

HINDI LANGUAGE

Paper 8687/02
Reading and Writing

Key messages

The Reading and Writing paper assesses candidates' ability to read for meaning and answer questions in their own words. Language marks are allocated separately to assess the ability to manipulate language in a meaningful way.

To do well in this paper, candidates should:

- try to write answers in their own words, because language marks are severely limited if the candidate simply lifts their answer from the text
- ensure all aspects of the question are answered; the number of marks shown for each question indicates the number of points expected in the answer
- pay attention to spelling and sentence structure to achieve language marks
- keep to the prescribed word limit in **Question 5(a)** and **5(b)**, because material exceeding the word limit is not assessed.

General comments

Most candidates appeared to be reasonably prepared for the Reading and Writing paper.

Most candidates were able to engage with the topic on the paper. Overall performance ranged from very good to average, with just a few below average. Many candidates showed an ability to write in their own words with a minimum amount of lifting from the text, but lifting continued in some instances.

Comments on specific questions

Question 1

(a) – (e) Candidates were asked to find words in Text 1 which were similar in meaning to the given words. Most candidates performed well. Some found **Questions 1(a)** परिपूर्ण and **1(b)** पारस्परिक challenging.

Question 2

(a) – (e) Candidates needed to construct their own sentences, using the given words/phrases. Most candidates successfully showed their understanding of the words/phrases, except in **Question 2(b)**, फलस्वरूप. A small number of candidates lifted sentences from the text, which could not be rewarded.

Question 3 and 4

These questions assess comprehension skills by asking questions from two texts about two differing aspects of a topic.

- (a) The question proved challenging for most candidates.
- (b) Stronger candidates managed to provide two points in response to this two-mark question.
- (c) and (d) Four marks were available for each question. Most candidates included some relevant points, with the very strongest managing all four points.
- (e) Most candidates answered well.

Question 4:

- (a) – (e) Performance was generally better in this question. Many good candidates' answers were fully relevant, drawn from the text and expressed in their own words.

Language (Questions 3 and 4)

Stronger candidates used their own words to answer questions with a minimum amount of lifting from the text, with average to good level of accuracy. Weaker candidates had difficulty writing in complete sentences. Answers need to be given in complete sentences rather than bullet points, to demonstrate good control and accuracy of language.

Question 5

- (a) Good candidates showed the ability to structure their points systematically and succinctly, keeping well within the word limit. Some candidates exceeded the word limit before the end of their response to **Question 5(a)**. Consequently, the remainder of their response to **Question 5(a)** and all of **Question 5(b)** could not be considered for marks. This negatively affected their language marks as well.
- (b) This question asked for candidates' personal response; not simply repetition of ideas from the text. Good candidates were able to express their own ideas. Candidates who exceeded the word limit in answering **Question 5(a)** could not receive marks for **Question 5(b)**.

Language (Question 5)

The language used by good candidates was mostly accurate, including some complex sentences to express ideas. Common tenses and regular verbs were generally correct. Weaker candidates made persistent errors with tenses and verb forms.

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Paper 8687/03
Essay

Key messages

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, the candidates seemed well prepared for the examination. In the strongest responses, candidates showed a great understanding of the question, developed a relevant argument, and drew correct conclusions with varied vocabulary and idioms. Weaker essays did not adhere closely to the question and seemed to be pre-prepared essays which were only vaguely related to the topic, with some attempt to argue relevantly. These essays lacked focus or direction, and the lack of structure weakened the argument.

Comments on specific questions

Question 1

There were too few responses for meaningful comment to be made.

Question 2

There were too few responses for meaningful comment to be made.

Question 3

This question was on the topic of employment in the digital age, and its challenges. Most candidates gave good responses with some very strong reasons for the emerging challenges. Some candidates developed their answers based on an individual's personal qualities and related those qualities to the likelihood of success in the professional world.

Question 4

There were too few responses for meaningful comment to be made.

Question 5

This question was focused on the environment, asking candidates to explain peoples' non-serious attitude towards the environment. Many candidates attempted this question. However, not every candidate's answer was focused on the question. The strongest responses focused on how citizens can contribute to controlling these different forms of pollution to save the environment.

Quality of Language

There were many good examples of strong control of language in the responses. In some, there were problems with grammar and spelling accuracy.

Areas that some candidates found challenging included changing nouns from singular to plural in a sentence. For example, nouns were mentioned in the plural when it was not required (लड़की was written as लड़ककयों and कमरे was written as कमरों).

Spelling errors included 'की कक'. Also, the letter 'Ra' was written incorrectly as a conjunct. In some responses, the number of errors affected the reading and understanding of the essays.