HINDI AND HINDI LANGUAGE

> **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. Candidates did not seem to find one part more difficult than other.

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 correct agreement of adjectives, use of complex structure, correct orthography and irregular verbs.

Generally speaking, candidates did not perform well in using the given words in their own sentences **(Question 2)**. This test requires them to demonstrate their understanding of meaning in context.

In **Question 3** and **Question 4**, comprehension of the passage and language are assessed. This means that they cannot show comprehension and give direct answers to the questions if great chunks of information are simply copied from the passage. Candidates should be given practice in rephrasing/manipulating the text when answering these comprehension questions.

Candidates are now used to **Question 5(a)** where they have to use both passages to summarise a given theme, but **Question 5(b)** remains tricky as candidates are required to form and communicate their own opinions.

Comments on specific Questions

Part 1

Question 1

Most candidates attempted this question successfully. Less able candidates found Question 1(b), as they took the word pramāñit as pūrti.

Question 2

All candidates attempted this question. Here questions (a), (c) and (d) elicited the poorest responses. Candidates struggled to explain the meaning of required word in sentences. For example:

(a)   Bachché mātā pitā ke vidyutagrh hoté haiŋ.

(c)   Ramésha ké marané para unaké gharavālé sanasanī machāné lagé.

(d)   Apanī patnī ké marané ké bāda Rāja éka prakāra kā mishraña banātā hai jo apané bachchoŋ ké lié donoŋ maŋ bāpa kā dharma nibhātā hai.

Question 3

Candidates seemed to find the comprehension topic 'user' friendly' and the source material, modern and easy to follow. Generally their answers were informative, relevant, and well organised except sometimes they omitted to give a reason, which was part of the question. For example:

(a)   electrod kā prayog

(b)   Dr. Bose kā is kshétra maiŋ pahalé kāma

(d)   vidyuta ekatrita karané ki sambhāvana

Question 4

Candidates answered these questions rather more generally than was required. In the second part of **Question 4(c),** there were difficulties for less able candidates. Candidates need to read the comprehension passage carefully and answer the question in their own words. For example:

(a)   prākritika péđŋ kā abhāva

(c)   dekhané maiŋ acchā na lagnā / vighatana maiŋ bahuta samaya laganā

Question 5

Although overall understanding was commendable, responses to **Question 5(b)** were varied. This section demands candidates to understand the texts, perform some analysis and then offer their own views.

(a)   Most candidates tackled this question successfully and managed to compare both passages responding well to the issues raised. The best candidates showed good summary skills, tackling each point in turn and giving examples to substantiate the points they wished to make.

(b)   Only a few candidates successfully showed their ability to suggest a range of ideas and capacity to express a personal point of view. Other candidates only managed a rather vague and unspecific response.

HINDI AND HINDI LANGUAGE

> **Paper 9687/03**
> **Essay**

General comments

Candidates' work demonstrated a wide range of ability. Although quite a few candidates scored in the upper range of 29 to 35 marks, the majority of the candidates scored in the middle range of achievement between about 15 and 28 marks. As has been the case in previous examinations, some candidates had difficulty in writing standard Hindi which was 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 achievement this year 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:

- Difficulties with gender and number recognition and their misapplication in the essays.
- Major misunderstanding of **Question 2** by a few candidates.
- Difficulties in use of the polite forms of expression of the Hindi Language.

More Specific Comments

The popular essays were Questions 1 and 2. The best essays were thoughtfully planned with a sustained theme, well-illustrated and coherently argued. It was a pleasure to read them. These high scoring candidates demonstrated a good grasp of linguistic competence, a command of wide ranging vocabulary and an ability to handle complex sentence patterns. Question 3 dealing with the main objective of education programmes was particularly well handled by the majority of the candidates who had chosen it. However some of the essays, particularly in response to questions 1 and 2 were rather negative in the sense that they labelled nearly all of the youngsters in the new generation as drunks, smokers, cheats and rude louts, rather unfairly.

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

Lower performing candidates wrote essays which were disconnected reflecting confused or distorted 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

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General comments

This year again, the candidates' overall performance was good. A large number of candidates demonstrated their acquaintance with and understanding of the literary texts, poetry, short stories and novels. A small number of candidates did not address the questions directly and simply regurgitated material memorised from class notes or digests.

Comments on specific questions

Part 1

Question 1

(a)   Most candidates did quite well, although some only answered the question partially. Quite a few of them <u>either</u> explained the context and meaning of the extract but failed to discuss Tulsi's devotional feelings toward Lord Rama <u>or</u> made their discussion of Tulsi's devotion very long and detailed and ignored the discussion of the text and its context.

(b)   Quite popular with candidates. Some very good answers with examples. Many candidates, however, did not discuss the description of Lord Krishna as a child as given by the blind poet Surdas. They simply reproduced memorised material on Surdas' devotion to Lord Krishna, which they did not make relevant to the question.

Question 2

(a)   In general candidates found it difficult to grasp the question as well as the text. Not many candidates attempted this question.

(b)   Generally well answered. Good understanding was shown of the two poems of Nirala, including examples as required.

Question 3

(a) (i)   The context and meaning was generally discussed quite competently.

   (ii)   As in previous years, most candidates failed to comment on the language of the text comprehensively and appropriately.

(b)   Most of the candidates who attempted this question demonstrated their understanding of the two poems and compared the ideas in them without many problems.

Part 2

Question 4

(a)   Not as popular as (ii). Some good answers reflected clear understanding of the statement about Dan Nath.

(b)   A very popular question. Candidates seem to share Premchand's feelings about women in society at the time. They wrote with passion.

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Question 5

(a)   Most candidates found this question straightforward. The performance was mixed: some good, some average.

(b)   Not as popular as **(a)**.

Question 6

(a)   Most candidates produced average answers. They failed to comment on the significance of the title of the story.

(b)   Only a few candidates tackled this question.

General comments

We appreciate the efforts put in by the Hindi teachers. Their commitment and dedication to preparing their candidates are clear. The following advice might however be useful:

- It would help if copies of past questions were distributed among the candidates for discussion in the lessons. These could lead to useful sessions on how to <u>analyse</u> questions and plan answers. More emphasis in the course on 'language and style' of poets and storywriters would be beneficial – such questions are often ignored by candidates.

- Whilst it is appreciated that Mauritian Hindi may be developing its own local character, it cannot move drastically away from standard Hindi norms. Although language is not credited or penalised in this component, good language helps with communication of the candidate's ideas. Teachers should ensure that candidates do not lose sight of this as the standard of spelling and grammar seems to be deteriorating.

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HINDI

General comments

The purpose of the text given in this paper was to test students' skill of translation from one language to another. The subject of this text was sleep and its function in our everyday activities. Most of the candidates managed to convey quite well the overall meaning of the text through their translation which in the majority of cases was fairly good. However, it appears that students found a few sentences in the text more challenging to translate than the text as a whole. For instance, most of the candidates did not translate the word 'randomly' into Hindi. Similarly, most students found translating the phrase 'needless to say' into Hindi difficult.

Some candidates missed some words from the text and did not translate them. Thus some students left out from their translation phrases like, for example, 'thoughts and ideas' and 'messages and information'. Some students despite having translated a large part of a sentence were unable to translate a vital word in it. As a consequence the full meaning of the sentence could not be conveyed effectively and accurately.

Most of the candidates made spelling errors in Hindi. Also, translations were not free from grammatical mistakes. Several candidates lost marks because of these reasons. On the whole, however, candidates did well this year.

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