

HINDI

Paper 9687/02
Reading and Writing

Key Messages

In order to perform well in this paper, 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 Question 5(a), compare the points made in each paragraph consecutively rather than analysing the paragraphs individually.

Language: Language marks are awarded separately for **Questions 3, 4 and 5**. When preparing for the exam, candidates should revise the basic grammatical rules, such as Noun – Verb – Adjective agreement, Personal, Possessive, Relative pronouns and consistent use of Tenses.

General Comments

The performance of the candidates was generally very good with some exceptions of a few weak ones. Most candidates were well prepared for the exam. They made a good attempt at showing an understanding of the texts by answering questions in their own words. In order to fulfil the demand of this paper this needs to be encouraged at all levels of attainment.

Comments on Specific Questions

Question 1

All the five words were accessible to most candidates.

Question 2

There were some good sentences and a few were copied from the text. Candidates need to show their understanding of the given word/phrase by making meaningful sentences using their own words. नियंत्रण and विद्रोह were frequently confused with निमंत्रण and विरोध.

Questions 3 and 4

Candidates have to retrieve information provided in the two texts. They are expected to show detailed engagement with the texts and show evidence of their understanding of the issues in their answers.

Both the topics were user friendly and relevant for young people. **Questions 3(a), (b) and (c)** were well answered, but **3(d)**, रोजगार प्राप्ति में आने वाली कठिनाइयाँ and **3(e)**, मार्ग निर्देशन के लिए किशोर को किन दो चीजों की आवश्यकता है? were found to be more challenging. Some candidates resorted to lifting from the text.

Question 4

This question was generally answered well. It is important to answer questions in the context of the text and not their personal experiences. **Question 4(d)** was at times misunderstood. It was about the young peoples' contributions in their grandparents' lives and not about the grandparents' contributions in young peoples' lives. Candidates need to read the question carefully to avoid such misunderstanding.

Question 5(a)

The overall performance in summarising the texts and responding to a focus was very good. There were some excellent examples of structured summary writing skills.

Question 5(b)

Many candidates managed to express their views about the ways to bring the various generations together by writing about what each generation can do for it in a well thought out way.

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

Comments on specific questions

Question 1

Candidates were required to write about the challenges faced by the young generation with their coeval expectations and their ambitions. Some of the candidates did not understand the word used in Hindi for coeval, therefore, they could not develop their answers well. The best responses developed balanced arguments on the topic.

Question 2

This topic was on the various mediums of communication. Specifically the question dealt with the good and bad influences of television, print media like newspapers and social media like Twitter, Facebook etc. Many candidates attempted this question. Most of the answers were well developed and recounted the positive and negative effects of different forms of media. While discussing the negative impact of these forms of communication, a few candidates highlighted certain legitimate concerns and how it can have an adverse impact on their education.

Question 3

This question was on the topic of education. The focus of the question was on how education provides support to develop a person's potential. This question was also attempted by several candidates. Most candidates gave some good responses with some very strong reasons in favour of education. Some candidates developed their answers on the basis of individual qualities and related those qualities to the success of an individual in their professional world.

Question 4

This year's topic of technology and new technical methods was attempted by a number of candidates. However, it was clear that those candidates who attempted this question were not aware of gene technologies, therefore, they were not able to fully develop their answers.

Question 5

This question was focused on the topic of the environment and it clearly asked about the initiatives taken up by people to protect the environment as opposed to the government's initiatives. This question was also attempted by many candidates. However, not every candidate's answer was focused on the question. Some candidates while writing their essays on this topic discussed the types of pollution and how it should be controlled. The strongest responses focused on the aspect of how citizens can contribute to controlling these different forms of pollution to save the environment.

Quality of Language

In many essays, there were problems with the accuracy of grammar and spelling.

Several essays showed that candidates don't know how to change Hindi nouns from singular to plural in a sentence, for example, often noun was mentioned in plural when it was not required like मुनष्य was written as मनुष्यो and सड़क was written as सड़को.

Spelling errors were seen, for example, 'कभी कभार' was written as 'कबी कबार'. 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 as well.

Lastly, the style of writing in some essays showed that candidates are thinking in English while writing in Hindi. Therefore, the sentence constructions were exact translations of English phrases, for example, phrase like 'नहीं मिलते हैं' is an exact translation of a phrase 'you don't get it'. However, the same phrase in Hindi might not work with every sentence and can be written either 'नहीं होते हैं' or 'और नहीं पाए जाते हैं'.

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Paper 9687/04
Texts

Key messages

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

- answer the required number of questions, in accordance with the instructions provided on the front cover of the examination paper;
- plan their work carefully;
- focus on the specific question asked rather than on re-telling the story.

General comments

A wide range of performance was seen. Whilst some candidates adhered to the rubric, other candidates infringed it by attempting to answer both parts (a) and (b) of the same set text. Candidates should be reminded that if they answer both (a) and (b) they will be awarded marks for only one of them.

To improve, candidates need to focus on how to structure an answer in a logical fashion and in close association with the demands of the question. Candidates should be encouraged to dissect each question, and work out what the answer should be. Some candidates did not understand some of the questions in full and offered pre-learned answers which lacked relevance.

Comments on specific questions

Section A

Question 1

- (a) The extract from Surdas' 'Vinaya & Bhakti': the best candidates were able to explain each couplet, and their underlying meaning, but some candidates demonstrated a basic understanding.
- (b) In this comparative analysis of Surdas and Tulsidas, most candidates could have improved on demonstrating their understanding of 'kavitva shakti'. The differences in the poetic craft of the two poets was challenging for most candidates.

Question 2

- (a) This was a popular question. Some candidates found each stanza of the poem difficult to analyse. However, many candidates got the message of the poem alright.
- (b) Performance on this question was generally weak.

Question 3

- (a) A very popular question. Although not everyone was able to describe the context, they were able to demonstrate their familiarity with the text.
- (b) Another popular question. Generally, the performance was good.

Section B

Question 4

- (a) A very popular question. Some answers were written with good understanding, passion and good competence. The extremely good answers were very well argued and focussed on each part of the question.
- (b) A small number of candidates answered these questions. Responses were reasonably successful.

Question 5

- (a) Those candidates who answered this question were able to demonstrate a fair knowledge of the story.
- (b) A very popular question. Premchand's story also generated a lot of passion and responses were generally successful.

Question 6

- (a) and (b) A small number of candidates answered these questions. Responses were reasonably successful.

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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 and their performance demonstrated a wide range of ability.

General areas for improvement include use of syntax, correct spelling and grammatical accuracy.

Candidates should be reminded to write in an appropriate register and avoid colloquialisms.

Candidates would well be advised to allow a few minutes at the end of the exam to go and review their translation for any possible mistakes and to make sure that the translated sentences make sense.

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>At the station</i>	स्टेशन में/ पर	स्टेशन पर	कारक (case) error
<i>phoned my wife---</i>	अपने पत्नी को	अपनी पत्नी को	Pronoun case error
<i>---to tell that my train was delayed</i>	मेरी गारी देर से आएगा ---मेरा त्राण	----देर से आयेगी	Etymological and gender error
<i>I bought a magazine from a stall</i>	--एक पत्रिका खरीदा	एक पत्रिका खरीदी पत्रिका is	gender mistake feminine gender
<i>I ordered ... and small packet of biscuits</i>	एक छोटा पुरिया		Etymological error पैकेट is correct word

The cafe was very busy कैफे बहुत व्यस्त थी

व्यस्त था gender
mistake
cafe is masculine
gender

2nd Paragraph

The man opened the packet of his biscuits वह आदमी खोला उस आदमी ने खोला

Pronoun
case error

I didn't know what to do मैं पता नहीं आ रहा था----करू

मैं समझ नहीं पाया ----करूँ
wrong use of word plus
spelling mistake