HINDI

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 Question 5, compare side-by-side the points made in each paragraph rather than analysing the paragraphs individually.

General comments

A wide range of performance was seen. There were some very strong scripts. There was a majority of mid-range and weaker performances. Many candidates seemed to find some of the questions relatively challenging.

Comments on specific questions

Question 1

Most candidates attempted this question. The most frequent error made was to mix up आकार with प्रकार. Less strong candidates tended to find parts **(d)**, **(e)** and **(f)** challenging.

Question 2

The majority of candidates attempted this question. Performance varied widely. Parts **(a)** and **(b)** were generally attempted successfully. For **(c)** and **(e)**, the phrases उल्लू सीधा करना and लकीर के फ़कीर were not understood by a large number of candidates. For **(d)**, the meaning of पगडंडी was often misunderstood for पगड़ी and डंडा.

In general, performance on **(c)**, **(d)** and **(e)** tended to be weak. Some candidates simply copied the sentences from the passage where the words/phrases appeared; many other candidates struggled to demonstrate the meaning of these words/phrases in context.

Question 3

This question assesses candidates' reading comprehension skills. The quality of candidates' language is also assessed. Candidates are expected to write the answers using their own words, although the use of vocabulary items from the passage is permitted.

Performance ranged from very good to weak. In weaker performances, examination technique was often an area for improvement. For example, where sub-questions have more than one part, candidates need to address all parts in their answer in order to provide a satisfactory response. In a number of cases, candidates provided partial answers to multi-part questions and were therefore unable to gain full credit.

Most candidates found parts **(a)** and **(b)** straightforward and responded well to these two sub-questions. Part **(c)** was very often misunderstood by candidates, perhaps because of a lack of familiarity with the word जंतु. Many wrote about the rules for society rather than the three rules of the animal kingdom.

Part **(d)** required particularly careful reading of the passage and of the question; some candidates were unable to provide the information required to answer this sub-question successfully.

Question 4

Part **(a)** was generally attempted well. Most candidates scored marks. Some candidates confused जड़ता (inertia) with जड़.

The majority of candidates performed well in part **(b)** and scored good marks.

For part **(c)**, there were some very good responses from candidates. Many were able to use their own words to some extent. However, there were also a large number of responses in which candidates resorted to copying from the passage, often at random.

Part **(d)** was generally answered well.

Some candidates found part **(e)** more challenging.

Question 5

This section requires candidates to understand the texts, analyse them and then apply them to their own situation. In general, performance on this question was an area of relative weakness. Many candidates had some difficulty composing grammatically accurate sentences which conveyed meaning.

(a)   For this question, candidates write a mini-essay in response to the two passages, summarising and highlighting the main points from both passages. The strongest candidates showed good summary skills, tackling each point in turn and giving examples to substantiate the points made. In many scripts, however, candidates approached this question by copying large extracts of text from either or both of the passages, without giving their own response to the texts.

(b)   This is an open-ended question which allows candidates to write about their personal views in the context of the passages. Relatively few candidates suggested a range of ideas in response to the passage in a structured and coherent way. A number of responses were rather vague and unspecific.

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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:

The overall performance was satisfactory and the quality of language was quite good.

In the strongest essays, candidates developed their points to make convincing arguments and they maintained a consistent focus on the topic.

In weaker essays there was a tendency to deviate from the topic. There were also a number of instances of reliance on pre-prepared material which was not fully relevant to the questions set.

Accuracy of spelling and grammar was an area of relative weakness in many scripts.

Comments on specific questions:

Question 1

This topic area was very popular among candidates. In the strongest essays, some very good examples were given of the increasing numbers of people consuming fast food for convenience and for other reasons. Most candidates took care to underline the negative consequences of fast food with regard to health. In several essays, candidates included contextual details which, although interesting, needed substantiation with relevant examples. In many essays candidates made very frequent use of a narrow range of idioms which were not appropriate to the context.

Question 2

For this question, candidates were required to write an essay on the following topic: 'It is not imperative that the policies of globalisation would always be beneficial for developing countries.' Very few candidates attempted this question. In general, responses touched on a relatively narrow range of issues relating to the topic. Relatively few candidates demonstrated a clear understanding of globalisation or of the impact of relevant policies on developing countries.

Question 3

This question asked candidates to discuss the extent to which tourism is helpful for understanding other countries' culture. There were a number of responses to this question. There were some very good essays in which candidates discussed the topics with excellent examples and also highlighted points which were relevant to the significance of language and culture in the countries concerned. There were also a number of weaker responses in which candidates did not connect their argument with issues of culture or language.

Question 4

This question was on the topic of the 'generation gap' and it required candidates to explain whether or not they agreed with the view that the older generation is narrow-minded and does not recognise the changing values of the times. Most of the candidates who attempted this question highlighted examples of changing times in which the older generation does not understand the new changes and criticises the younger generation. Aspects relating to religion and traditions were discussed. Many candidates considered these to be issues which are usually the source of arguments between the younger and older generations. Some interesting points were made. However, there was a tendency in some essays to stereotype the older generation as being resistant to change. Some essays were also rather one-sided in their approach to the topic.

Question 5

The topic of this question was the importance of gender equality. Most of the candidates who chose this question wrote good essays on the topic. Several candidates highlighted the significance of family situations in which a husband and wife are both working. Candidates underlined the advantages received by families in this situation.

Language

In many scripts, the dot written underneath the letters was not used correctly. For example:

- words like जोड़ना were written as जोरना.
- the word सीख was written as सीक.
- स्वादिसत instead of स्वादिष्ट,
- इक्षा not इच्छा,
- जागर instead of जागृत.

Sentences such as मन को संति रखेगा were very frequently seen in candidates' essays. There was also some inappropriate use of का, की, के.

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Paper 9687/04

Texts

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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

Some improvement was seen in the overall quality of performance in relation to last year. In particular, candidates' examination technique and their ability to express themselves in Hindi seemed to have improved.

A reasonably high proportion of candidates demonstrated a good understanding of most of the texts and of the related questions. As in previous years, however, there were some instances of candidates including pre-prepared material which was not relevant to the questions attempted.

A few 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.

Comments on specific questions

Part 1

Question 1

(k)   A few candidates produced some interesting analysis in response to this question. In general, however, candidates seemed to find this question relatively challenging in terms of the language used by the poet. Many candidates struggled to grasp Kabir's imagery, and the majority of candidates did not demonstrate full comprehension of the given passage.

(kh)   There were a few strong responses to this question in which candidates maintained their focus on Bharat. Quite a number of candidates focused instead on the character of Kaikeyi and, in some cases, Rama. As a result, many of the responses to the question included relatively little relevant material.

Question 2

(k)   Only a handful of candidates attempted this question. In general, those who attempted it found it very difficult to interpret the symbols and images of Mahadevi.

(kh)   There were very many responses to this question. Overall, performance was satisfactory. There were fewer very strong answers. Some candidates had difficulty interpreting and developing Pant's conceptualisation of 'ideal humanity'.

Question 3

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(K)   Candidates who attempted this question were generally able to identify the context with success. In general, candidates limited their answer to the surface meaning of the passage; only a few probed more deeply.

(kh)   Many candidates wrote about Yashodhara rather than Rahul, which limited the relevance of their responses. There were a few good answers in which candidates concentrated on the character of Rahul.

Part 2

Question 4

(k)   Quite a number of candidates attempted this question, and the level of performance was generally good. There were some very passionate and heartfelt responses.

(kh)   There were fewer answers to this question. In general, responses did not fully address the requirements of the question. To answer this question successfully, candidates needed to consider the relevance of the historical nature of the novel to the contemporary social situation.

Question 5 (k) and (kh)

Many candidates attempted these questions. In general, candidates seemed to find the questions straightforward. Many answered with passion.

Question 6(k) and (kh)

As in previous years, there were only a very few responses to the questions on this selection of stories. Answers to **6(kh)** were generally satisfactory. In answers to **6(k)**, candidates struggled to comment on the appropriateness of the title.

HINDI

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<tr><td>Paper 9687/05
Prose</td></tr>
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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

- check spellings carefully.

General comments:

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

The overall performance of candidates was above average.

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

Comments on specific aspects of the translation:

- The use of gender with corresponding verbs was an area for improvement in many performances. In many translations, there were problems with the correspondence of verb gender with object gender.

  Examples included:

  सपना जो मैंने देखी थी instead of जो मैंने देखा था

  मुझे थकावट महसूस हो रहा था instead of हो रही थी

  मुझे बेचैनी महसूस हो रहा था instead of हो रही थी

  नीचे मुझे बर्तनों की आवाज़ सुनाई दे रहा था instead of दे रही थी

- In a number of translations, candidates had difficulty providing correct connectives, for example:

  बचपन का यादें instead of की यादें (यादें being the feminine gender)
  बरतनों की शोर instead of का शोर

- There were many instances of incorrect genders of adjectives being given, for example:

  लम्बा लिस्ट instead of लम्बी लिस्ट

- Inappropriate choices of register were quite often seen. Many candidates made frequent use of colloquial language, such as in the following examples:

  एक दूसरे को नहीं देखे हैं

  मेरा ज़िम्मेदारी था

मुलाकात सिर्फ डाकिया से हुआ

जो मेरी नींद ख़राब की

- Consistency of tense was an area for improvement in many translations, as illustrated by the example of starting the translation with

' जब मै आज सुबह उठी '

and ending with ' मेरा मुलाक़ात डाकिया से हुआ '

- The following spelling errors were frequently seen:

    – ठका instead of थका
    – खड़ाब instead of ख़राब
    – मेहसूस instead of महसूस
    – सूनी instead of सुनी
    – निंद instead of नींद

- Candidates often had difficulty providing appropriate translations for the following items:

    – 'peculiar dream' was often translated as भयानक सपना or बुरा (many wrote this as बुड़ा)

    – 'sound of pans' was often translated as कड़ाई की आवाज़ or तवे की आवाज़

    – 'rushed to greet him' was almost always translated as नमस्ते के लिए गया .

    Such translations were accepted although स्वागत के लिये पहुँचा would have been more suitable.