

HINDI

Paper 9687/02
Reading and Writing

General Comments

Candidates appeared to be well prepared for the examination and the overall performance of candidates was of a very good standard. The paper was well balanced and unlike previous years, candidates did not find one part more difficult than the other. It was encouraging to see that most candidates answered the questions in their own words rather than copying from the text.

This paper was successful in differentiating across the ability-range with a number of outstanding candidates; at the other end of the ability-range, candidates often lost marks on the grammatical aspect of the language, especially forming correct agreement of adjectives, use of complex structure, orthography and difficulty with irregular verbs.

Candidates should also be reminded that **Question 3** and **Question 4** assess comprehension of the passage, not the candidate's own knowledge of the subject.

To perform better or excellently, candidates must have a reasonable understanding of the vocabulary used in the context, not just the meaning in the dictionary. Candidates would benefit from exposure to linguistic variations, interpretations and implications in context.

Comments on specific Questions

Part 1

Question 1

Most candidates attempted this question satisfactorily. Less able candidates found **1(b)** and **1(d)** rather difficult as they were thinking of an event rather than one word for the description.

Question 2

Almost all candidates attempted this question. Here question **2(e)** elicited the poorest response.

Question 3

Candidates found the topic 'user' friendly' and the source material modern and easy to follow. Generally their answers were informative, relevant, and well organised except question **3(d)** where some candidates answered this question in general terms rather than with specific reference to the text.

Question 4

Candidates responded well to this question.

Question 5

Although the overall understanding was commendable, the responses to question **5(b)** were rather disappointing.

- (a)** Quite a few candidates tackled this question successfully. Most candidates managed to compare both passages and responded well to the issue raised. Candidates should be reminded to compare each point and give examples to substantiate the point they wish to make.

- (b)** Able candidates successfully showed their ability to suggest a range of ideas and their capacity to express a personal point of view, whereas less able candidates only managed to respond to ideas raised in the text rather vaguely.

This section demands candidates' understanding of the texts, analysing and then applying in their own situation.

HINDI

Paper 9687/03

Essay

General Comments

Candidates' work demonstrated a wide range of ability. Quite a few scored in the upper range of 28 to 35 marks. At the bottom end of the scale a few candidates could only manage a score of between 5 to 12 marks. The majority of the candidates scored in the middle range of achievement between 15 and 27 marks. As has been the case in previous assessments, some candidates under-performed mainly due to dialect interference, lack of structure, coupled with either an inappropriate or a narrow range of vocabulary deployed. It was however encouraging to note that the overall stretch of achievement this year again has been higher than in previous years. There is a noticeable change in the standard of performance of all of the candidates in all areas of essay writing-language, layout, content and development. It is clear that the teachers and the majority of the candidates have worked hard and have been focused.

The most frequently occurring errors noted this year were:

1. The lack of gender and number recognition and their misapplication in the essays.
2. Major misunderstanding of **Questions 4 and 5** by a few candidates.
3. The lack of use of the polite forms of expression of the Hindi Language which are an integral part of its grammar.

More Specific Comments

The popular essays were 2, 3 and 6. The best essays were well planned with a sustained theme, well illustrated, coherently argued and structured. It was a pleasure to read them. The high scoring candidates demonstrated a good grasp of linguistic competence, a command of wide ranging vocabulary and an ability to handle complex sentence patterns. Question 2, dealing with the excessive influence of cinema and sporting stars on the lives of today's youngsters, was particularly well handled by the majority of the candidates who had chosen it. However some of the essays were rather negative in the sense that they concentrated solely on the bad influences that the stars were exerting on the young people.

The majority of the essays were however within a range where there is sufficient material which is reasonably relevant but the content is uninspired and flat or too long, rambling and repetitive. The vocabulary used is narrow and the sentence structure is irregular.

The essays at the bottom end of performance were disconnected, reflecting confused or distorted views with poor sentence structure, poor sequencing and full of grammatical errors including serious misspelling of everyday words.

HINDI AND HINDI LITERATURE

Paper 9687/04

Texts

General comments

Performance this year was slightly better than last year, but it was a bit disappointing that not many candidates produced good all-round scripts. In some cases candidates demonstrated high standards in one or two questions, but quite pedestrian in others. There was also evidence of prepared topics, but not prepared questions to specific questions. Since candidates had memorized general introductions to writers they thought it was imperative to produce that even when that was required. Unfortunately vital time is lost this way. The question on 'language' and 'style' as part of a few questions once again proved difficult. Candidates seemed to be out of their depth in commenting on these.

The standard of Hindi, grammar and vocabulary, was better this year. Some candidates did not clearly specify whether they had answered (a) or (b) as for example **Question 1**. A few candidates had answered both (a) and (b) as two questions. Candidates should be reminded that they must answer three questions on three separate books.

Teachers and invigilators should be advised to remind candidates that the question number must appear clearly and unambiguously in the correct place.

Comments on specific questions

The overall performance of the candidates was satisfactory. A good percentage of them demonstrated their understanding of the literary texts. They also appreciated the demands of the questions. However, **Question (1i)** was not answered correctly. Candidates got confused about the 'speaker' and did not seem to know what examples they could give.

A tiny minority failed to grasp the meaning of **Question 1 (K iii)**. Instead of discussing the differences between the 'brotherly love' of Bharat and Lakshman towards Ram, they thought they were expected to write about the two younger brothers' love for their elder brother Ram. However those who did understand the question answered it well. **Question 2 (ki)** the question was generally well tackled. **Question 2 (Kii)**: not many candidates were able to or thought appropriate to comment on the language and style of extracts from the poem. **Question 2 (kh)** most candidates who tried to comment on the quote from Keshavdas ji failed to understand the meaning behind the metaphors. Some candidates were not able to provide the context, the meaning and usage of individual words and phrases in **Question 3 (k)** without repeating themselves. **Question 3 (kh)** was a good example of candidates reproducing 'learnt materials' based on rote learning. On the whole **Question 4(i)** was tackled well, but once again in **4 (kii)** most candidates simply hedged around the question. **Question 4(kh)** was only answered fully by a few candidates.

Final comments

Once again it was a pleasure marking the scripts: the candidates' overall performance is a reflection of their teachers' commitment and dedication. However the following advice might be useful:

1. Candidates should be given practice in answering examination questions.
2. It appears that the interpretation of a poem in terms of its 'language and style' is not discussed in any great detail. The result is that, apart from a few candidates, no one is able to answer this part of the question satisfactorily.
3. Teachers are advised to explain the cultural importance of politeness expressions in Hindi to the candidates. Most candidates use expressions when talking about 'authors' 'Gods' etc., in the singular whereas in each case it should be plural eg in roman transliteration:
 - (a) suurdaas kahtaa hai. (it should be 'suurdaas kahte hain).
 - (b) Kafan kahaanii kaa lekhak premchand hai. (it should be 'kafan kahaanii ke lekhak premchand hain).

HINDI

Paper 9687/05

Prose

Overall performance:

- The overall performance was less satisfactory as compared to previous years.
The marks ranged between 1 to 36 out of a maximum of 40.
Approximately 25% of candidates scored between 21 to 36 marks.
Very few candidates scored over 30 marks.
Approximately 45% of candidates scored between 15 to 20 marks.
Approximately 30% of candidates scored below 15 marks.
Quite a few candidates lost marks for making too many simple spelling errors and incorrect syntax.
- Common gender and spelling errors are as under (to cite a few examples):

First paragraph:

- For “Women in modern times”, many candidates translated as ‘आजकल के औरतें’
or ‘आजकल के औरतों’
instead of ‘आजकल की औरतें’
‘पूरुषों’ instead of ‘पूरुषों’
‘सिमित’ instead of ‘सीमित’

Second paragraph:

- Candidates translated as: ‘पूरुषों का राय भी बदलता रहता है’ (gender mistake)
instead of ‘पूरुषों की राय भी बदलती रहती है’
- ‘बच्चों का देखभाल’ (gender mistake)
instead of ‘बच्चों की देखभाल’
- Singular/Plural mix up:
‘नौकरियों’ for ‘नौकरी’
‘पत्नियों’ for ‘पत्नी’
‘पति’ or ‘पतियों’ for ‘पति’
Candidates simply needed to change the verb to write ‘नौकरी’, ‘पति’ and ‘पत्नी’ in a plural sense.
- For the following sentence, “Quite often both partners are highly educated.....” the examiner was expecting Hindi translation similar to:
“प्रायः दोनों साथी खूब पढ़े लिखे होते हैं”
In fact, very many candidates translated as “दोनों साथियाँ”
instead of “दोनों साथी”
There was no need to change ‘साथी’ into ‘साथियाँ’ as ‘साथी’ is both singular and plural in Hindi.

Third paragraph:

- Quite a number of candidates wrote ‘नवजवान’ for ‘नौजवान’
‘बदलावों’ for ‘बदलाव’
‘परिवर्तने’ for ‘परिवर्तन’

- Only very few candidates were able to translate “generation gap” correctly. The majority wrote in a transliterated form.

Literal translation and word order

The candidates need to demonstrate their understanding of the language and use acceptable syntax.

Some candidates translated words and phrases correctly but did not arrange them in the correct word order or in appropriate tenses, thus risking being penalised.

Mistakes reflecting their regional dialect

It may be advisable to indicate to the candidates to differentiate between the spoken regional language and standard written Hindi.

Final comments

- The candidates should be well advised to allow a few minutes at the end to go through their translation for any possible mistakes.
- Some candidates used correcting fluid to correct their errors.
- A few candidates did not cross out their 'rough' translations, leaving it to the examiner's discretion to discover the intended final translation and to distinguish this from the rough/practice one.
- About 2% of candidates copied out the English text first, numbered each sentence and then translated the text into Hindi- thus wasting valuable time unnecessarily.