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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

<p>Paper 9687/02 Reading and Writing</p>
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General comments

Candidates were well prepared for the examination and the overall performance was of a good standard.

The two parts of this paper differentiated well across the ability-range and there were some outstanding candidates. At the other end of the ability range, candidates lost marks because they were unable to interpret the meaning of the stimulus material. Candidates would have found it beneficial to spend more time reading through the material.

In both sections, candidates had a tendency to copy out chunks of the original material rather than recast the ideas in their own Hindi.

Although overall understanding was commendable, the responses to the first and second questions of the first section were rather disappointing. A number of candidates misinterpreted the meaning of the following:

1 (b)

1 (d)

2 (c)

2 (d)

To perform excellently, candidates must have a reasonable vocabulary and a good command of orthography.

Comments on specific questions

Part 1

Question 1

Almost all candidates attempted this question. However, candidates found **Questions 1 (b)** and **1 (d)** rather difficult.

Question 2

Once again most candidates attempted this question. Here parts **(c)** and **(d)** elicited the poorest responses with some candidates struggling to explain the meaning of required words and expressions.

Question 3

Candidates were often knowledgeable and their responses were good. A minority of candidates produced outstanding answers to this question, especially parts **(a)**, **(b)** and **(c)**. However, in most cases candidates showed insufficient understanding of parts **(d)** and **(e)**. Candidates should be encouraged to read the passage as a whole for overall understanding and to make their points effectively and succinctly.

Part 2

Question 4

Candidates found the source material modern and easy to follow. Their answers were informative, relevant and well organised. Well done.

Question 5

Although quite a few candidates tackled this question successfully, answers to this question often suffered from imbalance. Most candidates managed to compare both passages, although almost everyone ignored the examples. Candidates should be encouraged to compare each point, giving examples to substantiate the points they wish to make.

Paper 9687/03

Essay

General comments

Candidates' work demonstrated a wide range of ability. Quite a few scored in the upper range of 28 to 34 marks, with the majority scoring in the middle range of achievement between 15 and 27 marks. As has been the case in previous years, some candidates under-performed due to dialect interference, lack of structure coupled with the use of a narrow range of vocabulary. But it was encouraging to note that the overall spread of achievement this year was higher than in previous years.

The most frequently occurring blemishes noted this year were:

- the lack of gender and number recognition and their misapplication in the essays
- a major misunderstanding of a question, particularly with regard to **Question 3**
- the lack of use of the polite forms of expression of the Hindi Language.

Comments on specific questions

The popular essays were **5, 6** and **1**. The A graded essays, and there were quite a few this year, were well planned with a sustained theme, well illustrated and coherently argued and structured. It was a pleasure to read them. These candidates demonstrated a good linguistic ability, a command of wide-ranging vocabulary and an ability to handle complex sentence patterns.

The majority of the essays fell within a range where there is sufficient material which is reasonably relevant but the content is uninspired, flat or too long and rambling or repetitive. The vocabulary used is 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 everyday words.

Paper 9687/04

Texts

General comments

The candidates' performance is a reflection of their teachers' dedication and commitment to Hindi teaching. A couple of important points can be made: candidates should be encouraged avoid the grammatical and spelling inaccuracies arising out of the influence of dialect features; they should also be trained to understand the nature and structure of questions. Finally candidates should be warned that if they answer both questions on a text, only one of the answers can be counted.

Comments on specific questions

The candidates in general performed well. The majority of the candidates demonstrated their understanding of the literary texts questioned in the paper. However, in several cases it was clear that the candidates were not aware of the demands of the questions. They appeared to have come prepared with a set piece, and simply tried to mould it to suit the question.

Part 1

Most candidates approached the questions well. In **Question 1** not many were able to comment on the *doha*. In the characterisation of Lakhsman only his angry aspect was described; the character of Bharat is only partially described. **Question 2** was generally satisfactory.

Part 2

Generally satisfactory answers were given. **Question 8** was not very popular.

Paper 9687/05

Prose

General comments

Most candidates performed quite well, a substantial number gaining well above 50% of the total marks. 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. There were however some spelling and grammatical mistakes that could have been self-corrected if the candidates had re-read their translations.

Examples of some common gender and spelling mistakes - especially matra'

... .. popular Hindu festival

The Examiner was looking for:

लोकप्रिय त्यौहार

Alternatively

लोकप्रिय

may be substituted with

प्रसिद्ध

or

जाना - माना

Commonly, candidates wrote

लोकप्रिय, प्रसिद्ध, जानी मानी

instead of

जाना माना

..... (Month) 'March'

मार्च

is perfectly acceptable as a direct Hindi translation of March.

फागुन

or

फाल्गुन

were also acceptable, although there was no need to translate English months into months according to the Hindi calendar.

Many candidates spelt

मार्च

as

मर्च

or

मर्चि

.... 'Children look forward'

Most candidates wrongly spelt

इन्तजार / प्रतीक्षा

प्रतीक्षा

was spelt as

प्रतिक्षा

.... 'spray colored water'

Acceptable words:

छिड़कने लगते हैं या उड़कते हैं,
छिड़कते हैं या उड़कते लगते हैं

Most candidates wrongly spelt

छिड़कते

as

चिड़कते

.... 'over one another'

Acceptable words:

एक दूसरे पर

दुमरे

was wrongly spelt as

दुकरे

.... 'do not mind'

"बुरा नहीं मानते"

बुरा

was invariably spelt as

बरा

.... 'In the late afternoon'

Acceptable translation:

'दोपहर के बाद, देर दोपहर को'

Instead

शाम

was commonly used.

.... 'Mathura'

As this city may not be very familiar to candidates living outside India, alternative spellings close to

मथुरा

were generally accepted.

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.

A few candidates did not cross out their 'rough' translations, leaving it to the Examiner's discretion to discover the intended final translation and to distinguish this from the rough/practice one.

Finally, the overall quality of the translation was good, bearing in mind that many candidates might not be familiar with Holi festivities in villages and cities of India.