HINDI AND HINDI LANGUAGE

Paper 8687/02

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.

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> **Paper 8687/03**
> **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.