

HINDI

Paper 9687/02
Reading and Writing

Key messages

- Candidates should be reminded that, as far as possible, they should answer in their own words rather than copying from the text.
- To perform well in the first part of the paper, candidates need to demonstrate understanding of the vocabulary used in the context, rather than just the meaning given in the dictionary.
- In the second part of the paper, candidates should draw information from both passages. They should highlight the issues raised in the two texts by comparing and summarising them and adding their personal opinion.

General Comments

Overall, candidates performed well on this paper and most candidates made a good attempt to answer all five questions. Candidates appeared to be well prepared for the examination and there were some very strong performances. Performance was similar across all parts of the examination paper.

The paper differentiated well across the ability range. Accuracy of language was an area for improvement for many candidates, particularly in relation to the following: agreement of adjectives, use of complex structures, spelling, conjugation of irregular verbs, formation of numbers (singular/plural), gender agreements and use of pronouns.

The following orthographical errors were common in scripts:

सुभागी or सोभागशालि for सौभाग्यशाली

गायल for घायल

सड़क for सरक

औबसर for अबसर

Examples of gender-related errors include the following:

श्री राम का साथ वन में सीता गया था।
कक्षा में हम विद्यार्थियों को दण्ड मिली है।

Examples of incorrect formation of numbers (singular/plural) include the following:

सभी बच्चों आजकल नई तकनीकी में निहित हो रहे हैं।
प्रत्येक देशों जैसा मारिशस भी

There was also some incorrect use of pronouns, for example:

जब मैं उसकी परीक्षा में सफलता प्राप्त करूंगी तब तू बहुत खुशी होगा।

Comments on specific questions

Question 1

Candidates found **Question 1** fairly straightforward. **1(e)** was a little more demanding and differentiated well between candidates across the higher and lower ends of the ability range.

- (a) The word for तेजी से was द्रुतगति ; a few candidates wrote विस्तृत or दुगति instead.
- (b) The word for गवाह was साक्षी ; a few candidates wrote दुभाषिए instead.
- (c) The word for लिए was निमित्त ; some candidates wrote तय or अध्ययन instead.
- (d) The word for अभूतपूर्व was अद्भुत ; some candidates wrote अनुभव or प्राचीनकाल instead.
- (e) The word for पुल was सेतु ; some candidates wrote पुष्ट / दीवारों / वृहत्तर /
सदभावना / साधन / सुरड / माध्यम / अचूक / सिद्ध instead.

Question 2

This question was well answered by the majority of candidates, and many candidates gained all the marks available. It proved difficult for some candidates to explain the meaning of the required word in **Question 2(e)**.

Examples of recurrent mistakes are given below.

निहित as नियमित

प्रकाश परीक्षा में सफल होने के लिए निहित रूप से पढ़ाई कर रहा है। or

निहित as आवश्यक

आजकल हर घर में कम्प्यूटर का होना बच्चों के लिए निहित बन गया है। or

निहित as निश्चित

एक सड़क दुर्घटना में कुछ लोग निहित रूप से घायल हुए। or

निहित as वास्तविक

निहित रूप से तुम बहुत अच्छे हो। or

निहित as द्वारा

टेलीविजन के निहित हम सारे देशों के बारे में जानकारी पाते हैं।

Question 3

Candidates responded well to the comprehension topic and seemed to find it accessible. Generally their answers were relevant and well organised. There were some partial answers to this question, and candidates should be reminded to cover all the points required. For example, in **Question 3(d)** some candidates named two areas but did not provide an explanation, which was required for full marks.

Question 4

Answers to this question tended to be in general rather than specific terms. Candidates often appeared to be knowledgeable, giving sound responses to the question. The second part of **Question 4(b)** proved more difficult for candidates. To gain high marks in this section, candidates needed to read the comprehension passage carefully and then answer the question in their own words.

Good answers to **Question 4(b)** covered the important role played by globalization in bringing peace and harmony between countries through discussion rather than through military force. The best answers conveyed the idea that the pen is mightier than the sword.

Question 5

This section requires candidates to show understanding of the texts by summarising them and applying them to their own situation. Overall, candidates showed commendable understanding. Candidates gave a wide range of responses to the **Question 5(b)**.

- (a) Most candidates tackled this question successfully. They managed to compare both passages effectively and responded extremely well to the issue raised. It should be emphasized to candidates that they need to compare each point side by side and give examples to substantiate the point they wish to make, rather than analysing the paragraphs individually.
- (b) The strongest answers to this question showed the ability to suggest a range of ideas and the capacity to express a personal point of view. Weaker answers tended to respond only to ideas raised in the text, and were often rather vague.

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Paper 9687/03

Essay

Key messages:

In order to do well in this examination, candidates should:

- keep their essay focused on the given topic area
- maintain a high level of linguistic accuracy in their written Hindi
- develop their ideas fully, giving appropriate examples to support their argument.

General comments:

In general, candidates appeared to be well prepared for the examination. Most candidates demonstrated a good balance of content and language and were able to achieve high marks on this paper. The best essays demonstrated an ability to support arguments with well-chosen examples and presented ideas using an excellent level of language. Weaker essays showed a tendency to deviate from the question. Candidates should be reminded to make sure their essay remains focused on the specific question they are answering.

Comments on specific questions

Question 1

'The tradition of having a joint family is not a sustainable one as it neglects to address the realities of society in the twenty-first century. Give your opinions on the above statement.'

Most answers to this question weighed up the various advantages and disadvantages of a joint family. The best answers addressed the precise terms of the question and discussed whether the idea of joint families is out of touch with reality. Some of the details of the question seem to have been missed by a number of candidates, perhaps because the word "avagya" (neglect) was not understood by all. Those who understood this aspect of the question tended to associate the term "avagya" with the breaking up of joint families. This was often followed by discussion of the social and moral evils of the breakdown of joint families, which was a digression from the topic.

Question 2

"For any nation's development it is necessary for its citizens to follow the law." Is this absolutely true?'

Most candidates answering this question wrote essays in support of the idea that it is always right to follow the law of the nation. A few candidates argued against this principle, giving examples of certain authoritarian regimes where the forces in power are misusing the law and creating laws in their favour rather than for the good of the people. In many essays, the discussion of law and order was confined to the police and judiciary. The strongest essays showed a broader perspective of the topic, connecting the issue of law and order with wider aspects of society, economy and politics. Such answers also usually included interesting examples, helping them to score high marks.

Question 3

'It is wise to participate in sports in order to keep fit mentally and physically. Discuss.'

This question proved popular with candidates. The majority of responses highlighted the advantages of sport and physical exercise for maintaining physical fitness. Only a few candidates included a discussion of the effects of a busy lifestyle in their essays. Weaker answers mentioned several points related to the topic, without elaborating on the points raised. In a few essays, only two or three points were made. The best essays discussed a range of points, including the effects of a modern busy lifestyle.

Question 4

'A society which is able to offer equal opportunity and employment is a society which is good and judicious. Discuss.'

Very few candidates attempted this question, but those who chose this topic answered well and demonstrated a high level of understanding. Most of the candidates who answered this question were able to give interesting examples in their essays and were able to explain and develop their ideas fully. Moreover, the points that were given were varied and well thought through.

Question 5

'Each era throughout time has seen scientific contributions from humans which have furthered our civilisation. Give examples of such contributions from different phases in history.'

This was a popular choice of topic. Most responses accurately illustrated the various times in human civilizations when important contributions have been made in science and technology. Some candidates also discussed how everyday life has been affected by new technology. This point was generally explained well. The best essays included varied examples from contrasting ages in history, rather than limiting themselves to examples from recent times. Weaker responses sometimes showed a lack of understanding of terms such as "ancient", using these in reference to the more recent past. In some essays, there was deviation from the question as candidates included discussion of the negative aspects of science, usually leading to an evaluation of the pros and cons of technology.

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Paper 9687/04
Texts

Key messages

- To perform well in this paper, it is important to keep responses firmly focused on the specific questions asked.
- It is advisable for candidates to analyse the question carefully and spend time planning their answer before beginning their response.

General comments

The overall performance of the candidates this year was satisfactory. A good number of candidates demonstrated reasonable understanding of the texts. There was a noticeable improvement in the quality of candidates' written Hindi in comparison with last year.

As in previous years, there was some evidence of the use of pre-prepared answers, and such answers lacked focus on the specific questions asked.

Candidates should be reminded that they should answer either **Question (k) or Question (kh)** of any question. A few candidates answered both options, and only one of these can be counted.

Candidates should also be trained to appreciate the cultural importance of addressing authors, gods/goddesses and elders with 'politeness' in Hindi.

Comments on specific questions

Part 1

Question 1

(k) Many candidates attempted only the second part of the question. There were some difficulties of recognition of the context. Instead of Kaushalya-Bharat Samvaad, a number of candidates wrote about Kakaiyee-Bharat Samvaad in the first part. The context referred to generally was not entirely relevant. A number of candidates did not make a distinction between 'व्याख्या' (knowledge) and 'आचार्य' (implied meaning).

(kh) This question was very popular with candidates, and there were many very good answers with examples from Kabir. A number of candidates, however, did not demonstrate full understanding of the concept of कर्मकाण्ड and कर्म, and mostly wrote about कर्म. Although many candidates demonstrated a good knowledge of the text, answers sometimes lacked focus.

Question 2

(k) A few candidates attempted this question. Performance on this question was generally very strong.

(kh) To perform well on this question, candidates needed to know the characteristics of 'chayaawaad' to analyse the poems of Nirala and Mahadevi. A number of candidates just provided an explanation of the poems, without relating them to Chayaawaad.

Question 3 (k) and (kh)

Most of the candidates who attempted this question demonstrated their understanding of the extract in **(k)** very well.

Question 4

- (k)** Answers to this question were generally of a good standard. Many candidates successfully brought out Dhruwamini as a symbol of a disillusioned and exhorted modern woman who could stand for her rights and honour.
- (kh)** This was a very popular question. Candidates showed understanding and appreciation of Jayshankar Prasad's concern about the problems faced by women and other social problems in society at the time. Many of the responses were very heartfelt.

Part 2

Question 5

- (k)** Candidates attempted this question very well, providing thoughtful and intelligent answers. A number of candidates attributed the blame to Gajadhar Babu, for example: 'Yadi Gajaadhar Babu apne pariwaar ke paas pahale se hii rahte aur unhe sanskaar dete to use yah din dekhnaa na paRtaa'. Some blamed modern materialistic society, for example: 'Puraanii PiiRhii kii soch nayii piidhii kii sonch se mel nahiin khaataa.'
- (kh)** This question was popular with candidates. Most of the candidates seemed to have enjoyed reading this story and writing about it in the context of modern urban living. Different candidates chose to highlight different aspects of the characters of the mother and the daughter. Some thought the author had successfully brought out the curse of modern life.

Question 6

- (k)** There were only a few answers to this question, and candidates sometimes gave their answers in rather general terms. In general, candidates narrated the whole story but did not bring out the main features of the characters of Mina and Ajay.
- (kh)** This question was attempted by a significant number of candidates. Answers were often very good but tended not to give sufficient attention to the concept of 'kathaashilp'.

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Paper 9687/05

Prose

Key messages:

In order to do well in this examination, candidates should:

- maintain a high standard of grammatical accuracy, taking particular care with verb forms and gender agreements
- capture the sense of each sentence and use correct syntax
- check spelling carefully to avoid errors.

General comments:

In this paper, candidates are required to translate a short passage from English into Hindi.

Overall, the performance of candidates was satisfactory. Some candidates produced good or excellent translations.

General areas in which some candidates would benefit from further practice include grammar, word order, gender agreements and use of verbs.

The following spelling errors were seen in a number of answers:

- पारेद for परेड or जुलूस, तौफे for तोफे or तोहफे, पर्टी or पार्टि for पार्टी
- बुडा for बुरा, तारीकों for तारीखों, इद for ईद, प्रबद for प्रबंध
- कालेनडर for calendar, शपट for शपथ, भूलाने for भुलाने
- बडाये for बढ़ायें, दूसरे for दूसरे

It is advisable for candidates to allow a few minutes before the end of the examination to go through their translation, checking for possible mistakes and making sure that the translated sentences make sense.

Candidates should be reminded to cross out their rough translations and to avoid providing alternative words in their translations.

Comments on specific paragraphs

First paragraph

For the sentence 'Festivals are celebrated by people all over the world', candidates were required to convey the plurality of 'Festivals' correctly by changing the verb ('celebrated') and not the subject ('Festivals').

The following translations were seen in a number of scripts:

- "त्योहारें मनाते हैं", "त्योहारों मनाते हैं", "त्योहारों हर साल मनाई जाती है", "त्योहारों मनाये जाते हैं" instead of correctly writing "त्योहार मनाये जाते हैं"

- “कुछ त्योहारों केवल एक दिन के लिए होती हैं”

In the second sentence of this paragraph, many candidates seemed unsure how to connect ‘Learning about these customs’ with ‘can help ... and ways of life’. For example:

“इन परंपरा को जानने से हमको यह सहायता होता है कि हम अलग जातपात ... हमारा मदद होता है।” and “इन परमपराओं को जानकार हमें संस्कारें ... पसंद करने का सहायता कर सकते हैं”

Second paragraph

Most candidates found the word ‘reflection’ difficult to translate. This was frequently translated as छाई, प्रतिबिंध or कल्पना.

Many candidates gave “पैसे दिया जाता है” instead of “पैसे दिए जाते हैं”.

In the last sentence ‘Shop windows may be decorated with magical displays which children love to admire’, ‘Shop windows’ was often translated as दूकान के खिड़कियों or खिकियों. As well as including spelling errors, this translation incorrectly uses post position “के” instead of की खिड़कियाँ. This needed to be translated in accordance with the object “खिड़कियाँ”. Finally, a number of candidates gave a literal translation of ‘magical displays’ as, for example, “जादुगडी चीजों,” or “जादुई यंत्रों”.

Third paragraph

In the first sentence ‘These occasions also ... less fortunate than themselves’, ‘less fortunate’ was translated by a few candidates as “गरीब” or “कम कीस्मत बाले”.

In the second sentence, some candidates gave a colloquial translation of ‘old arguments’ as “तू तू मैं मैं” or “खस्पूट” or “खटपट” ;

“कुछ परिवारों दान देते हैं” was sometimes given instead of “कुछ परिवार दान देते हैं”;

“पैसे दिया जाता है” was sometimes given instead of “पैसे दिए जाते हैं”.