the teaching of future candidates

School should encourage and prepare their candidates how to approach a literary analysis of a poem for commentary. Good commentaries include personal voice. Teach students to plan responses. Students should be encouraged to explore independently. Focus should be given to the analysis of a writer's choice of form, structure, technique and style and how these are used to shape meaning in a text. Attention should also be given to the organization of ideas in a piece of written work and candidates should ensure all written work is legible and clear. Strong commentaries should convey a clear line of reasoning, argument and development and for that expose students to a wide variety of texts and to work with more authentic experience in working through unknown text independently.

Teachers must study the assessment criteria / rubric very well, and introduce these to the candidates from the beginning of the DP course so they have an awareness of the grading expectations. Candidate should avoid narration. Teach the candidates to write using formal and grammatically correct language and purpose/effect/significance always needs to be considered.

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 2	3 - 5	6 - 8	9 - 11	12 - 14	15 - 17	18 - 20

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

At standard level, both texts, the prose extract 'ek insaan mara gaya' and the poem 'Pinjara' were equally popular among candidates. Good number of candidate attempted question 2 poetry for their commentary. Some candidates showed a very good knowledge of literary features and figure of speech. Candidates did reasonably well in this component. It was evident that many candidates need more training on writing a commentary. Most of the candidates made an effort to discover the main feelings and thoughts as conveyed in the texts and their significance.

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

In poetry, many candidates adequately recognized the writer's use of imagination and symbolism and made adequate comments. Many candidates did well in meeting the

requirement of answering the guiding questions. Their writings were generally well structured, showing various degrees of idea development. Some candidates showed the ability to engage in close reading and were conscious about the literary details used in the texts.

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

Many candidates did relatively well on criteria A and B. They demonstrated good understanding of the prose/poem and made adequate reference to the ways which language, structure and technique were used to shape meanings. Some candidates showed good knowledge but their interpretation was superficial. Many candidates did not do as well in criteria C and D. Many demonstrated their skills in identifying literary features and making comments accordingly. The linguistic, stylistic, phraseology and syntactical issues appeared to be main weaknesses of the candidates in the treatment of individual questions. Language and grammar needs improvement.

Recommendations and guidance for the teaching of future candidates

Candidate should practice as much as possible the literary analysis. Candidates' personal interpretations of a literary text should be encouraged. Candidates should have sufficient practice in writing literary commentaries on both, prose passages and poems, particularly focusing on exploring the writers' choices of language, structure, style and technique. Schools should encourage and prepare their candidates how to approach a literary analysis of a poem for commentary and how they are used to shape meaning.. Good commentaries include personal voice. Teach students to plan responses. Address the guiding questions directly. Focus should be given to the analysis of a writer's choice of form, structure, technique and style and how these are used to shape meaning in a text. The teaching should focus on the identification and analysis of the stylistic features of a text and appropriate conventions of writing a literary commentary. Attention should also be given to the organization of ideas in a piece of written work and candidates should ensure all written work is legible and clear. Strong commentaries should convey a clear line of reasoning, argument and development and for that expose students to a wide variety of texts and to work with more authentic experience in working through unknown text independently. Teachers must study the assessment criteria / rubric very well, and introduce these to the candidates from the beginning of the DP course so they have an awareness of the grading expectations. Candidate should avoid narration.

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 10	11 - 14	15 - 17	18 - 21	22 - 25

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

Many candidates seemed to have difficulty in giving an in-depth and complete interpretation of the key demand of the question concerned. This affected the quality of their answers as they either could not see the related aspects of the issue or in some cases; they made a rather simplified and superficial analysis. This also prevented them from making effective use of the prepared material and from establishing a meaningful and convincing link between the texts studied and the chosen question. Besides, the production of the essay and the appreciation of the literary features of the works in relation to the question continued to be a relatively weak area in many scripts.

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

Majority of candidates chose questions from the novel genre, choosing question 6, while only one candidate each chooses question 4 and one other question 5.

As in the past, most of the candidates were able to apply sufficient knowledge of the works studied in their answers. Candidates used the language in an adequate fashion and their choice of register and phrases were in general appropriate and smooth.

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

Questions 6 was the most popular question. The impression given was that the candidates were given more instruction in this genre and had well prepared answers for these questions. In answering the questions, candidates generally jumped straight to the story, sometimes not directing their comments to the question asked. Not all candidates made a plan for their answers. Many showed little awareness about the literary conventions of the genre in answering the question. Although majority of the candidates were able to show their understanding of the works and adequately put their ideas forward, only a few could organize their ideas and produced effective and persuasive response. The appreciation of the works' literary features in relation to the question was still the common weakness.

Recommendations and guidance for the teaching of future candidates

With the demands of looking at the conventions of a genre it is important for teachers to choose work with care looking for both differences and similarities. To teach candidates the literary terms and expressions related to genres and encourage them to use them correctly in answering the relevant question. Teachers are reminded to concentrate on writing techniques, as there is a general weakness in the spellings, grammar, syntax, style and appropriate use of terminology, on these issues to enable their candidates achieve higher marks. To urge candidates to build a strong sense of planning for their writing, by unwrapping carefully the demand of the selected question before they formulate their answer. By doing so, they would be able to construct their essays with a focus and put forward their argument in a coherent and logical manner. Candidates definitely need more writing practice. Candidates will certainly benefit from extensive writing practice. To teach candidates to appreciate the effects of the technical devices and styles employed by the authors and to include this analysis in relation to the question in their answers.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 10	11 - 14	15 - 17	18 - 21	22 - 25

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

Generally, candidates chose the novel genre (question 6). A very few candidates chose the short story, poetry or drama questions. There were many instances of candidates lacking understanding of the questions as well as how to structure their answers. Many candidates seemed to have difficulty in giving an in-depth and complete interpretation of the key demand of the question concerned. This affected the quality of their answers as they either could not see the related aspects of the issue or in some cases, they made a rather simplified and superficial analysis. This also prevented them from making effective use of the prepared material and from establishing a meaningful and convincing link between the texts studied and the chosen question. Besides, the production of the essay and the appreciation of the literary features of the works in relation to the question continued to be a relatively weak area in many scripts.

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

The majority of the candidate's knew the works well and were able to compare and provide interesting comments. All candidates evidently understood the works studied demonstrated good knowledge of the works but more depth and insight could still be included.

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

The most popular choices were questions 6. A few chose question 1,2,4,5.,9,10 & 11. Their strength was in understanding the works studied; however, there was a lack of understanding as to how to show this understanding with reference to the question asked. Response to the question proved a particularly weak area. Although candidates were able to mention the writer's approach specified in the question, not all candidates responded with analysis. Appreciation of the literary conventions was not given very much weight in their answers. In terms of organisation and development, although many of the candidates showed a well planned and developed response, some candidates still lacked comprehensiveness in their responses. Language and grammar needs improvement. Candidates need more writing practice (Language & Grammar) in Hindi correctly.

Recommendations and guidance for the teaching of future candidates

To teach candidates the literary terms and expressions related to genres and encourage them to use them correctly in answering the relevant question. Candidates should be taught not just to paraphrase and repeat the content of works studied, but to focus on interpretation and analysis. To urge candidates to build a strong sense of planning for their writing, by unwrapping carefully the demand of the selected question before they formulate their answer. By doing so, they would be able to construct their essays with a focus and put forward their argument in a coherent and logical manner. To teach candidates to appreciate the effects of the technical devices and styles employed by the authors and to include this analysis in relation to the question in their answers. in answering the relevant question. Teachers are reminded to concentrate on writing techniques, as there is a general weakness in the spellings, grammar, syntax, style and appropriate use of terminology, on these issues to enable their candidates achieve higher marks. To teach candidates to appreciate the effects of the technical devices and styles employed by the authors and to include this analysis in relation to the question in their answers.