

# HINDI

Paper 9687/02  
Reading and Writing

## Key messages

In order to do well in this examination, candidates should:

- demonstrate understanding of vocabulary used in context, rather than just the dictionary definition of the word;
- write their answers to the comprehension questions using their own words as far as possible;
- in **Question 5(a)**, compare the points made in each paragraph consecutively rather than analysing the paragraphs individually.

## General comments

The majority of candidates answered all the questions on the paper and their performance demonstrated a wide range of ability. There was a marked improvement in candidates' use of their own words in answering questions rather than copying sections from the text. This is reflected in improved marks for Language.

Questions requiring simple and straightforward answers were generally answered well, while answers to more stretching questions were not as successful, because candidates sometimes misunderstood the meaning of key word/words in the question.

In **Questions 1** and **2**, candidates need to focus on widening their range of vocabulary, phrases and idioms.

It is important to address the specific focus in **Question 5(a)** and write the answer as a summary drawing information from both texts.

## Comments on specific questions

### Question 1

**Question 1(a), 1(b), 1(c)** and **1(d)** were generally answered well. In **Question 1(e)** a good number of candidates did not understand प्रसि and confused it with क्रांति.

### Question 2

Candidates were required to make their own sentences with the given vocabulary in order to demonstrate their understanding of the words. Good attempts were made to clarify the meaning of the words. However, some candidates copied sentences from the text. The expression, 'आमोद-प्रमोद' was generally confused with 'आदान-प्रदान'. Candidates found **Questions 2(c)** 'स्रोत' and **2(d)** 'ढांचा' the most challenging.

### Question 3

**Question 3(a)** was answered well by the majority of candidates. And many candidates used their own words in the answer. **Questions 3(b)** and **3(e)** were mostly answered well. **Questions 3(c)** and **3(d)** proved to be more challenging and a number of candidates copied sections of the text which did not address the question.

#### Question 4

**Question 4(a)** was a two part question. Candidates needed to ensure that they addressed both parts of the question. **Questions 4(b)** and **4(d)** were generally answered well. **Question 4(c)** was mostly answered well. Candidates were required to give reasons other than natural reasons. However, there was some problem in understanding the meaning of the word 'अतिरिक्त' in the question which means 'other than' therefore some answers included natural reasons for animal extinction. For **Question 4(e)** many answers were from the text.

#### Questions 5

**For Question 5(a)**, candidates were asked to write about the specific actions taken to protect historical buildings and animals. This question should be answered as a summary by writing the relevant actions stated in both texts. There were some good answers, although, there were many instances of copying large sections of one or both texts without considering the focus of the question. **Question 5(b)** was answered well by almost all candidates. Some of them showed their personal concerns and caring attitudes towards animals.

# HINDI

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**Paper 9687/03**

**Essay**

## **Key messages**

In order to do well in this examination, candidates should

- make a range of relevant points and develop them into an argument;
- expand on points to an appropriate extent without deviation from the topic;
- check written work thoroughly to avoid errors of spelling and grammar.

## **General comments**

In general, candidates seemed well prepared for the examination.

In the strongest responses, candidates showed the ability to develop their argument fully and used excellent examples to support their arguments. In less strong responses, candidates' use of factual information was not always appropriate or effective.

Some essays lacked a sense of focus or direction. There were also a number of essays that did not adhere closely to the question. In some essays, there were problems with the accuracy of spelling.

## **Comments on specific questions**

### **Question 1**

The best responses included an explanation of the impact on children if both parents are working. Other essays focused only on negative examples and did not present a balanced argument.

### **Question 2**

Some answers presented a number of relevant points but very few gave balanced arguments. Candidates argued effectively in favour of law and order and how government can play a significant role. Few candidates discussed the aspect of implementing laws and how they can be upheld.

### **Question 3**

Candidates were required to give their views on how modern lifestyle has affected physical and mental balance. Many candidates attempted this question. Candidates discussed and included examples of modern life such as how people are eating out often, not many people are doing any exercise and how this has resulted in illness. Most candidates gave good examples relating to the effects of modern life and overall, most candidates were successful.

### **Question 4**

This question was attempted by a number of candidates and performance was generally good. Essays gave arguments in support of the statement. Most essays illustrated and gave some good examples about people who face unemployment and how their state of employment can manifest in their behaviour.

### Question 5

This question was also attempted by a number of candidates. Most candidates focused their answers on medical science and only a few discussed the inventions taking place in the field of technology in general. Candidates gave some good examples and embellished their arguments using effective expressions.

### Quality of Language

In many essays, there were problems with the accuracy of grammar and spelling. For example, the word 'बढ़ना' ('to increase') was written as 'बड़ना' which means 'big'. Several candidates had difficulty when writing plural nouns with postpositions in a sentence. Spelling errors were very frequently seen. Commonly misspelt words included: फिर- फीर, निकलना-नीकलना, रास्ता- रस्ता, मेहनत-महनत, कहना-केहना, and घूमना-घुमना.

# HINDI LITERATURE

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Paper 9687/04

Texts

## Key messages

In order to do well in this examination, candidates should:

- answer the required number of questions, in accordance with the instructions provided on the front cover of the examination paper;
- plan their work carefully;
- focus on the specific question asked rather than on re-telling the story.

## General comments

A wide range of performance was seen. Whilst some candidates adhered to the rubric, other candidates infringed it by attempting to answer both parts (a) and (b) of the same set text. Candidates should be reminded that if they answer both (a) and (b) they will be awarded marks for only one of them.

Where questions have two parts e.g. **Question 1(a)** required an analysis of the extract and also comments on the language of the poet and **Question 2(a)** asked candidates to explain the meaning of the extract with reference to the context and also required them to comment on the extract by dwelling upon the characteristics of Chayavad, candidates should make sure that they answer both parts of the question to access the full range of marks.

To improve candidates need to focus on how to structure an answer in a logical fashion and in close association with the demands of the question. Candidates should be encouraged to dissect each question, and work out what the answer should be. Some candidates did not understand some of the questions in full and offered pre-learned answers which lacked relevance.

## Comments on specific questions

### **Section A**

#### **Question 1**

- (a) Candidates understanding of the role of Guru was good, but most of them did not comment on the language of the poet.
- (b) Very few candidates were successful in commenting on the character of Raam as depicted in Ayodhya kand with many commenting on Bharat's character instead.

#### **Question 2**

- (a) Most candidates were able to analyse the extract well. However, not all of them addressed the second part of the question which was to describe the characteristics of Chayavad.
- (b) Performance on this question was generally weak. Most answers did not show an understanding of Nirala's language and the emotional intent and beauty reflected in the verses.

#### **Question 3**

Both were popular questions. Many candidates succeeded in giving enthusiastic and nearly complete answers. Some candidates talked about the current social situation in the country.

#### Question 4

Most candidates expressed enjoyment of the play and the underlying message. But some did not fully address the question. They got carried away by the character of Savitri, some sympathising with her, some criticising her. In **part (a)** many did not understand the meaning of anubhav khand. In **part (b)** only a few were able to comment on the appropriateness of the title.

#### Question 5

These questions were attempted successfully by many candidates showing a clear understanding of the underlying message. However, for **part (b)** some candidates expressed their own assessment of the situation rather than that of the author.

#### Question 6

A small number of candidates answered these questions. Responses were reasonably successful.

# HINDI

Paper 9687/05  
Prose

## Key messages

In order to do well in this examination, candidates should:

- check sentences carefully to ensure that they are grammatically correct, paying particular attention to the accurate use of verb forms and gender agreements;
- use correct syntax;
- check spellings carefully.

## General comments

In general, candidates performed well. There were some very good performances in which candidates translated the passage with confidence and accuracy.

General areas for improvement include use of syntax, correct spelling and grammatical accuracy.

Candidates should be reminded to write in an appropriate register and to avoid colloquialisms.

Candidates would be well advised to allow a few minutes at the end of the exam to go review their translation for any possible mistakes and to make sure that the translated sentences make sense.

## Comments on specific aspects of the translation

### *First paragraph*

#### **Vocabulary**

For 'Mrs Patel', rather than 'श्रीमती', many candidates wrote 'पटेल जी', 'मैडम पटेल' or 'मिसेस पटेल'; for 'local market', rather than 'स्थानीय' or 'पास के', this was sometimes translated as 'देसी बाज़ार' or 'लोकल मारकेट'; 'evening meal' was sometimes translated as 'रात्रि' or 'रात्री भोजन' or 'नाश्ता'.

#### **Grammar**

'शनिवार का सुबह था'

#### **Colloquialisms**

'उन्होंने अपने पाँच साल के बेटे को साथ ली'

**Second paragraph**

**Syntax, grammar, spelling and vocabulary**

'... खरीदारी करते समय वह अपनी समय लेना प्रसन्न करती है' and '... तैलना for तैरना'

'Quality' was generally transliterated as 'क्यालिटी'

**Colloquialisms**

'समय लेना पसंद थी'

**Third paragraph**

For 'bored', some candidates wrote 'थकान हो गये'; for 'started to feel hungry', a few candidates wrote 'भूख' (or भुक) शुरू होने लगा); many candidates wrote 'ताकी' rather than 'ताकि', and 'टुकरा' rather than 'टुकड़ा'.

**Fourth paragraph**

Many candidates wrote 'देख रहा था' rather than 'देख रही थी'; 'चीप गया' or 'चिप गया' rather than 'छिप गया'; 'दूरभाग्य' rather than 'दुर्भाग्य'; for 'funny', many candidates wrote 'हंसमुख' or 'फनी' rather than 'विचित्र' or 'अजीब'; for 'juicy', some candidates wrote 'रसी' rather than 'रसीले' and for 'watermelon', a few candidates wrote 'तर्बुज', 'तरबुजे', 'खरबूजा' or 'अमरुद'.