

# HINDI AND HINDI LANGUAGE

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

## General Comments

Candidates appeared to be well prepared for the examination and the overall performance of candidates was of a good standard. The paper was well balanced and candidates did not find one part more difficult than another.

This paper was successful in differentiating across the ability-range with a number of outstanding candidates; at the other end of the ability-range, candidates often lost marks on grammatical aspects of the language, especially in forming correct agreement of adjectives, use of complex structure, orthography and difficulty with irregular verbs.

Candidates should also be reminded that **Question 3** and **Question 4** are assessing their comprehension of the passage, not copying chunks of information from the passage. When responding to precise questions, they must take care to use their own words as far as possible, as required by the rubric.

## Comments on specific Questions

### **Part 1**

#### **Question 1**

Most candidates attempted this question successfully.

#### **Question 2**

Candidates attempted this question satisfactorily, with (e) proving to be the most testing.

#### **Question 3**

Candidates seemed to find the topic of interest. Generally their answers were informative, relevant, and well organised. A common problem was that they overlooked the requirement to give reasons where required by the question.

#### **Question 4**

Candidates tended to answer these questions without giving sufficient detail. The second part of **Question 4(a)** proved to be the most difficult for less able candidates. Again, candidates should be reminded to answer the question in their own words, rather than copy long chunks of the passage in the hope that the examiner will find the correct answer.

**Question 5**

Although the overall understanding was clear, candidates varied in their responses to **5(b)**. Candidates need to show understanding of both texts, and then respond by giving their own opinions.

- (a) Most candidates managed to compare both passages commendably and responded to the issue raised. Good candidates were able to compare each point side by side, giving examples. Weaker candidates tended to go through text 1 followed by text 2.
- (b) Able candidates successfully showed their ability to suggest a range of ideas and a capacity to express a personal point of view..

# HINDI AND HINDI LANGUAGE

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Paper 9687/03

Essay

## General comments

Candidates' work demonstrated a wide range of ability. Quite a few scored in the upper range of 28 to 35 marks. At the bottom end of the scale a few candidates could only manage a score of between 9 to 12 marks, with the majority of the candidates scoring in the middle range of achievement. As has been the case in previous assessments some candidates underperformed 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 again was higher than in previous years. There is a noticeable change in the standard of performance of all of the candidates in all areas of essay writing: language, layout, content and development. It is clear that the teachers and the majority of the candidates have worked hard and have been focused.

The most frequently occurring errors noted this year were:

1. the lack of gender and number recognition and their misapplication in the essays;
2. major misunderstanding of **Questions 3 and 4** by a few candidates;
3. the lack of use of the polite forms of expression of the Hindi Language which are an integral part of its grammar.

## More Specific Comments

The most popular essays were 1 and 2. **Question 1** dealing with the declining importance of the joint family system in the 21<sup>st</sup> century was particularly well handled by the majority of the candidates who had chosen it. However some of the essays were rather negative in the sense that they concentrated solely on the bad influences felt by the children in the nuclear families where both parents worked, having to leave their children on their own – unattended - until they finished their work.

The best essays were well planned with a sustained theme, well illustrated, coherently argued and structured. It was a pleasure to read them. These high scoring candidates demonstrated good linguistic competence, a command of wide ranging vocabulary and an ability to handle complex sentence patterns. The majority of the essays were however within a range where there was sufficient reasonably relevant material but the content was uninspired and flat. In this range, there were essays which were too long, rambling and repetitive which would have benefited from a tighter structure. There were difficulties with the use of a narrow vocabulary and irregular sentence structure. The essays at the bottom end of performance were disconnected, reflecting confused views with poor sentence structure, poor sequencing and full of grammatical errors, including serious misspelling of everyday words.

# HINDI AND HINDI LITERATURE

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Paper 9687/04

Texts

## Parts 1 and 2

As in previous years the overall performance of the candidates was more than satisfactory. A good percentage of candidates demonstrated their understanding of the literary texts. A significant number of them also responded well to the demands of the questions. Most candidates, except a few, seemed to have a good sense of allocation of time to different questions in this paper. Unfortunately, again this year, a few candidates answered both (k) and (kh) questions.

## Part 1

Except a tiny minority, who failed to grasp the meaning of **Question 1 (k)**, a large number of candidates attempted this question and performed well. **Question 1 (kh)** Only a few of the candidates actually understood the question. Most of them described different forms of 'bhakti' illustrated from Surdas' poems. However those who did understand the question answered it well. **Question 2 (k)** the question was generally well tackled, although quite a few candidates failed to understand the concept of 'chayavadi bhavana'. **Question 2 (kh)** Well answered. Most of the candidates did the comparative task quite well, but candidates did not perform well on language and theme.

**3 (k)** Competent answers. **(3 kh)** a bit disappointing.

## Part 2

On the whole **Question 4(k)** and **4(kh)** were tackled well, but once again many candidates simply found this text difficult. **Question 5 (k and kh)** were popular and competently answered. Hardly anyone answered **Question 6(k)**, although those who did, answered quite well. Only a few candidates answered **Question 6 (kh)**.

## Final comments

The candidates' overall performance is a reflection of their teachers' commitment and dedication. However the following advice might be useful:

1. Revision sessions would be beneficial to candidates. These should consist of looking at past questions and discussing the requirements of each question.
2. 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. in roman transliteration:  
**(a)** suurdaas kahtaa hai. (it should be 'suurdaas kahte hain).  
**(b)** Kafan kahaanii kaa lekhak premchand hai. (it should be 'kafan kahaanii ke lekhak premchand hain)."
3. It is a pity that teachers/candidates do not take the opportunity of studying the Mauritian text offered under question 6.

# HINDI

Paper 9687/05

Prose

## Overall performance

The overall performance was satisfactory with a large number of candidates scoring 50% or more.

## Common spelling mistakes

### First paragraph:

- |                  |            |                |                              |
|------------------|------------|----------------|------------------------------|
| • सूनसान सड़क पर | instead of | सुनसान सड़क पर | (along a quiet village road) |
| पतलुन            | instead of | पतलून          | (trousers)                   |
| दूर से           | instead of | दूर से         | (in the distance)            |

### Second paragraph:

- |                 |            |                |                       |
|-----------------|------------|----------------|-----------------------|
| • चहरा          | instead of | चेहरा          | (face)                |
| नवजवान से पुछाँ | instead of | नौजवान से पूछा | (asked the young man) |
| मुर्ता          | instead of | मुड़ता         | (turned)              |

### Verb error:

- |               |            |                 |                    |
|---------------|------------|-----------------|--------------------|
| उत्तर नहीं दी | instead of | उत्तर नहीं दिया | (gave no response) |
|---------------|------------|-----------------|--------------------|

### Singular/Plural confusion:

- |                            |            |                          |                                    |
|----------------------------|------------|--------------------------|------------------------------------|
| क्या वहाँ आपके दोस्तों हैं | instead of | क्या वहाँ आपके दोस्त हैं | ("Do you have any friends there?") |
|----------------------------|------------|--------------------------|------------------------------------|

### Pronoun error:

- |              |            |                |              |
|--------------|------------|----------------|--------------|
| वह पूछा      | instead of | उसने पूछा      | (He asked)   |
| वह जवाब दिया | instead of | उसने जवाब दिया | (he replied) |

### Gender error:

- |                    |            |                 |                        |
|--------------------|------------|-----------------|------------------------|
| गाँव के/का सड़क पर | instead of | गाँव की सड़क पर | (a quiet village road) |
|--------------------|------------|-----------------|------------------------|

### **Syntax and word order**

Some candidates translated words and phrases correctly but did not arrange them in the correct order or in appropriate tenses, thus risking being penalised.

### **Mistakes reflecting their regional dialect**

It may be advisable to indicate to candidates to differentiate between spoken regional language and standard written Hindi.

### **Final comments**

- The overall standard is above average.
- The candidates would be well advised to allow a few minutes at the end to go through their translation for any possible mistakes and making sure the translated sentences make sense.
- A few candidates gave alternative words for the Examiner to choose. They must be advised to use only one or the other.
- Some candidates used correcting fluid to correct their errors. This is against general instructions.
- A few candidates (only a small percentage) 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.
- About 2% of candidates copied out the English text first, numbered each sentence and then translated the text into Hindi- thus wasting valuable time unnecessarily.