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FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

HINDI

GCE Advanced Level

Paper 9687/02
Reading and Writing

General comments

Candidates appeared to be fairly well prepared for the examination. However, a very few candidates failed to heed the rubric, which resulted in some cases not answering the questions fully. Nevertheless the overall performance of candidates was of a good standard.

The two parts of this Paper were 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 because they failed to distinguish between the apparent and hidden meaning in the stimulus material. Candidates would have found it beneficial to spend more time reading through the material.

For both sections, a common error was that candidates sometimes showed the tendency to write out chunks of the source.

Although the overall understanding was commendable, the response to the last question of the second section was rather disappointing. A number of candidates misinterpreted the task.

To perform better or excellently, candidates must have a reasonable range of vocabulary and a good command of orthography. Candidates should be exposed to the comparative nature of ideas hence emphasis should be put on the message behind the passage and how to use extracts to illustrate and compare the points they wish to make.

Comments on specific questions

Section 1

Question 1

This question was tackled extremely well. The understanding of the vocabulary was well handled. Generally answers were informative, relevant and well organised.

Question 2

Here the subsections **(a)**, **(c)** and **(e)** elicited the poorest responses. Candidates struggled to explain the meaning of required words and expressions in their sentences.

Question 3

Candidates often appeared to be knowledgeable. A minority of candidates produced outstanding answers to this Question, especially subsections **(a)**, **(d)**, and **(e)**. However candidates showed insufficient understanding of subsection **(b)** and **(c)**. Candidates should be encouraged to re-read the passage as a whole to argue the point effectively.

Section 2

Question 4

Most of the answers were lifted from the text and failed to give reasons and examples.

Question 5

A very few candidates tackled this question successfully. This question often suffered from imbalance. Many candidates wrote at length on one passage and ignored the other substantially. Although in some cases an attempt was made to give a descriptive account or a summary of the passage, the comparison was not explicit enough to attain a satisfactory score.

Paper 9687/03

Essay

General comments

Candidates' work demonstrates a wide range of ability with a few scoring marks in the upper range of 30 to 35 marks. At the very bottom end of the scale a few candidates scored between 10 to 13 marks. The majority of the candidates were in the middle bracket of achievement. Some candidates underperformed mainly owing to dialect interference and lack of syntactical skills coupled with a narrow range of vocabulary deployed.

The two most frequently occurring blemishes noted were

- lack of use of the polite forms of expression and
- lack of gender recognition and its misapplication in the essays

Comments on specific topics

The popular chosen topics were **2, 3 and 4**. The A graded essays were well planned with a sustained theme. There was ample material which was fully relevant. The candidates demonstrated good linguistic ability using a varied and appropriate vocabulary, good sentence structure and linking devices.

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

The essays at the bottom end of achievement were disconnected reflecting confused or distorted views with poor sentence structure, poor sequencing and littered with grammatical errors, including serious misspelling of every day vocabulary.

Paper 9687/04

Texts

General comments

The overall performance of the candidates was good. A significant percentage of the candidates demonstrated their awareness and understanding of the literary texts, as well as of the demands of the questions.

Comments on specific questions

Part 1

A tiny minority failed to grasp the meaning of **Question 1 (b)**. Apart from some confusion about

सगुण and निर्गुण

in **Question 2 (a)(ii)** the question was generally well tackled. **Question 2 (b)**: not many candidates were able to illustrate their answer with extracts from the poem. Some candidates were not able to provide the context of the two poems in **Question 3 (a)(i)**. **Question 4** was, on the whole, competently answered. However, only a few candidates were able to comment on the 'modern day' significance of the poem.

Part 2

Generally satisfactory answers were given. The candidates seem to have a good sense of allocation of time to different questions.

Final comments

Examiners enjoyed marking the scripts and appreciated the dedication of Teachers in preparing their candidates for the Paper. Although language is not in itself tested in this component, Teachers should remind candidates of the importance of avoiding grammatical inaccuracies arising out of the influence of dialect.

Paper 9687/05

Prose

General comments

A large number of female candidates frequently used the male version of verbs. This would have been fine if the candidates had done so consistently. However, many such candidates used a mixture of both male and female verbs.

It appears that such candidates used the male verbs intentionally. The candidates would be better advised to be consistent in the use of verbs or, better still, to use the candidate's own gender.

Generally the candidates were able to understand the English text and to translate into Hindi appropriately, while retaining the flow and style in the translated language. However, a large number of candidates made several spelling mistakes but in many cases these mistakes were only of a minor nature.

Examples:

स्वास् तोरे (for स्वास्तोरै) पसन्द, पसन्त (for पसन्द)
मैं (for मैं) खिलती (for खिलती) दुबल टणाओं (for दुबल टणाओं)
पैक, पैक (for पैक), गारी (for गाड़ी) दीनों (for दिनों)
खिलती (for खिलती) लम्बी (for लम्बी), जूले (for झूलो)

Some candidates need to differentiate between

अ + म् (अ. म्)

ष + ठ (षोड़ा)

डु + र (मीड़)

ड + ठ (डंड)

घ, ध, ड, ठ (थमान, डूबते ही)

For example: माताये, पिताओ (instead of माता-पिता और बच्चे)

Further specific examples

'Parks' transliteration as पार्क

'Bench' as बेंच would have been good enough.

Translation of 'bench' as कुर्सी, पीढ़ा is not appropriate in the context.

Similarly, translating 'park' as मैदान has a different meaning.

For 'walking and jogging',

टहलने और दौड़ लगाने के लिए (या घूमने और दौड़ने के लिए)

is the appropriate translation.

Many candidates translated this as: चलने और कसरत के लिए

Only about 20 per cent of candidates translated the following words and phrases correctly:

I drive to the park'

Correct translation:

or तो मे कार से चला जाता
तो मे गाड़ी चलाकर जाता

'weekend'

Correct translation:

सप्ताहांत

'ducks'

Correct translation:

खत्तखों

'sunset'

Correct translation:

सूर्यास्त

Time permitting, after finishing the translation, candidates should be encouraged to read through their translated version to correct any errors and omissions. This would certainly prevent the Examiner unnecessarily penalising deserving candidates.