

HINDI LANGUAGE

Paper 8687/02
Reading and Writing

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(a)**, compare side-by-side the points made in each paragraph rather than analysing the paragraphs individually.

General comments

The overall standard of performance showed some improvement in comparison to the previous year. There was a marked improvement in the majority of candidates' ability to show their understanding and engagement with the texts. Many candidates attempted to answer **Questions 3** and **4** using their own words as required.

There were also a number of relatively weak performances in all parts of the paper. Some candidates did not seem to be familiar with the requirements of the tasks. At the lower end of the range, candidates seemed to find many of the questions challenging.

In **Questions 3, 4** and **5**, the quality of language is assessed. In terms of candidates' written Hindi, the main areas for improvement included the use of tenses, verb forms and noun-adjective agreement.

Comments on specific questions

Question 1

In this exercise, candidates are expected to find in the passages synonyms of five given words. This tests their knowledge of vocabulary. The majority of candidates were able to answer at least three out of five questions successfully. Many candidates had some difficulty with the last word, काफ़ी. A large number of candidates misread पर्याप्त as पर्याप्त and therefore did not score. This showed a lack of understanding as the two words have very different meanings.

Question 2

Here, candidates are asked to use given words/idioms/phrases in their own sentences. Many candidates struggled with this exercise, suggesting that feel for the language and its idioms and phrases was an area for improvement in many cases. Some candidates attempted to answer by copying out the sentences from the passage in the question paper.

Question 3

For **Question 3**, candidates are expected to show a detailed understanding of the printed passage by identifying the relevant information needed to answer the questions. Marks are also awarded for the quality of language. Candidates are expected to write the answers in their own words, although they are permitted to use vocabulary items from the passage.

In general, there was a marked improvement in performance in this exercise. A good number of candidates demonstrated a satisfactory understanding of the passage. In less successful responses, there was a tendency for candidates to omit to address parts of each question, and/or to rely on copying large chunks of information from the passage, which did not demonstrate comprehension.

Question 4

This exercise was often done well, although as in **Question 3** a number of candidates omitted to answer the questions in full and/or attempted to answer the questions by reproducing large sections of the printed passage.

Most candidates performed well on **Question 4(b)**. Many struggled to give satisfactory answers to **Question 4(e)**, for which it was necessary to address the following: co-operation between husbands and wives in dealing with household chores, decision making and child care; the expectation of equal respect; making one's own choice of career. Quite a few candidates seemed to have difficulty understanding "समान सम्मान" and "भावी मार्ग चुनने का अधिकार".

Question 5

This question has two parts, and candidates are expected to give separate answers to each part. There were many cases of candidates providing just one combined response to **(a)** and **(b)** that did not meet the requirements of either part-question.

At the higher end of the range there were some very successful responses to **Question 5(a)** in which candidates summarised the main points of both texts in a structured way and made a good attempt to express points in their own words. In less strong performances, many candidates approached **Question 5(a)** by attempting to give a summary of some of the points in one passage only. Candidates are reminded that it is necessary to summarise and highlight the main points from both passages in answer to this question. In the weakest responses, candidates often resorted to copying out extracts from the passages at random without linking them together or adding any wording of their own.

Performance on **Question 5(b)** was often relatively weak. This question required candidates to give their personal opinion about women's roles in society, on the basis of the roles described in the two texts. In many cases candidates showed misunderstanding of the question and did not put forward their own ideas on the topic.

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Paper 8687/03

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

In general, candidates seemed well prepared for the examination. An overall improvement was seen in the quality of candidates' writing.

In the strongest performances, candidates showed the ability to develop their argument fully and used excellent examples to support their arguments. In less strong responses, candidates' use of factual information was not always appropriate or effective.

Some essays lacked a sense of focus or direction. There were also a number of essays that did not adhere closely to the question.

There were frequent problems with the accuracy of spelling.

Comments on specific questions

Question 1

This question asked candidates to discuss how far looking after the older generation is a responsibility of the state as compared with the younger generations. A number of candidates chose to attempt this question, and some interesting arguments were made. Most candidates underlined and provided many examples of how young children do not fulfil their responsibilities towards their elderly relatives. Stronger essays gave examples of state support and contrasted this with family support. There were also some weaker responses in which candidates only focused on negative examples and did not manage to give a balanced argument.

Question 2

For this question, candidates were asked to give their opinions on the following assertion: 'Free and simple village life is much better than city life despite the former's conveniences.' Several candidates provided relevant points in answer to this question. Many of the candidates supported the argument and gave examples of advantages available in villages. While highlighting the advantages of cities, some candidates also underlined the problems related to pollution, traffic and everyday travel. In a few essays, candidates reflected on the limitations of villages as well as cities, despite their overall argument erring towards suggesting that city life is a better option.

Question 3

Many candidates attempted this question. Candidates included several forms of entertainment as examples of possible hobbies for people who are victims of their busy working life. Pursuing a sports activity or cultivating an interest in travelling were frequently given as important examples of different life-enriching activities.

Question 4

This question asked candidates to discuss the following assertion: 'Waging war as an appropriate means in the name of peace is based on confusing principles.' This question was attempted by very few candidates. The essays gave arguments in support of not waging a war. However, most of the essays did not highlight the arguments that countries have often used in order to legitimise their wartime actions.

Question 5

For this question, candidates were required to discuss the following assertion: 'Pollution is the biggest crisis for the existence of the earth.' This question was attempted by a large number of candidates, and performance was generally quite good. Most candidates covered three aspects of pollution affecting air, water and earth. All three of these types of pollution were elaborated on well by most candidates. Some candidates also discussed noise pollution which has been prevalent mainly in urban areas. In the strongest performances, candidates gave good examples and embellished their arguments using effective expressions.

Language

In many essays, there were frequent problems with the accuracy of grammar and spelling. For example, in many scripts, the word 'बढ़ना' ('to increase') was written as 'बड़ना' which means 'big'. Several candidates had difficulty writing plural nouns with postpositions in a sentence. Spelling errors were very frequently seen.

Commonly misspelt words included:

- साहार-सहारा, क्षात्रों-छात्रों
- मौजूत- मौजूद, सोर-शोर
- तरहा-तरह, तरा- तरह