

# TELUGU AND TELUGU LANGUAGE

Paper 9690/02  
Reading and Writing

## General comments

The overall performance of candidates was good with a number of candidates performing well. In general candidates showed a satisfactory level of competence in their language skills. Spelling errors were found in many scripts and in particular with regard to aspirated consonants; there were also instances of incoherent sentences. Some candidates did not fully explore the passages for their interpretative answer for **Question 5**, and a number of candidates merely reproduced lines from the passage while answering the sub-questions in **Questions 3** and **4**.

## Comments on specific questions

### **Section A**

#### **Question 1**

There are five parts to this question testing the meaning and usage of five vocabulary items. The overall performance of candidates was satisfactory, however, very few candidates achieved four marks out of five or above.

The correct responses are:

- (a) *anguSThamu = boTanaveelu*
- (b) *uppena = samudrapu tuphaanu*
- (c) *modaTi aDugu = toil meTTu*
- (d) *palucagaa = takkuvagaa*
- (e) *taayilam = miThaayi*

#### **Question 2**

This was generally done well with a good number of candidates achieving the full five marks.

The correct responses are as follows:

- (a) *atani mukhamloo*
- (b) *girujanulu siddhamgaa unnaaru*
- (c) *talli danDrulu santooSistuu aas'caryapootunnaaru*
- (d) *oka s'ataabdam*
- (e) *caduvukooTamleedu*

#### **Question 3**

This is a set of comprehension questions on an unforeseen passage carrying a total of 15 marks for content and 5 for language competence. In general candidates performed well and showed a reasonable understanding of the passage.

### **Section B**

#### **Question 4**

This is also a set of comprehension questions on another unforeseen passage. The overall performance of the candidates was satisfactory.

**Question 5**

This question requires candidates to write a response drawing information from both passages and include a personal response. This question carries 20 marks (content 15 + language 5). Candidates would benefit from more practice in the skills required for this exercise.

# TELUGU AND TELUGU LANGUAGE

Paper 9690/03

Essay

## General comments

This paper consists of one 40 mark question requiring candidates to write an essay on one of the five suggested topics, which are as follows: Generation Gap, Media, Education, Developing World and Cultural Life and Heritage. The overall performance of candidates was good with most achieving more than 60 marks. Most candidates chose to write about the Generation Gap.

Though the overall performance was good, improvement in language skills is required if candidates are to achieve higher marks. In general candidates' coverage of content was satisfactory. The following are some examples which demonstrate the need to improve language skills:

[The following broad transcription principles are used while transcribing the Telugu material into Roman script. Two letters are used to denote a long vowel, such as aa, ii, uu, ee, and oo. Capital letters are used to denote retroflex sounds in Telugu, such as T, D, N, S, and L. The palatal sibilant is transcribed as s'. h is added to the consonant to make it aspirated.]

## **Mistakes at word level (wrong selection and wrong form of words):**

(Mistakes are underlined and the correct form is shown in brackets.)

Jiivitaanni baagaa artham ceeyaTaaniki (ceesukooTaaniki)  
vanTinTiki (vanTinTi) nunci  
entoo prayoojanaalu (ennoo)  
 dees'a bhaviSyattu naas'anam pootoondi. (naas'anamai)  
 anubhavaalu kalagadu (kalagavu)  
 reepu jiivitaM kaStangaa unTaaru (unTundi)  
 andukanTee (endukanTee)  
pillalani svaatantryam istunnaaru (pillalaku)  
vaaLLapaj parihaasam ceestaaru (vaaLLanu)  
 maaku (manaku)  
 maa (mana)

## **Spelling mistakes:**

(The correct form is shown in brackets)

cooTTuki (cooTuku)  
 ilaantivi (ilaanTivi)  
 kaampuutar (kampuuTar)  
 evaluuSan (evalyuuSan)  
 priti (priiti)  
 sbhilaas'a (abhilaaSa)  
 graandhaalaloo (granthaalaloo)  
 prabhuutvam (prabhutvam)  
 samasyaalu (samasyalu)

## **Sentence level mistakes:**

(The correct form is shown in brackets)

iddaru tallidanDrulu paniceestaaru (talli danDrulu iddaruu)  
 vidya anee dhanaanni leedu (vidya anee dhanaaniki saaTi leedu)  
 ,ilaanTi ceestee (ilaanTi panulu ceestee)  
 manic anee ceDDa anee viSayaalanu (manic ceDDa anee viSayaalu)  
 ajnaanulugaa nammutaaru (ajnaanulu ani nammutaaru)

*vaaLLaki eemii iSTam ceestaaru (vaaLLu eemi iSTapaDataru)*  
*taatalakee siggupaDutundi (taatalu kuuDaa siggupaDataaru)*  
*peddalaku caalaa koopam vastaayi (peddalaku caala koopam vastundi)*  
*eppaTi nincii piiDistuu unTundi (eppaTi nincoo piiDistuu unnadi)*  
*jiivitam caalaa pragati ceestunnaaru (jiivitamloo entoo/caalaa pragati saadhistunnaaru)*  
*peddala inkaa pinnala Madhya samaajaanni cuuDaTaaniki teeDaa unTundi*  
*(peddaluu pinnallu samaajaanni cuuDaTamloo teeDaa unTundi)*

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Paper 9690/04

Texts

## General comments

The overall performance of candidates was good, with a few candidates demonstrating that they had read the prescribed texts in depth, considered the main issues in detail and produced work of a high standard. There were a number of candidates however whose knowledge and understanding of the texts was not up to the required standard. There is evidence of pre-learnt material which does not demonstrate a good appreciation of the texts being studied and is seldom relevant to the focus of the question.

There are no marks given for language in this paper, all marks are given in relation to the assessment objectives outlined in the syllabus, which are to:

- acquire first-hand knowledge of the content of literary texts;
- understand the literal meanings of texts and the contexts of those meanings;
- understand literary texts beyond their literal meanings in terms of the issues and attitudes they raise;
- recognise and appreciate ways in which writers use language to create their effects of narration, description, characterisation and literary structure;
- explain and discuss evaluations of the texts;
- communicate a sensitive and informed response to what is read.

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Paper 9690/05

Prose

## General comments

Candidates are required to translate an English passage into Telugu. The overall performance of candidates was satisfactory, but generally candidates seemed to find this exercise much more difficult than the tasks in the other three components. Candidates would benefit from more translation exercises to develop their vocabulary and grammar which will give them more confidence to tackle these unseen passages.