

HINDI LANGUAGE

Paper 8687/02
Reading and Writing

General Comments

The texts on this paper seemed to be within the experience of candidates, who showed in their answers that they could relate to the subject matter. Preparation for the paper had been good on the whole and the specific techniques of the last question (question 5(a) and (b)) are now well-understood. There were no major difficulties with time management.

The paper proved to be a good discriminator between the best candidates, who showed that they could use complex syntax and orthography, and those whose language skills were less secure.

Candidates' overall performance was of a generally high level. This session, there was more evidence than usual of candidates copying wholesale chunks of the passage, which, in questions 3 and 4 designed to assess understanding of the passage, cannot be credited as comprehension will not have been demonstrated. Candidates would benefit from training in writing answers to the point, which consider all aspects of the questions, in their own words as far as possible.

The following orthographical errors were common in scripts:

ड to र	जोड़ता to जोरता
ड to द	डाल to दाल
क to ख	अंक to अंख

Candidates were also uncertain whether to use इ or ई. For example:

ज़िन्दा as जीन्दा
खाने-पीने as खाने-पिने
मिल-जूल as मील-जूल

There was also some incorrect formation of plurals, sometimes resulting in a lack of correct agreement between subject and verbs.

दो लाभ हैं दो लाभों हैं

धार्मिक विश्वास हैं। धार्मिक विश्वासों हैं।

Gender related errors

नदियों की धाराएं एक हो जाते हैं।



Comments on Specific Questions

Part 1

Question 1

All candidates coped reasonably well with this question.

- (a) The word for यात्री was पर्यटक however some of responses were:
एक छोर से दूसरे छोर तक, दृष्टिगोचर, प्रतीत, पर्यटन, वेशभूषा, महाद्वीप, समूह
- (b) The word for जीता-जागता was ज्वलंत: a few candidates wrote समशीतोष्ण, जीवन-यापन, सामुद्रिक, रीति-रिवाज, ज्ञात, तप्त, अद्भुत, विभिन्नताएं instead.
- (c) The synonym for the word विचित्र was अद्भुत: a number of candidates wrote सुगम, सम्पूर्ण, संगम, उद्गम, वास्तव, विश्वास, बाह्यरूप, निवास, सुशोभित, अस्तित्व, लड़ी
- (d) The word सत्ता which required the answer अस्तित्व was misunderstood for संगम, सम्मिश्रित, प्रवाह, प्रगट, सहस्र, सूत्र, समता, स्थापित, सृजनात्मक-शक्ति, दूध में शक्कर
- (e) Most candidates answered व्यापक correctly, although some candidates offered उन्नत, आश्रित, वास्तव, जीवित, बढ़ाते, विपदाओं, विश्व, प्रवाह, प्रकृति-जन्य

Question 2

Candidates are required to use given words, phrase and idioms in sentences to illustrate comprehension. A number of candidates were not clear enough in their responses to secure the mark. For example:

- (a) जीवन-यापन- subsistence was mixed up with life-style
- प्रायोगिकरण के आगमन के साथ लोगों के जीवन-यापन में परिवर्तन आया है। (correct)
मनुष्य को जीवन-यापन में कई प्रकार के व्यायाम करने चाहिए। (incorrect)
एक अनुचित जीवन-यापन हमारे स्वास्थ्य के लिए हानिकारक है। (incorrect)
- (b) गणना- counting was mixed with sugar-cane
- आकाश में इतने तार हैं कि हम उनकी गणना भी नहीं कर सकते। (correct)
मरिशस में गणना आसानी से उगता है इसीलिए यहाँ पर लोग गणने की खेती करते हैं। (incorrect)
भारत की गणना अन्य देशों के गणनों से अधिक प्रसिद्ध है। (incorrect)
- (c) दूध में शक्कर-assimilate(an idiomatic usage) was taken as sugar with milk (literal meaning)
- नदी का पानी समुद्र में ऐसे मिल जाता है जैसे दूध में शक्कर कि उसे अलग करना असम्भव है। (correct)
- हमें रोज़ दूध में शक्कर की मात्रा कम डालनी चाहिए क्योंकि ज़्यादा शक्कर का सेवन करने से हमें दयाबेतीज़ हो सकती है। (incorrect)
- दूध में शक्कर डालने से दूध की मिठास बढ़ जाती है। (incorrect)
- (d) बौद्धिक- intellectual was mixed up with Buddhism or materialistic i.e.
- एक बच्चे के बौद्धिक विकास के लिए एक संतुलित शिक्षा आवश्यक है। (correct)
आज मोरिशस में बौद्धिक धर्म को महत्व दिया जाता है। (incorrect)
इस आधुनिक युग में मनुष्य बौद्धिक को ज़्यादा महत्व देते हैं। (incorrect)



(e) आश्रित-dependent was understood as stated, definite or steadfast

किसी पर आश्रित रहना अच्छी बात नहीं है क्योंकि इससे आप आत्म-निर्भर होकर कोई भी काम नहीं कर पाएँगे। (correct)

प्रश्न-पत्र पर यह आश्रित किया गया है कि हम गद्यांश के वाक्यों की नकल न करें। (incorrect)

आज अध्यापक आश्रित रूप से हमें रामायण की कथा सुनाएँगे। (incorrect)

वह शादी न करने के अपने फैसले पर आश्रित है जिसके कारण उसकी माँ परेशान है। (incorrect)

Question 3

Candidates seemed to find the comprehension passage at their level and easy to follow. Most candidates answered this question satisfactorily in general and responded to **3(b)**, **3(c)**, **3(d)** and **3(e)** very well.

In response to **3(a)**, candidates were expected to mention two differences. Many candidates gained only one mark as they did not state the difference between the temperature of Assam and Jaisalmer.

In response to **3(e)**, some candidates did not answer both parts of the question.

Question 4

Responses to **4(a)**, **4(c)** and **4(e)** were generally good whereas in **Question 4(b)** a number of candidates named the three languages, but did not give reason for their selection. In **Question 4(d)** candidates did not pick up on the point that the ability to assimilate another culture and make it their own was the most important factor for the survival of that culture.

Question 5

This section of the paper examined the candidates' ability to extract, collate and draw a comparison based upon both passages. Almost all candidates scored high marks as they responded extremely well to the issues raised. A good technique for candidates is to compare each point in turn, giving examples which substantiate the point.

(a) Most candidates managed to analyze the information commendably. Some candidates responded to the individual passage without making any connections or contrasts between them.

(b) The most able candidates showed an ability to suggest, and even develop, more than one idea in putting a personal point of view. Less able candidates limited themselves to repetition of the question and the expression of agreement or disagreement with the topic.

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Paper 8687/03

Essay

General Comments

Candidates' work demonstrated a wide range of ability. Quite a few scored in the upper range of 29 to 36 marks. At the bottom end of the scale a few candidates could only manage a score of between 12 to 15 marks. The majority of the candidates scored in the middle range of achievement between 16 and 28 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. But it was encouraging to note that the overall standard of achievement this year was 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:

- (a) difficulties with gender and number recognition;
- (b) confusion when using Hindi Tenses and the aspirated/non aspirated forms of the Hindi consonants;
- (c) the lack of use of the polite forms of expression of the Hindi Language which are an integral part of its grammar.

Comments on Specific Questions

The most popular essays were those dealing with the pollution of the environment and the lack of opportunities in the fields of employment, education and entertainment in the villages compared to what is available in the cities. These topic areas gave candidates much to write about. The topic of equal opportunities found particular favour with female candidates, although the focus taken was rather more narrow than the Examiners had hoped for, highlighting gender inequalities at the expense of other inequalities.

The best essays were well planned with a sustained theme, and were well-illustrated, coherently argued and structured. 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.

The majority of the essays fell within a range where, although candidates offered sufficient relevant material, it was presented in a flat or rambling and repetitive style. Vocabulary tended to be narrow and sentence structure irregular.

The essays which fared less well were disconnected, reflecting confused or distorted views, with poor sentence structure, poor sequencing and full of grammatical errors including serious misspelling of everyday words.

