CONTENTS

FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned**.

HINDI

GCE Advanced Level and GCE Advanced Subsidiary Level

> **Papers 8687/02 and 9687/02**
>
> **Reading and Writing**

General comments

Candidates' work in general was commendable. The standard of content and language used by them were of a high standard. Almost all candidates remained within the parameters of relevance.

Both parts of this paper were able to differentiate across the ability-range with a number of outstanding candidates, while less able candidates often lost marks due to lack of understanding of the stimulus material. Candidates should be encouraged to spend more time in reading and understanding the material prior to attempting the questions.

A considerable number of candidates had difficulty in understanding the meaning of the word through the context. Candidates benefit from exposure to linguistic variations, interpretations and implications in context.

A number of candidates found the last section quite daunting and either did not tackle the question at all or made poor attempts.

Candidates need to analyse the material carefully and substantiate their opinions with examples.

Comments on specific questions

Question 1

Almost all candidates attempted this question, however, candidates found **(d)** particularly difficult.

Question 2

Although most candidates attempted this question, with **(c)** eliciting the poorest response. Candidates seemed to be confused between *manuŞya-janita* and *manuŞya-jātī.*

Question 3

Most candidates found themselves repeating themselves in effort to answer **(a)** and **(b)**. Part **(c)** proved to be most successful.

Question 4

The responses from candidates were very good, especially **(b)** and **(d)**. A few candidates found it rather difficult to make enough points to score full marks.

Question 5

Candidates demonstrated a variable style and response to **(a)** and **(b)**. The most able candidates managed to attain good marks with answers which were informative, relevant and well organised. Less able candidates either did not attempt the question or found themselves lost. More practice should enhance the performance.

> **Papers 8687/03 and 9687/03**
> **Essay**

General comments

Candidates' work demonstrated a wide range of ability. Quite a few scored in the upper range of 28 to 34 marks. At the bottom end of the scale a few candidates could only manage a score of between 10 to14 marks. The majority of the candidates scored in the middle range of achievement between 15 and 27 marks. As has been the case in previous assessments, some candidates under-performed mainly due to dialect interference, lack of structure, coupled with either an inappropriate or a narrow range of vocabulary deployed. But it was encouraging to note that the overall stretch of achievement this year has been higher than in previous years. There is a noticeable change in the overall standard of performance of all of the candidates in all areas of essay writing-language, layout, planning and development. It is clear that the teachers have worked hard and have been focused.

The most frequently occurring blemishes noted this year were:

- the lack of gender and number recognition and their misapplication in the essays

- some misunderstanding of **Questions 4** and **6**

- the lack of use of the polite forms of expression of the Hindi Language.

More specific comments

The popular essays were **2**, **1** and **3**. The A Grade essays, and there were quite a few this year, were well planned with a sustained theme, well illustrated and coherently argued and structured. It was a pleasure to read them. The candidates demonstrated a good grasp of linguistic ability, a command of wide ranging vocabulary and an ability to handle complex sentence patterns. The essay on MacDonald's food was particularly well handled by all the candidates.

The majority of the essays were however within a range where there is sufficient material which is reasonably relevant, but the content is uninspired and flat or too long, rambling and repetitive. The vocabulary used is narrow and the sentence structure is irregular.

The essays at the bottom end of achievement were disconnected, reflecting confused views with poor sentence structure, poor sequencing and littered with grammatical errors including serious misspelling of everyday words.

> **Papers 8675/04 and 9687/04**
> **Texts**

General comments

The overall performance of the candidates was quite satisfactory. A good percentage of the candidates demonstrated their understanding of the literary texts. They also appreciated the demands of the questions.

Comments on specific questions

Section 1

Question 1

(kiii) A tiny minority failed to grasp the meaning of the question. Quite a few candidates failed to understand the question. Instead of discussing the differences between the 'brotherly love' of Bharat and Lakshman towards Ram, they thought they were expected to write about the two younger brothers' love for their elder brother Ram. However, those who did understand the question answered it well.

Question 2

(ki)   The question was generally well tackled.

(kii)   Not many candidates were able to, or thought appropriate to, comment on the language and style of extracts from the poem.

(kh)   Most candidates who tried to comment on the quote from Keshaqvdas ji failed to understand the meaning behind the metaphors.

Question 3

(ki)   Some candidates were not able to provide the context, the meaning and usage of individual words and phrases without repeating themselves.

(kh)   This was a good example of candidates reproducing 'learnt materials' based on rote learning.

Question 4

(i)   On the whole this was tackled well.

(kii)   Once again, most candidates simply hedged around the question.

(kh)   Only a few candidates were able to answer the question fully.

Section 2

Generally satisfactory answers were given. The candidates seemed to have a good sense of allocation of time to different questions in this section.

Final comments

Once again, it was a pleasure marking the scripts. The candidates' overall performance is a reflection of their teachers' commitment and dedication.

Below is some advice for Centres and teachers:

- Sessions should be organised on how to answer questions. Copies of past papers should be distributed among the candidates, and the meaning and the expected answer of each question should be discussed.

- It appears that the interpretation of a poem in terms of its 'language and style' is not dealt with in any great detail. The result is that, apart from a few candidates, this part of the question tends not to be well answered.

- Teachers are advised to explain the cultural importance of politeness expressions in Hindi to the candidates. Most candidates use expressions when talking about 'authors', 'Gods' etc., in the singular whereas in each case it should be plural e.g.:
  - suurdaas kahtaa hai. (it should be 'suurdaas kahte hain)
  - Kafan kahaanii kaa lekhak premchand hai. (it should be 'kafan kahaanii ke lekhak premchand hain).

| Paper 9687/05 |
| Prose |

General comments

The overall performance was satisfactory (marks between 50-60%) – although a number of candidates performed quite poorly (marks between 35-45%). Only a few candidates performed exceptionally well (above 65%).

Examples of some common errors

Gender mistakes

For "Good health" many wrote अच्छी स्वास्थ्य or अच्छे स्वास्थ्य instead of अच्छा स्वास्थ्य.

For "play a vital role" many wrote अप्रदूषित वायु व जल प्रमुख भूमिका निभाता है instead of …… भूमिका निभाते हैं.

Spelling mistakes

balanced diet – सन्तुलीत भोजन instead of सन्तुलित भोजन.

swimming – तैड़ना instead of तैरना.

machine – मशिन instead of मशीन.

car – गारी instead of गाड़ी.

fuel – पीट्रोल, घास्लेट instead of ईंधन.

locally – देशी, राष्ट्रीय instead of स्थानीय.

stress-free – तनाव के बीना instead of तनाव के बिना or बिना तनाव के or तनाव मुक्त.

life – जिवन instead of जीवन.

mental – मनसिक, मानीसिक instead of मानसिक.

physical – शारिरिक instead of शारीरिक.

fear – दर instead of डर.

For "negative thoughts" only very few candidates translated as नकारात्मक विचार. Marks were given for other expressions close to this.

Technical words

For "mineral and fibres" hardly anyone translated as खनिज पदार्थ and रेशा. Marks were given for transliteration.

"Chemicals" was translated by many candidates as कीटनाशकों instead of रसायन.

The phrase "simple living and high thinking" was translated rarely as सादा जीवन और उच्च विचार. Marks were given for other expressions close to this.

Other general comments

Time permitting, after finishing the translation, candidates should be encouraged to read through their translated version to correct any errors and omissions. A few candidates did not cross out their 'rough' translations, leaving it to the Examiner's discretion to discover the intended final translation and to distinguish this from the rough/practice one.

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