

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 the second part, compare side-by-side the points made in each paragraph rather than analysing the paragraphs individually.

General comments

In general, candidates performed well on this paper. Candidates seemed well prepared for the examination and most made a good attempt to answer all five questions. Performance was consistent across all parts of the examination paper.

The full range of performance was seen and there were a number of very strong scripts.

At the lower end of the ability-range, candidates tended to include a number of linguistic errors. Particular areas for improvement included the following: agreement of adjectives, use of complex structures, spelling, and conjugation of irregular verbs.

Certain choices of inappropriate words and phrases were common in scripts, including the following:

वातावरण	for	पर्यावरण
अंतरिक्ष	for	अंतराल
विघ्न or विद्यमान	for	विघटन

The following spelling errors were frequently found:

अवश्यकता	for	आवश्यकता
वृष्क	for	वृक्ष
बदराव	for	बदलाव
सोकना	for	सोखना
बीतर	for	भीतर
पौदे	for	पौधे
खतड़ा	for	खतरा
सुदार	for	सुधार

गिड़ा for गिरा

Examples of the incorrect formation of numbers (singular/plural) include the following:

सरकार को लोगों में बतानी है कि ओजोन की परत टूटा है।
यह गैसों इन रोशनी को बाहर नहीं निकलने देती है।
इनका कारणों हैं कि

There were also some gender-related mistakes, for example:

हवा सूर्य के प्रकाश और वाहनों से निकलते हुए गैसों से टकराता घातक गैस बनता है।

The following incorrect pronoun was seen in a number of scripts:

प्रकृति को असंतुलन आना होगा।

There were also problems with subject-verb agreement in many scripts, for example:

ओजोन परत चूस लेती है और जीव-जंतुओं को बचाते हैं।

Comments on specific questions

Question 1

Candidates made reasonable attempts to answer this question. 1(e) was a little more demanding and differentiated well between candidates across the higher and lower ends of the ability range.

Examples of incorrect responses frequently seen included the following:

- (a) विद्यमानता as घरे, अधिकांशतः, वायुमंडल, सुरक्षाकवच OR घातक
- (b) सक्षम as रंगहीन, सतत, मध्य, आसानी, चूँकि OR घातक
- (c) निरंतर as लगभग, औसत OR भीतर
- (d) घोषित as छेद, कारण OR औसत
- (e) चूस as छेद OR प्रदूषण

Question 2

Many candidates attempted this question satisfactorily and scored full marks. Performance was less strong in part (e), in which a number of candidates struggled to explain the meaning of the required word.

Examples of recurrent mistakes are given below.

- (a) सुरक्षाकवच as स्थान
मोरिशस के सरकार पशुओं और पक्षियों को सुरक्षाकवच में रखने की सोच रहा है।
- (b) नवजात as नौजवान
इस आधुनिक युग में आजकल के नवजात रीति-रिवाजों को नहीं मानते। OR
कबीरदास जी ने कई नवजातों दिए हैं।
- (c) जल-स्तर as समतल
समुद्र-तट हमेशा एक जल-स्तर में रहता है।

- (d) असंतुलन अस विलोम
जैसे कहा जाता है कि पैसा खुशियों को नहीं खरीद सकता, इसीलिए ये एक दूसरे के असंतुलन हैं।
- (e) जागरूकता अस जगाना
हम को पर्यावरण को जागरूकता करना चाहिए।

Question 3

Candidates seemed to find the comprehension topic accessible and they generally did quite well in this exercise. Answers were mostly informative, relevant and well organised. In weaker scripts, partial answers were sometimes given. For example, in **Question 3(a)**, a number of candidates overlooked the word 'industry'. For a complete answer to this question, candidates needed to write down the uses of ozone in industry specifically, rather than its uses in general. In responses to **Question 3(b)** many candidates omitted to mention the quantity. In **Question 3(c)** candidates often left out stages in their explanation of the process of the cycle of ozone: details of the whole cycle were needed for full marks. In a number of answers to **Question 3(e)** there were signs that candidates had not read the question carefully: in these responses, candidates tried to justify the absence of the ozone layer, whereas the question was about the positive effects of the presence of the ozone layer.

Question 4

Answers to this question tended to be general rather than specific. Candidates often seemed knowledgeable and gave sound responses.

Question 4(b) proved more difficult for candidates as they sometimes seemed to be answering the question on the basis of their prior knowledge of the topic rather than by reading the comprehension passage carefully. Here, importance is given to the findings regarding climate change. To score high marks candidates needed to bring out that the general fear of global warming was not substantiated by the reports.

Question 5

This section requires candidates to understand the texts, analyse them and then apply them to their own situation. Overall, candidates showed a commendable understanding of the topic. A wide range of answers were given to **Question 5(b)**.

- (a) This question was generally answered well. Most candidates made a good attempt to compare both passages. Overall, candidates responded appropriately to the issue raised and highlighted the instability in the environment with success.
- (b) Stronger candidates successfully showed their ability to suggest a range of ideas and their capacity to express a personal point of view. In weaker scripts, responses tended to be rather vague, or were limited to ideas already raised in the text.

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Paper 9687/03
Essay

Key messages:

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

- read their chosen questions carefully to ensure full understanding of the topics to be discussed
- structure ideas in a logical order to present a coherent and convincing argument
- check written work thoroughly to avoid errors of spelling and grammar.

General comments:

A wide range of performance was seen in this year's examination. On the whole, candidates seemed satisfactorily prepared for the requirements of the essay paper.

In the strongest essays, it was clear that candidates had understood and engaged with the details of the questions chosen. Arguments were persuasive and succinct and were also written in language of a good standard. A variety of vocabulary items and idioms were used and there was evidence of a deep understanding of Hindi grammar.

In weaker scripts, it sometimes seemed that candidates did not fully understand the question they were answering. In some instances, there seemed to be a reliance on pre-prepared material which lacked relevance to the questions set. Structuring the essay and presenting a coherent, convincing argument was another area of weakness in scripts at the lower end of the performance range.

Comments on specific questions:

Question 1

The topic of work and rest was very popular among this year's candidates. All candidates who answered this question highlighted issues surrounding modern lifestyles, including the increasing pressure of work. Those candidates who scored highly on this question illustrated their arguments with good examples of increasing pressure at work in contemporary society. There were also good responses in which candidates raised the issue of family pressures and the friction that competing pressures can lead to in personal relationships. In a number of scripts there was a tendency to over-use a narrow range of idioms which lacked relevance to the argument. There were also some essays in which candidates made interesting points but needed to substantiate their argument by including relevant examples.

Question 2

For this question, candidates were required to write an essay on the ways in which communication media – particularly print media – are influenced by capitalists, the ruling classes and rich people. Very few candidates chose to write a question on this topic. In general, answers to this question showed a limited understanding of the topic. Essays tended to focus on issues concerning newspapers and other news media, but the ideas presented were rarely related to the ideology of how the media are controlled by capitalists, the ruling classes or rich people.

Question 3

A number of candidates chose to answer this question, which invited discussion of the statement that the biggest challenge for young people is to protect the environment. Candidates wrote about a number of relevant environmental issues in their essays. Most were able to supply appropriate information on this issue. In some scripts, candidates assumed the statement to be true and only provided examples of how young people should fulfil their responsibility: such essays could have been improved by considering opposing points of view in order to present a more balanced argument.

Question 4

This question gave candidates the opportunity to write about the following topic: "The main objective of education is to encourage individual achievement and along with that to maintain social morality and justice." Generally, candidates discussed the benefits of education and supported the argument with good examples. However, only a few candidates included consideration of any aspects of social morality or justice.

Question 5

This question focused on the topic of the importance of cultural history and tradition. Responses often showed a lack of awareness of the distinction between 'culture' and 'cultural' in Hindi, and concepts such as 'culture' did not always seem to be well understood. More successful essays approached the topic with a critical viewpoint.

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Paper 9687/04
Texts

Key messages

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

- focus on the specific question asked rather than on re-telling the story
- analyse the question and plan their answer
- consider the author's language and style, as appropriate.

General comments

Overall, an improvement in the quality of performance was seen in relation to last year. A large number of candidates demonstrated a reasonably good understanding of the texts.

A number of candidates did not answer the range of questions required according to the rubric: candidates are reminded to answer one question from *Section 1*, one question from *Section 2*, and a third question from either *Section 1* or *Section 2*. Candidates should not answer both **Questions (k)** and **(kh)** of any question.

As in previous years, some candidates seemed to be using pre-prepared answers which lacked relevance to the specific questions set in this year's paper.

Comments on specific questions

Part 1

Question 1

- (k) Many candidates chose to answer this question. There were some very good answers which were well balanced and covered a wide range of Kabir's poetry. In a number of less strong answers, candidates did not draw on Kabir's religious philosophy of a formless Supreme Being.
- (kh) Most of the candidates focused on Kaikeyi who was blinded by her maternal feelings for her son Bharat. Very few candidates described Kaushalya in her manifold roles.

Question 2

- (k) This was a popular choice of question. Stronger candidates were able to bring out the humanistic philosophy of Pant.
- (kh) Responses to this question tended to be satisfactory. Very strong answers were less often found. Some candidates struggled to analyse the relationship between 'free verse' and 'free ideas'.

Question 3

- (K) This was a fairly popular choice of question and most of the responses demonstrated a very good understanding of the extract.

- (kh) There were a large number of responses to this question. The portrayal of Yashodhara's dilemma and Siddharth's apology was handled quite well by candidates.

Question 4

- (k) Answers to this question were generally good.
- (kh) This was a very popular choice of question. There was a tendency for candidates to focus on re-telling the story without bringing out the psychological dilemma of Dhruvswamini as a female in a male dominated society.

Part 2

Question 5

- (k) Many candidates chose to answer this question. Most seemed to find it straightforward and answers were often very heartfelt. Candidates showed a good understanding of Premchand's underlying message about the problems of the poor and weak in society.
- (kh) Fewer candidates attempted this question. In a number of responses, candidates seemed to find it difficult to describe the symbolism underlying the story.

Question 6(k) and (kh)

There were a small number of responses to the questions on these stories. Answers tended to be satisfactory.

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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, with particular attention to the accurate use of verb forms and gender agreements
- use correct syntax and make sure that the use of tenses is consistent
- check spellings carefully.

General comments:

This paper requires candidates to translate a short passage from English into Hindi.

There were a number of very good performances this year. Overall, the performance of candidates was above average.

The most common areas of weakness were grammar, spelling, word order, gender agreements and the use of verbs.

This year's English text was in the present tense. Translations which used either the present or the past tense were equally acceptable as long as consistency was maintained. In the majority of translations, candidates did not maintain a consistent use of tenses and instead switched between the past and the present tense.

It is advisable for candidates to allow a few minutes before the end of the examination to go through their translation, checking for possible mistakes and making sure that the translated sentences make sense.

Comments on specific paragraphs:

First paragraph:

- Most candidates translated 'traditional' as सांस्कृतिक or धार्मिक instead of पारम्परिक.
- Candidates often translated 'go in' as भितर instead of भीतर.
- The word 'floor' was often translated as फर्स or फर्ष instead of फर्श.
- The word 'laughing' was often translated as हसते , हस्ते instead of हँसते.
- In a number of translations, 'local dance' was translated as आम नृत्य , राष्ट्रीय नृत्य instead of स्थानीय नृत्य. Where candidates wrote लोक नृत्य, the mark was given.
- For 'chicken, beans and rice', nearly all candidates translated 'beans' as चना, दाल or छोले instead of सेम. If 'chicken' and 'rice' were correctly translated, candidates were given the mark even if 'beans' was not translated correctly. If the candidate transliterated 'beans', this was accepted too. A few candidates translated 'chicken' as मूँगी instead of मुर्गी.

Second paragraph:

The following translations were seen in a number of scripts:

- For 'spend', बीताया instead of बिताया.
- For 'husband', पती instead of पति.
- A few candidates translated 'hunting' as जानवरों की हत्या and many translated it as शीकार or शीकारी instead of शिकार.
- For 'basket', बस्ता instead of टोकरी.
- For 'back', पीत instead of पीठ.
- For 'as much food as possible', जीतना खाना instead of जितना खाना.

Many candidates were unable to translate the word 'regularly' correctly.

Third paragraph:

- The phrase 'as the sun goes down' was often translated by candidates as सूर्य उदय instead of सूर्य अस्त or जैसे सूरज दहलता है or ढहलता है.
- Most candidates found it quite difficult to translate 'except for some small wood fires'.
- Candidates often translated 'neighbours' as पड़ोसियां instead of पड़ोसी.
- Most candidates translated 'I've ever heard' as ... सुनी थी instead of सुना था.