

# CONTENTS

---

<b>HINDI</b> .....	<b>1</b>
<b>GCE Advanced Level and GCE Advanced Subsidiary Level</b> .....	<b>1</b>
Papers 8687/02 and 9687/02 Reading and Writing .....	1
Papers 8687/03 and 9687/03 Essay .....	2
Papers 8675/04 and 9687/04 Texts .....	2
Paper 9687/05 Prose .....	5

---

## FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**



# HINDI

---

## GCE Advanced Level and GCE Advanced Subsidiary Level

Papers 8687/02 and 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 good standard.

The two parts of this paper were successful in differentiating across the ability range with a number of outstanding candidates. Candidates found the following questions rather difficult: **Questions 2 (a), (c), (d) and (e)**. More practice on this kind of exercise will be valuable.

### Comments on specific questions

#### **Question 1**

Almost all candidates attempted this question satisfactorily. Candidates could understand the meaning of selected words or phrases from the texts.

#### **Question 2**

Once again, most candidates attempted this question. Here **(a), (c), (d) and (e)** elicited the poorest response. Candidates struggled to explain the meaning of the required words and expressions.

#### **Question 3**

Candidates found the topic 'user friendly' and the source material modern and easy to follow. Their answers were informative, relevant, and well organised.

#### **Question 4**

Candidates found this question straightforward.

#### **Question 5**

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

Quite a few candidates tackled part **(a)** successfully, yet this question often suffered from imbalance. Most candidates managed to compare both passages although answers were heavily based upon **Question 3**. An emphasis should be made that candidates must compare each point and give examples to substantiate the point they wish to make.

As previous years there was a tendency to ignore the opportunity to give their own opinions and candidates wrote in rather general terms in part **(b)**.

**Papers 8687/03 and 9687/03**

**Essay**

**General comments**

Candidates' work demonstrated a wide range of ability. 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 stretch of achievement this year has been higher than in previous years, together with a noticeable change in the overall standard of performance in all areas of essay writing-language, layout, planning and development. It is clear that both the teachers and the majority of the candidates have worked hard and have been focused.

The most frequently occurring blemishes noted this year were:

- the lack of gender and number recognition and their misapplication in the essays
- major misunderstanding of **Questions 2, 3 and 4** by a few candidates
- the lack of use of the polite forms of expression of the Hindi Language which is an integral part of its grammar.

**More specific comments**

The popular essays were **3, 4, 5 and 6**. The A graded essays, and there were quite a few this year, were well planned with a sustained theme, well illustrated and coherently argued and structured. It was a pleasure to read them. The high scoring candidates demonstrated a good grasp of linguistic competence with a wide ranging vocabulary and an ability to handle complex sentence patterns. **Question 6**, which dealt with developments in the field of science and health care, was particularly well handled by the majority of the candidates who had chosen it.

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

The essays at the bottom end of achievement were disconnected, reflecting confused ideas with poor sentence structure and sequencing, littered with grammatical errors including serious misspelling of everyday words.

**Papers 8675/04 and 9687/04**

**Texts**

**General comments**

The overall performance of the candidates was satisfactory. The majority of the candidates demonstrated their acquaintance with and understanding of the literary texts, poetry, short stories and novels, that the questions were based on. They also appreciated the demands of the questions. However, a few of them failed to offer precise answers.

**Comments on specific questions**

**Part 1**

**Question 1**

- (a)(i) Most of the candidates did quite well except a few who answered the question partially. Out of the four categories of wives they described only the first two types.
- (ii) Most answered this successfully.
- (iii) A large number of candidates misunderstood the meaning of the word तत्कालीन (tatkaaliin) as 'contemporary'. This resulted in an unsatisfactory answer.
- (b) Candidates found it difficult to compare two poet' feelings towards women. Also the requirement to base their answer on the Sita-Anusuya dialogue was restrictive. Not many candidates felt encouraged to answer this question, and amongst those who did only a few did it well.

**Question 2**

- (a)(i) Quite a few candidates got the answer wrong as regards the correct reference of the two words निरगुन / मधुकर (nirgun/madhukar). The second part of the question as to why, was often not answered correctly. Some, however, did answer both parts correctly.
- (ii) This was generally very satisfactory.
- (b) This question did not give a real choice to the candidates because it overlapped with part (a). However, there were many good answers.

**Question 3**

- (a)(i) Almost all candidates gave the correct name of the writer.
- (ii) Most candidates failed to understand the words परम्परा (parampara) and प्रतिबिंबित (pratibimbit).
- (ii) As in the previous years, candidates once again failed to answer the question on 'language and style' either fully or correctly.
- (b) Most candidates failed to understand this concept भाव सौन्दर्य (bhaav saundarya). The answer on language and style was uninspiring.

**Question 4**

- (a)(i) Generally this produced good answers.
- (ii) The answer on language and style was mostly only partially attempted. The answer to the second part ended in a repetition of the first question due to an overlap.
- (b) This was generally satisfactory, but the question demanded a wide coverage. Some candidates did not do justice to all the parts.

**Part 2**

**Question 5**

- (a) Most candidates decided not to attempt this question.
- (b) Only the first part of the question was done reasonably well.

**Question 6**

- (a) The first part of the question was done quite well by most candidates, but not the second part.
- (b) Most candidates produced reasonably good answers. A few talented ones justified their disagreement with the assertion in the question.

**Question 7**

- (a) This was generally satisfactory.
- (b) Only the first part was answered satisfactorily.

**Question 8**

- (a)(b) Hardly anyone answered these questions, which is a shame because the novel is written by a famous Mauritian writer.

**Further general comments**

Once again, the Examiners found it a pleasure and very rewarding to mark these scripts. The candidates' overall performance is a reflection of the commitment and dedication of their teachers who seem to have guided them so well. However, once again, the following advice is given to these teachers:

- They should organise sessions on "How to analyse questions and plan their answer." A copy of the past paper should be distributed among the candidates for discussion in the lessons. Some more emphasis should be put on 'language and style' of poets and story writers.
- They should encourage candidates to learn the correct spelling of words.

Paper 9687/05

Prose

**General comments**

The marks ranged between 3 and 37 out of 40. The overall performance is satisfactory, with a large number of candidates scoring 50% or slightly more. Only a few candidates performed exceptionally well.

**Common errors****First paragraph**

- ".....is to value our time."  
Instead of translating  
or

“हम अपने समय की कीमत समझने का मूल्य समझें”

Candidates translated as

“मोलना, मोल करना, कदम कोरे”

- ".....any precious moments"  
Instead of translating

“अमूल्य क्षण”

or

“कीमती क्षण”

or

“अमूल्य ----”

Many translated as

“किमती”, “अमूल्य”

or

“अमोल”

- “Unfortunately” was translated (by the vast majority) as “दुःखदायक”, “दुःखदायक”, “दुःखदायक”, “दुःखदायक”
- “We cannot rewind the clock” many translated as (real examples):

“घड़ी / समय किसी/कीसी के लिये नहीं टहरता”  
“हम घड़ी को आगे नहीं कर सकते”  
“हम घड़ी को धूम नहीं सकते / उल्टा नहीं कर सकते”  
“हम घड़ी को पिछे मोर नहीं सकते”

- “Time does not wait.....not.” A vast majority of candidates spelt “प्रतिष्ठा” for “प्रतीक्षा”. Only a couple of candidates were able to translate “steadily”.

### Second paragraph

- "Is it not disappointing.....our examination?"

Examiners were expecting the translation in the question form. While translating, the majority of candidates wrongly rephrased the sentence as if it meant: "Do not get disappointed or feel frustrated if the train has gone when.....or to work hard.....".

Common spelling and gender mistakes for the above sentence were:

"जब त्रेण चला गया है" ----- "जब त्रेण बूट चुका है"-----  
 "जब हम परिक्षा में "----- "करी महानत फिर कड़ी में हत"

### Third paragraph

- "Just think.....pointless activities"

Many translated as "जड़ा सोची", "जड़ा सोचये" for "Just think".

"अनावश्यक बातें" for "unnecessary gossip".

"बीना मतलब की -----" for "pointless activities".

"बीताना" for "बि ताना".

"कितनी शक्ती" instead of "कितनी शक्ति".

".....not need to go back". Many translated as "पिछे नहीं जाना पड़ेगा".

### Fourth paragraph

- "While we can learn from the past, we have to live in the present and not worry too much about the future."

Examiners were looking for such words as "अतीत , वर्तमान , माविष्य" and "चिन्ता" for worry.

However, candidates were not penalised if they translated

"भूत , भूतकाल , काल  
 आने वाले काल"

They were penalised for spelling mistakes such as

"वर्तमान , माविश्य , अतित  
 भुतकाल , चिन्ता"

- "While we can learn....."

For "learn" some translated as "सिरकते , पढ़ते".

### Last paragraph

- "A student.....a night."

Common mistakes in the above paragraph:

For "between" – 'बिच'

For "relaxation" – 'व्यायाम'

For "body" – 'शारीरक'

"regular meals" – instead of नियमित many translated as रोजाना

"at least" – many translated as "अधिक से अधिक"

"eight hours" – "दण्डो"

### Literal translation and word order

The candidates need to demonstrate the understanding of the language and come up with the acceptable syntax.

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

एक विद्यार्थी को उचित सलाह दी गयी कि संतुलित  
रखना, अध्ययन और मनोरंजन में "

### 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.

- हमें हमारे समय को (instead of अपने समय --)
- करी मेहनत कि कड़ी मेहनत
- जब तैयार हुए चुका हो

### Final comments

Examiners believe the overall standard is above average.

The candidates should be well advised to allow a few minutes at the end to go through their translation for any possible mistakes.

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.