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## FOREWORD

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This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

# TELUGU

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## GCE Advanced Level and GCE Advanced Subsidiary Level

Papers 8690/02 and 9690/02  
Reading and Writing

### General comments

This was the third examination based on the new syllabus. The paper is taken by both Advanced Level candidates and Advanced Subsidiary candidates. The former tend to perform better. However, when the syllabus is graded, lower mark thresholds are taken for each grade at Advanced Subsidiary Level to take into account that these candidates have less experience than the others.

### Comments on specific questions

#### **Part 1**

#### **Question 1**

*Vocabulary recognition*

Five questions were asked. The performance of most candidates was superb.

#### **Question 2**

*Testing grammar and syntax*

Five questions were asked with one mark for each correct response. A range of performances was achieved across these five questions, from poor to excellent. Candidates must make sure that they read the questions carefully and follow the instructions given.

#### **Question 3**

*Comprehension questions*

Five questions were asked on comprehension. Language marks were awarded globally depending on the quality of language. A range of marks was awarded: one candidate's answers were copied from the passage and were not to the point. However, another candidate's answers were extremely precise and scored highly.

#### **Question 4**

Some good responses, but again one candidate simply copied from the passage.

#### **Question 5**

*Comprehension question on both the passages*

Some responses failed to include the specific structural aspects of the ancient forts required by the question, and a few candidates did not respond to this question at all.

**Papers 8690/03 and 9690/03**

**Essay**

**General comments**

This is the third examination based on the new syllabus.

All questions in the paper were set as per the new syllabus, for a maximum of 40 marks (24 for language and 16 for content).

**Comments on specific questions**

Many candidates attempted **Questions 2, 3, 4 and 6**. **Questions 1 and 5** were much less popular.

The AS Level candidates all favoured **Question 6**. The A Level candidates chose a range of questions as follows:

**Question 2**

The best response discussed relevant aspects like drugs, crime and indiscipline, focusing attention on the family elders. Weaker responses repeated arguments rather than providing a logical structure. The response of one candidate lacked focus as there was a mix up in understanding the topic of the essay and the topic area: candidates must focus on the precise question asked and not just write in general about the topic area.

**Question 3**

The best candidate answered the question with understanding and ability, touching upon aspects like good food, balanced diet, tinned foods, fast foods etc. Another candidate's response contained some additional suggestions for keeping fit and healthy. Only one response failed to focus closely enough on the question.

**Question 4**

The best response touched upon some negative aspects like poverty, corruption, lack of training and experience and certain positive elements like counselling, vocational training etc. Another candidate showed some ability to develop an argument, whereas other responses appeared pedestrian and laboured. One candidate's response focused more on the general problems other than unemployment and failed to answer the second part of the question.

**Question 6**

The responses lacked focus on the question asked.

**Paper 9690/04**

**Texts**

**General comments**

This is the third examination based on the new syllabus. Centres are reminded that only unannotated set texts are allowed in the exam room. Candidates should be encouraged to focus their responses on the precise question asked. Several candidates lost marks because their answers lacked relevance to the question.

## **Comments on specific questions**

### **Part 1**

#### **Question 1**

Only one candidate attempted **(a)**. Several others opted for **(A)** – the essay question. The responses of some candidates did not focus closely enough on the question. There were, however, some solid and relevant essays.

#### **Question 2**

No one attempted **(a)**. Many answered **(A)**. A few responses were too dependent on story telling and failed to focus on the question asked. Quality of language was only a problem for one candidate.

#### **Question 3**

A few attempted **(a)** but none chose **(A)**. Although one candidate did attempt some relevant analysis, others failed to focus their material. In one case, a rubric error showed that not all candidates are reading the questions carefully enough.

#### **Question 4**

In **(a)** the responses of several candidates contained some basic material but they did not make much sense. Responses to **(A)** ranged from insubstantial through to sound and comprehensive.

### **Part 2**

#### **Question 5**

In **(a)** the responses of the candidates were fairly relevant though the justification of the title was lacking in one.

**(A)** was a characterisation question. Three responses were more narratives than attempts at characterisation.

#### **Question 6**

**(a)** was a question on humour in the stories and was attempted by five candidates.

Some, but not all, of the responses were relevant.

**(A)** encouraged two responses showing a fair degree of relevance, but a third response tended to be a narrative with less relevance.

#### **Question 7**

There were no responses to **(a)**. More than 75% attempted **(A)** based on the more familiar and well prepared text. Focus of the question was on the message of the story. There was one rubric error. Responses, in the main, showed some relevance.

#### **Question 8**

**(a)** and **(A)** received no responses.

**Paper 9690/05**

**Prose**

**General comments**

This is the third examination based on the new syllabus. This paper was set at the same level of difficulty as that of the paper set last year.

There were some errors of syntax and vocabulary, but a number of candidates handled the paper well. Certain words like 'paintings', 'versatile men', and 'concert pianist' were transliterated into Telugu.