

HINDI

Paper 9687/02
Reading and Writing

Key messages

In order to do well, candidates need to:

- answer questions using their own words rather than lifting from the text
- ensure all aspects of the question are answered
- pay attention to spelling and sentence structure
- keep to the prescribed word limit for Question 5a and 5b.

General comments

Candidates engaged well with the topic.

Candidates are assessed on reading for meaning and their ability to manipulate language in a meaningful way. Many candidates showed the ability to write in their own words with a minimum amount of lifting from the text, therefore accessing high marks for language in **Questions 3, 4 and 5**. In order to do even better, candidates should pay attention to grammatical accuracy.

Comments on specific questions

Section A

Question 1 (a) – (e)

Candidates were expected to find words in Text 1 which conveyed the same meaning as the words given in the questions. Most candidates performed well. Some found **1(d)** प्रतिस्पर्धा and **1(e)** मुद्दा challenging.

Question 2 (a) – (e)

Candidates were required to construct their own sentences using the given words/phrases. Most candidates wrote successful sentences, although **Question 2e** सिकुड़ना was more challenging for some candidates. A small number of candidates tried to answer by lifting sentences from the text, which did not fulfil the requirements of the task.

Question 3 and 4

These two questions assess candidates' comprehension and writing skills by asking questions from two short texts about different aspects of the same topic.

Question 3

- 3(a)** The strongest candidates provided all three pieces of information for a full 3 marks.
- 3(b)** This question was answered well by most candidates. Some candidates lifted their answer directly from the text which negatively impacted on their mark for Language.
- 3(c)** Many candidates struggled to include all four points to complete the answer.
- 3(d)** This was answered well by most candidates.

- 3(e)** Many candidates wrote only one reason why parents do not allow their children to play outdoors. There were two marks available, so a second reason was required.

Question 4

In general, candidates found these questions more challenging than **Question 3**. Stronger candidates ensured that they attempted an answer to every question. Answers from these candidates were mostly relevant and drawn from the text, re-expressed in the candidates' own words. Incomplete answers were a common feature of weaker scripts. It is always advisable to attempt an answer rather than leave gaps, as a gap means candidates have no opportunity to gain marks for that question.

Quality of Language (Questions 3 and 4)

Many candidates used their own words to answer questions with a minimum amount of lifting from the text and average to good level of accuracy. The language mark for some candidates was limited because either they lifted material directly from the text, or because they did not answer some of the questions.

Question 5

- (a) Good responses included well-structured ideas, expressed succinctly, keeping well within the word limit. Some candidates exceeded the word limit; therefore marks could not be awarded to the whole of **5a** or **5b**.
- (b) This question asked for candidates' personal response, not a repetition of ideas from the text. Stronger candidates expressed their own ideas well, and if they had not exceeded the word limit, were able to access the highest marks.

Quality of Language

The language used by good candidates was mostly accurate, with some complex sentences to express ideas. Common tenses and regular verbs were mostly correctly formed. Weaker candidates tended to make persistent errors with tense and verbs.



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Paper 9687/03
Essay

Key messages

- Candidates should ensure their response answers the question that has been asked, rather than being an essay on the general topic area.
- It is advisable to take a short time to plan the structure of the response before beginning to write, to improve the overall quality of the essay.
- Candidates should take care over spelling and grammar, leaving time at the end to re-read and check their work for errors.

General comments

In general, candidates produced interesting responses. Stronger candidates demonstrated good understanding of the question and developed relevant arguments and conclusions. They used correct language with some attempt at varied vocabulary and idioms. In a minority of responses, candidates did not understand the question and wrote essays loosely related to the topic, with only limited attempt to argue relevantly.

Comments on specific questions

Question 1

This question asked candidates to consider reasons for ideological differences between family members. Candidates showed that they understood the topic and gave some interesting viewpoints.

Question 2

This topic was based on the issue of a healthy lifestyle. Some of the answers were well developed and explained the positive effects of a healthy lifestyle, including a good diet and stress-free life.

Question 3

The focus of this question was how education helps to improve one's intellectual faculties and strengthen self-confidence. Responses to this question were generally of a high standard.

Question 4

Too few responses to this question were seen, for a general comment to be made.

Question 5

This question was on the topic of the preservation of water and air to save the environment. Responses to this question were mixed, with only stronger candidates including details about how citizens can contribute to controlling different forms of pollution to save the environment.



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Paper 9687/04
Texts

Key messages

- Candidates should consider the question carefully and develop a response which ensures that all parts of the question are fully answered, without including any unnecessary additional pre-learnt material.
- Sentences should be grammatically correct (subject-adjective-verb agreement) and appropriate vocabulary should be used to express ideas and opinions.
- Candidates should allocate equal time to the questions they answer, so they do not run out of time to answer the last question.
- It is important to be clear about the different genres (story, play or poem) and the name and gender of the author.

General comments

In general, candidates performed better in **Part 2**, Prose, than in **Part 1**, Poetry.

Comments on specific questions

Part 1

Question 1

(a) and (b) Too few responses were seen, for a general comment to be made.

Question 2

(a) The question was in two parts. Candidates were asked to explain the context and meaning of the poem and then comment on its poetic attributes. Both parts of the question should have been included in the answer. The responses ranged from satisfactory to good.

(b) Too few responses were seen, for a general comment to be made.

Question 3

(a) This question was in two parts. A wide variety of responses was seen, with stronger candidates ensuring both parts of the question were fully explored. Weaker candidates omitted one of the aspects of the question.

(b) Too few responses were seen, for a general comment to be made.



Part 2

Question 4

(a) and (b) Too few responses were seen, for a general comment to be made.

Question 5

(a) This was the most popular question. Responses were generally good, with stronger candidates demonstrating very good knowledge and understanding.

(b) Too few responses were seen, for a general comment to be made.

Question 6

(a) and (b) Too few responses were seen, for a general comment to be made.



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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, most candidates performed well on this paper.

Stronger candidates demonstrated secure use of syntax, correct spelling and grammatical accuracy. They also wrote in an appropriate register and avoided colloquialisms.

Candidates need to plan their time so that they can review their translation for any possible mistakes and make sure that the translated sentences make sense when read as a whole.

Comments on specific aspects of the translations

Below are some examples of candidates' incorrect answers with the accepted answer and the nature of the error:

<i>To translate</i>	<i>Candidates' responses</i>	<i>Accepted answers</i>	<i>Nature of error</i>
<i>we are right to be concerned</i>	<i>हम चिन्ता करते हैं</i>	<i>हमारी चिन्ता स्वाभाविक है</i>	<i>case error</i>
<i>our health and well-being</i>	<i>स्वास्थ्य और सेहत</i>	<i>स्वास्थ्य और भले के लिए</i>	<i>Etymological error</i>
<i>wood and paper</i>	<i>लकड़े और पेपर</i>	<i>लकड़ी और पेपर</i>	<i>Spellings error</i>
<i>development and destruction</i>	<i>बढ़ने और तोड़-फोड़</i>	<i>विकास और नष्ट होने</i>	<i>Wrong word usage</i>
<i>global warming</i>	<i>English word was used with incorrect spellings</i>		

Some candidates had difficulty with the spelling of some other common words like *pollution*, *important*, *planet* and *enough*.