

HINDI

Paper 9687/02
Reading and Writing

General Comments

Most candidates were able to attempt all five questions reasonably well. Candidates appeared to be well prepared for the examination and did not appear to have found one part more difficult than other. There was a number of outstanding candidates; however, at the other end of the ability range, candidates often lost marks on the grammatical aspects of the language, especially in correct agreement of adjectives, use of complex structures and irregular verbs, orthography and difficulty with irregular verbs.

Some examples of general difficulties follow.

There were some examples of deviation from standard Hindi language, e.g.

मंदरा	for	मंडरा
दर	for	डर
पकर	for	पकड़
खतड़नाक	for	खतरनाक

Choice of inappropriate words and phrases, e.g.

बेनावट	for	निर्माण
मिलावट	for	मिश्रण

Spelling mistakes, e.g.

निदोर्श	for	निर्दोष
क्रौंचित	for	क्रोधित
बूडे	for	बुरे
खतरनाक	for	खतरनाक



Incorrect formation of plurals, e.g.

हथियारें
हजारें
लोगें
जीवाणुएं
चोरों पसीने पसीने हो गए ।

Gender related mistakes, e.g.

पैंकड़ों लोगों की जानों चले गए थे ।
हथियारें उत्पन्न हुई ।

Use of incorrect pronouns, e.g.

ताकि उन देशों भी आतंकवाद के खिलाफ कदम न उठाए ।
कीटणु न केवल उत्पन्न किए बल्कि इनके बढ़ावा के बाद इन्हें
जैविक बम में अग्रसर किया ।

Candidates should also be reminded that **Questions 3 and 4** assess comprehension of the passage (15 marks) with 5 marks overall for language. Candidates must demonstrate to the examiner that they understand the information from the passage, which they are attempting to convey. This means that candidates should avoid copying chunks of information from the passage and should therefore ensure that they write in their own words as far as possible.

To perform well at this level, candidates must have a reasonable understanding of the vocabulary used in context, not just the meaning in the dictionary.

Comments on specific Questions

Part 1

Question 1

Candidates attempted this question successfully. Less able candidates had difficulties with 1(c), 1(d) and 1(e). Many candidates took the word सीमित to be समीप or संक्रमित; असाधारण as अवांछित or सुगम; पेचीदा as लगातार or विशिष्ट or पीड़ित or दुष्प्रभाव.

Question 2

Most candidates attempted this question satisfactorily and secured full marks. Question 2(d) elicited the poorest response, with a number of candidates struggling to explain the meaning. They mistook the word प्रतीत as प्रतीक or प्रति.

लाल गुलाब प्रेम का प्रतीत होता है ।
मां - बाप भगवान का प्रतीत है ।
प्रेम के प्रतीत उमा का प्यार बढ़ता गया ।
मैंने राजेश के हथियार के प्रतीत अपना गुस्सा जाहिर किया ।



Some candidates took 2(a) and 2(c) in their literal meanings and not as an idiomatic usage e.g.

जहरीली दवा खाने से योगेश के हाथ-पाँव फूल गए।
दिन भर काम करने के बाद राज पसीने-पसीने हो
रहा था।

Question 3

Candidates seemed to find the comprehension topic user friendly and the source material modern and easy to follow. Generally their answers were informative, relevant, and well organised, but were sometimes lacking in detail. For example in **Question 3(a)** many candidates just wrote anthrax (जैविक कीटाणु) is dangerous, but did not mention the process involved in the making of anthrax, which was required for the full answer. Similarly in **Question 3(e)** they needed to include all the elements to score full marks.

Question 4

It was important for candidates to read the comprehension passage carefully and to respond to the questions in their own words. The second part of **Question 4(a)** proved difficult for less able candidates.

Question 5

This section demands candidates' understanding of the texts, picking out the main points and then giving their own views. Response to the text was variable.

- (a) Quite a few candidates tackled this question successfully. Most candidates managed to compare both passages commendably and responded well to the issue raised. The best candidates were able to compare the points made and to give examples in support of the point.
- (b) Able candidates successfully showed their ability to suggest a range of ideas and a capacity to express a personal point of view; less able candidates responded to the ideas raised in the text rather sketchily.

HINDI

Paper 9687/03

Essay

General Comments

Candidates' work demonstrated a wide range of ability. Quite a few scored in the upper range of 29 to 35 marks. At the bottom end of the scale a few candidates could only manage a score of between 11 to 14 marks. The majority of the candidates scored in the middle range of achievement between 15 and 28 marks. One candidate scored 0 marks as he wrote his entire essay in English, and not in Hindi.

As has been the case in previous years, some candidates under-performed due to dialect interference, lack of structure, coupled with either an inappropriate or a narrow range of vocabulary deployed. But it was encouraging to note that the overall standard 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. Confusion when using tenses.
3. The lack of use of the polite forms of expression, which are an integral part of the grammar of Hindi.

More Specific Comments

The popular essays were in response to Questions 3 and 5. These essays dealing with pollution and fast foods respectively were particularly well handled by the majority of the candidates who had chosen them. However candidates who wrote in response to Question 1, which focused on social and political responsibilities, dealt with the topic rather negatively.

The best essays were well planned with a sustained theme, well illustrated, coherently argued and structured: it was a pleasure to read them. These high scoring candidates demonstrated a good grasp of linguistic competence, a command of wide ranging vocabulary and an ability to handle complex sentence patterns. The majority of the essays were, however, within a range where there was sufficient reasonably relevant material, but uninspired or flat content or were too long, rambling and repetitive. The vocabulary used was narrow and the sentence structure 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

Paper 9687/04

Texts

General comments

This year's candidates generally performed better than last year. A large number of candidates demonstrated that they were familiar with the texts and were reasonably well prepared. Some candidates seem to have memorized prepared material, which they simply produced irrespective of whether it had any relevance to the extracts / poems in the question. The handwriting and spelling had improved and more candidates were able to write in standard Hindi.

Comments on specific questions

Part 1

Question 1

- (k) Some candidates did quite well on both parts of the question. Some failed to focus on the extract, and wrote about Lord Krishna as a child based on other parts of the poem, which they had come prepared with. In the second part some candidates failed to realise that they had to give examples of the 'alankar' from the text.
- (kh) Quite popular with candidates. They produced very good answers with examples. Many candidates, however, did not fully concentrate on the Vibhishan–Ravan dialogue which would have helped them to write about Lord Rama's character. Instead they talked about Lord Rama as described by the poet Tulsi.

Question 2

- (k) There were a few good answers to this popular question, as compared to (kh) about Mahadevi. Some were able to respond to the question and discuss the poet's pain and conflict as the background to the poem. A few covered the whole poem successfully, but many limited themselves to only certain parts of the poem. One group put a new interpretation by saying that the poet, Nirala wanted the poem to be an example of patriotism, a kind of call for national awakening among the youth.
- (kh) Very few candidates chose this question about Mahadevi. Among those who did, some found it difficult to understand the difference between 'kaavya saundarya' and 'bhaav saundarya'.

Question 3

- (k) Very popular question. Most candidates demonstrated their understanding of the extract very well, though some again discussed only part of the extract.
- (kh) Well answered by a large number covering all the three parts properly. However, a few missed out on one or the other part.

Question 4

- (k) Generally good answers, but quite a few candidates got carried away by the problems between Kamla and Purna, and lost focus on Sumitra's character.
- (kh) A very popular question. Candidates seemed to share Premchand's feelings about the problems faced by women and other social problems in society at the time. They wrote with passion.



Part 2

Question 5

- (k) Another popular question. Most candidates found this question straightforward and answered it with passion because they got an opportunity to share the story writer's opinions on capitalism, poverty, selfishness, blind belief which were endemic in society. .
- (kh) As in past years the story of Lahna Singh inspired the candidates. Generally a well-answered question. Different candidates chose to highlight different aspects of his character.

Question 6

- (k) Unfortunately only a tiny number of candidates felt inspired by Abhimanyu's story. Their answers were satisfactory, not brilliant.
- (kh) Again this year quite a few candidates answered this question. They succeeded in portraying the characters of both Jackson and his mother, also about poverty and honesty, how they could go hand in hand.

Suggestions for teaching:

1. It would very useful if teachers organized sessions on "How to analyse questions and plan their answer?" A copy of the past paper could be distributed among the candidates for discussion in the lessons. A greater emphasis should be put on the 'language and style' of the authors.
2. Although spellings had improved, candidates should be encouraged to learn the correct spelling of characters. .
3. Teachers should remind their candidates that they should not answer both **Questions (k) and (kh)** of any question. **ONLY ONE OF THESE CAN BE ACCEPTED!**

HINDI

Paper 9687/05

Prose

Overall performance

Most candidates performed satisfactorily or slightly below a satisfactory level, with a surprisingly small number of candidates scoring 25 and above. A number of candidates achieved fewer than 15 marks. It was found that the text, used for other Asian languages, was more difficult than in previous years.

Common errors

Candidates made spelling, gender and other mistakes as detailed below:

First paragraph:

- 'International'

A majority of candidates transliterated 'international'. Those who attempted to translate the word could not spell it correctly. It was often written as

"अंतराष्ट्रीय", "अंतर राष्ट्रिय"

Some tried to substitute the word with "राष्ट्रीय", "विश्व", "राष्ट्र", "दुनिया भर"

- 'Chess'

A majority of candidates transliterated 'chess'.

A few translated the word as "ताश के पत्ते", "ताश"

- 'Quite'

A majority of candidates translated the word as 'थोड़ी', 'कुछ'

This changes the sense.

Gender mistakes e.g. "रहा है", "रही है" "शतरंज का खेल तो अन्य खेल क़दी से थोड़ी अलग है"

- 'Argue'

Many candidates translated the word as "बैहस", "कहते हैं", "मैस करते हैं"

- 'Define'

A large number of candidates could not translate 'define' or replace it with any other appropriate word.



- 'Competition'

Some candidates translated the word as 'युद्ध', 'अंग'

Please see first paragraph, third line: '... since it is a competition'. A large number of candidates translated this as if the sentence was written '... although it is a competition', which changed the meaning of the sentence.

- 'Players'

Some candidates translated the word as "खिलारियों" or "खिलाड़ियों"

- 'Winner'

A few candidates translated the word colloquially as "सिक्न्दर"

Second paragraph:

A very large number of candidates found this paragraph to be the most difficult to understand and to translate. When they attempted to do so, the translated version often did not make sense.

The most difficult words to translate were 'thinking and philosophy'. 'Philosophy' was often transliterated.

Third paragraph:

Most of the candidates felt fairly comfortable translating this paragraph.

Final comment

The candidates would be well advised to allow a few minutes at the end to go through their translation to check for mistakes and to make sure the translation makes sense.

