

# HINDI

**Paper 9687/02**  
**Reading and Writing**

## Key messages

When answering comprehension questions, candidates should use their own words with little or no lifting from the reading texts.

Candidates should endeavour to use correct sentence structure, vocabulary, idioms and phrases in order to raise their level of attainment.

## General comments

A wide range of performance was seen.

Overall there were fewer blank responses to questions compared to previous years. This is good practice and should be encouraged in future.

**Question 5(a)** tests candidates' ability to respond to a specific focus by summarising the points made in the inserts succinctly. Candidates are advised to adhere to the prescribed word limit.

## Comments on specific questions

### **Section 1**

**Question 1:** finding words in the first text with a similar meaning to the given word

**Questions 1(a), 1(b), 1(c) and 1(d)** were answered correctly by many candidates.

In **Question 1(e)**, a few candidates gave the correct answer for 'होड़', but weaker candidates found this more challenging.

**Question 2:** composition of sentences with given words/phrases/idioms

**Questions 2(a) and 2(e)** were mostly answered well. Some candidates confused 'व्यथित' with 'व्यस्त'/'व्यतीत' and the phrase 'कर गुज़रना' was often misunderstood. To do well in this section, candidates should develop their knowledge of commonly used idioms/ phrases.

**Questions 2(b), 2(c) and 2(d)** were managed very well by the majority of candidates.

**Question 3:** reading comprehension

This question was generally answered well. A few candidates gave the answer to **3(b)** as the answer to **3(c)** and consequently gave only a partial answer for **3(b)**. Candidates needed to read the questions and text carefully, for example **Question 3(c)**, about 'अपने फेर में'.

## Section 2

### Question 4: reading comprehension

Questions 4(a), 4(b), 4(c) and 4(e) were mostly answered well. Question 4(d) was not always well answered due to a lack of understanding of the question 'सकारात्मक', 'नकारात्मक' and difficulty in interpreting the juxtaposition in the text: 'जहाँ एक ओर' ..... वहाँ दूसरी ओर'. Words like 'जुझारू', 'उत्तेजनाशील' were not understood by many candidates.

### Question 5(a): summary writing with a specific focus

Most candidates answered well and remained focussed on the 'reasons for loneliness'. They were able to engage well with the topic. Some weaker candidates wrote about the effects of loneliness and based their answer on general knowledge rather than making reference to the reading texts. Some responses were too long. The objective of this question is to assess summary writing skills and so it is important to adhere to the prescribed word limit. Some candidates wrote well beyond the word limit and consequently were not awarded marks for the part of the answer which exceeded the word limit.

### Question 5(b): personal response

Candidates had some good ideas to support their opinions.

### Language Marks:

For Questions 3, 4 and 5, an additional 5 marks are allocated for each question for the use of language. This year, the quality of language seen was better than in previous years. Most candidates were able to answer the questions in their own words, with little or no lifting from the reading passages.

# 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**

Generally, candidates seemed well prepared for the examination. In the strongest responses, candidates showed a good understanding of the question, an ability to develop a relevant argument and ability to draw conclusions in reasonably correct language with some attempt to use varied vocabulary and idioms. Some essays did not adhere closely to the question and seemed to be pre-prepared essays vaguely related to the topic. Some essays lacked a sense of focus or direction and this lack of structure weakened the argument overall.

## **Comments on specific questions**

### **Question 1**

Candidates were asked to write about the negative effects of eating junk food. This was the most popular question, attempted by a large number of candidates. Many candidates managed to include the negative impact of junk food, and in the strongest responses, points were substantiated with good examples.

### **Question 2**

“It is imperative to give equal opportunity to all so that individual growth and social equilibrium can be maintained. Give your opinions.” Not many candidates attempted this question. However, those that did discussed the question of equal opportunities for men and women. They highlighted situations where women are not treated as equals. Good answers gave some excellent examples from the social milieu.

### **Question 3**

This question was on the topic of sports. The focus of the question was that not only is sport beneficial for your body, it is advantageous for your mind too. Most candidates were able to give very strong reasons in favour of sports. Some candidates developed their answers by highlighting the positive effects of sports in developing individual social skills and discipline, which helps them to face different challenges in the professional world.

### **Question 4**

“For the equal progress of any country’s citizens, both economic development and social development is necessary.” This question was the least popular choice, but the responses to the question were of a good standard.

### Question 5

This question focused on the topic of the environment and asked about the moral obligation of the human race to protect the environment. This question was very popular. However, not every candidate's answer was focused on the question. Some candidates veered away from the question, writing about types of pollution and how it should be controlled. The strongest responses focused on how citizens can make honest contributions to control these different forms of pollution to save the environment.

### Quality of Language

Candidates gave some good examples and embellished their arguments using effective expressions. The writing flow was maintained by using cohesive paragraphing. Thus, most candidates scored good marks in their answers.

In weaker responses there were problems with the accuracy of spelling and grammar.

Candidates are advised to make sure that they know how to change Hindi nouns from singular to plural in a sentence. For example, nouns were often mentioned in plural form when this was not required: घर was written as घरों and विचार was written as विचारों. Gender related mistakes were very common too.

Spelling errors were reasonably frequent. For example, 'सहारा' was written as 'साहारा'. Also, the letter 'Ra' was written incorrectly as a conjunct. In some weaker responses, the number of errors affected the reader's ability to understand the essay.

Candidates should take care now to think in English while writing in Hindi. Weaker responses contained sentence constructions which were exact translations of English phrases, for example, sentences like 'you get it' should be in Hindi. For example, the sentence उनको बिमारियाँ मिल सकते हैं। is just a translation of the English sentence 'They can get illnesses'. While the same expression in Hindi is expressed in a different way.

# HINDI

Paper 9687/04  
Texts

## Key messages

In order to do well, candidates should:

follow the instructions provided in the question paper. Some candidates answered parts (a) and (b) from the same text. Only one response from any text will be awarded marks  
read the question carefully and plan their answer in response to the specific requirements of the question  
write answers in grammatically correct language, especially noun-verb agreement and correct use of personal and possessive pronouns.

In addition:

some knowledge about छायावाद, रहस्यवाद, प्रगतिवाद and aspects of शैली would enable candidates to achieve the level expected for this examination.

## General comments

A wide range of achievement was seen. Almost all candidates answered three questions as required. Good responses demonstrated clear understanding of the texts and the ability to respond to the specific demands of the question by answering each aspect of it. Weaker candidates tended to reproduce memorised notes, which did not respond to the specific question asked. Overall, performance was better in **Section 2** than in **Section 1**.

**Questions 2(a), 3(a), 4(a), 5(a) and 5(b)** were the most popular questions, attempted by the majority of the candidates. Only a few candidates attempted **Questions 6(a) and 6(b)**. Well written answers consisted of a good introduction, development of ideas supported by cross reference to the appropriate text/s, some critical evaluation and a conclusion.

## Comments on specific questions

### **Section A**

#### **Question 1**

- (a) This was a two part question. There were a few good answers that addressed both parts. Answers that gave the whole story of Sundarkanda, without making any reference to the context of the verse or Tulasidas's devotion, were deemed to be unsatisfactory.
- (b) The question about Krishna's motif for sending Udhava to Braj was not fully understood. The strongest candidates gave a relevant answer.

#### **Question 2**



- (a) This was a popular answer with a variety of interpretations. Giving an explanation of each verse of the poem was challenging for some, who just paraphrased the verses instead. Comments about 'chhaayaavaada, bhasha-shaily' were very rare.
- (b) This question was answered fairly well. Good scripts quoted from the poem to support their points.

### Question 3

- (a) The explanation of the verse was mostly answered well and at length, and good scripts also included comments about the main theme of Bharat Bharati.
- (b) Generally satisfactory to good answers were provided for this popular question.

### Question 4

- (a) This was one of the most attempted questions. Some very good and detailed answers were provided.
- (b) This was attempted by very few candidates. Candidates needed to write about the importance of dialogue in a play script, not simply narrate the events. Only the strongest candidates were able to show the development of the plot through dialogues.

### Question 5

- (a), (b) These were both very popular questions, and the answers were mostly well written. Some excellent candidates demonstrated their ability to analyse and evaluate characters and the writer's intentions through the narrative.

### Question 6

- (a) A small number of candidates attempted this question. Some excellent scripts successfully described the inner conflict of the character.
- (b) A small number of candidates chose to answer this question. The best responses responded to the specific question, but weaker candidates focussed on re-telling the story only.

# 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

A wide range of ability was seen on this paper.

General areas for improvement include the use of syntax, correct spelling and grammatical accuracy. Candidates should be reminded to write in an appropriate register and avoid colloquialisms. It is advisable to allow a few minutes at the end of the examination to review their translation for any possible mistakes and to make sure that the translated sentences make sense.

## Comments on specific aspects of the translation passage

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>worried about a hole</i>	छेद से चिंतित था	छेद के कारण चिंतित था	कारक (case error)
<i>He said to his wife</i>	अपने पत्नी से कहा	अपनी पत्नी से कहा	Pronoun case error
<i>that he could hear</i>	आवाज़ सुनायी देता	आवाज़ सुनायी देती	Gender error
<i>in the spring months</i>	सावन के महीने में	वसन्त के महीने में	Etymological error
<i>pieces of the roof</i>	छद के टुकरे	छत के टुकड़े	Spelling error
<i>found a builder</i>	बनाने वाला मिली	राजमिस्त्री मिला	Gender error

**Second Paragraph**

<i>two small sparrows</i>	<i>दो कोयल /मैना /कबूतर</i>	<i>गौरैया /चिड़िया</i>	<i>Wrong word usage</i>
<i>tile</i>	<i>English word was used with incorrect spellings</i>		
<i>He carefully placed it</i>	<i>वह उसे.....रखा</i>	<i>उसने उसे.....रखा</i>	<i>Pronoun case error</i>

Spellings of some other common words like old, ladder, searching, roof, shouted, bedroom and couple also presented the students with difficulties.