

# HINDI

**Paper 9687/02**  
**Reading and Writing**

## General Comments

The texts on this paper seemed to be within the experience of candidates, who showed in their answers that they could relate to the subject matter. Preparation for the paper had been good on the whole and the specific techniques of the last question (question **5(a)** and **(b)**) are now well-understood. There were no major difficulties with time management.

The paper proved to be a good discriminator between the best candidates, who showed that they could use complex syntax and orthography, and those whose language skills were less secure.

Candidates' overall performance was of a generally high level. This session, there was more evidence than usual of candidates copying wholesale chunks of the passage, which, in questions **3** and **4** designed to assess understanding of the passage, cannot be credited as comprehension will not have been demonstrated. Candidates would benefit from training in writing answers to the point, which consider all aspects of the questions, in their own words as far as possible.

The following orthographical errors were common in scripts:

ड to र            जोड़ता to जोरता  
ड to द            डाल to दाल  
क to ख            अंक to अंख

Candidates were also uncertain whether to use इ or ई. For example:

ज़िन्दा as जीन्दा  
खाने-पीने as खाने-पिने  
मिल-जूल as मील-जूल

There was also some incorrect formation of plurals, sometimes resulting in a lack of correct agreement between subject and verbs.

दो लाभ हैं            दो लाभों हैं

धार्मिक विश्वास हैं।            धार्मिक विश्वासों हैं।

Gender related errors

नदियों की धाराएं एक हो जाते हैं।

## Comments on Specific Questions

### Part 1

#### Question 1

All candidates coped reasonably well with this question.

(a) The word for यात्री was पर्यटक however some of responses were:



एक छोर से दूसरे छोर तक, दृष्टिगोचर, प्रतीत, पर्यटन, वेशभूषा, महाद्वीप, समूह

- (b) The word for जीता-जागता was ज्वलंत: a few candidates wrote समशीतोष्ण, जीवन-यापन, सामुद्रिक, रीति-रिवाज, ज्ञात, तप्त, अद्भूत, विभिन्नताएं instead.
- (c) The synonym for the word विचित्र was अद्भूत: a number of candidates wrote सुगम, सम्पूर्ण, संगम, उद्गम, वास्तव, विश्वास, बाह्यरूप, निवास, सुशोभित, अस्तित्व, लड़ी
- (d) The word सत्ता which required the answer अस्तित्व was misunderstood for संगम, सम्मिश्रित, प्रवाह, प्रगट, सहस्र, सूत्र, समता, स्थापित, सृजनात्मक-शक्ति, दूध में शक्कर
- (e) Most candidates answered व्यापक correctly, although some candidates offered उन्नत, आश्रित, वास्तव, जीवित, बढ़ाते, विपदाओं, विश्व, प्रवाह, प्रकृति-जन्य

## Question 2

Candidates are required to use given words, phrase and idioms in sentences to illustrate comprehension. A number of candidates were not clear enough in their responses to secure the mark. For example:

- (a) जीवन-यापन- subsistence was mixed up with life-style
- प्रायोगिकरण के आगमन के साथ लोगों के जीवन-यापन में परिवर्तन आया है। (correct)  
मनुष्य को जीवन-यापन में कई प्रकार के व्यायाम करने चाहिए। (incorrect)  
एक अनुचित जीवन-यापन हमारे स्वास्थ्य के लिए हानिकारक है। (incorrect)
- (b) गणना- counting was mixed with sugar-cane
- आकाश में इतने तारें हैं कि हम उनकी गणना भी नहीं कर सकते। (correct)  
मरिशस में गणना आसानी से उगता है इसीलिए यहाँ पर लोग गणने की खेती करते हैं। (incorrect)  
भारत की गणना अन्य देशों के गणनों से अधिक प्रसिद्ध है। (incorrect)
- (c) दूध में शक्कर-assimilate(an idiomatic usage)was taken as sugar with milk (literal meaning)
- नदी का पानी समुद्र में ऐसे मिल जाता है जैसे दूध में शक्कर कि उसे अलग करना असम्भव है। (correct)
- हमें रोज़ दूध में शक्कर की मात्रा कम डालनी चाहिए क्योंकि ज़्यादा शक्कर का सेवन करने से हमें दयाबेतीज़ हो सकती है। (incorrect)
- दूध में शक्कर डालने से दूध की मिठास बढ़ जाती है। (incorrect)
- (d) बौद्धिक- intellectual was mixed up with Buddhism or materialistic i.e.
- एक बच्चे के बौद्धिक विकास के लिए एक संतुलित शिक्षा आवश्यक है। (correct)  
आज मोरिशस में बौद्धिक धर्म को महत्त्व दिया जाता है। (incorrect)  
इस आधुनिक युग में मनुष्य बौद्धिक को ज़्यादा महत्त्व देते हैं। (incorrect)
- (e) आश्रित-dependent was understood as stated, definite or steadfast
- किसी पर आश्रित रहना अच्छी बात नहीं है क्योंकि इससे आप आत्म-निर्भर होकर कोई भी काम नहीं कर पाएँगे। (correct)
- प्रश्न-पत्र पर यह आश्रित किया गया है कि हम गद्यांश के वाक्यों की नकल न करें। (incorrect)
- आज अध्यापक आश्रित रूप से हमें रामायण की कथा सुनाएँगे। (incorrect)



वह शादी न करने के अपने फैसले पर आश्रित है जिसके कारण उसकी माँ परेशान है।

(incorrect)

### Question 3

Candidates seemed to find the comprehension passage at their level and easy to follow. Most candidates answered this question satisfactorily in general and responded to **3(b)**, **3(c)**, **3(d)** and **3(e)** very well.

In response to **3(a)**, candidates were expected to mention two differences. Many candidates gained only one mark as they did not state the difference between the temperature of Assam and Jaisalmer.

In response to **3(e)**, some candidates did not answer both parts of the question.

### Question 4

Responses to **4(a)**, **4(c)** and **4(e)** were generally good whereas in **Question 4(b)** a number of candidates named the three languages, but did not give reason for their selection. In **Question 4(d)** candidates did not pick up on the point that the ability to assimilate another culture and make it their own was the most important factor for the survival of that culture.

### Question 5

This section of the paper examined the candidates' ability to extract, collate and draw a comparison based upon both passages. Almost all candidates scored high marks as they responded extremely well to the issues raised. A good technique for candidates is to compare each point in turn, giving examples which substantiate the point.

- (a) Most candidates managed to analyze the information commendably. Some candidates responded to the individual passage without making any connections or contrasts between them.
- (b) The most able candidates showed an ability to suggest, and even develop, more than one idea in putting a personal point of view. Less able candidates limited themselves to repetition of the question and the expression of agreement or disagreement with the topic.



# HINDI

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**Paper 9687/03**

**Essay**

## **General Comments**

Candidates' work demonstrated a wide range of ability. Quite a few scored in the upper range of 29 to 36 marks. At the bottom end of the scale a few candidates could only manage a score of between 12 to 15 marks. The majority of the candidates scored in the middle range of achievement between 16 and 28 marks.

As has been the case in previous assessments some candidates under-performed mainly due to dialect interference, lack of structure, coupled with either an inappropriate or a narrow range of vocabulary. But it was encouraging to note that the overall standard of 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:

- (a) difficulties with gender and number recognition;
- (b) confusion when using Hindi Tenses and the aspirated/non aspirated forms of the Hindi consonants;
- (c) the lack of use of the polite forms of expression of the Hindi Language which are an integral part of its grammar.

## **Comments on Specific Questions**

The most popular essays were those dealing with the pollution of the environment and the lack of opportunities in the fields of employment, education and entertainment in the villages compared to what is available in the cities. These topic areas gave candidates much to write about. The topic of equal opportunities found particular favour with female candidates, although the focus taken was rather more narrow than the examiners had hoped for, highlighting gender inequalities at the expense of other inequalities.

The best essays were well planned with a sustained theme, and were well-illustrated, coherently argued and structured. The high scoring candidates demonstrated a good grasp of linguistic competence, a command of wide ranging vocabulary and an ability to handle complex sentence patterns.

The majority of the essays fell within a range where, although candidates offered sufficient relevant material, it was presented in a flat or rambling and repetitive style. Vocabulary tended to be narrow and sentence structure irregular.

The essays which fared less well were disconnected, reflecting confused or distorted views, with poor sentence structure, poor sequencing and full of grammatical errors including serious misspelling of everyday words.

# HINDI

Paper 9687/04

Texts

## General comments

This year's candidates in general performed well, with a good number demonstrating reasonable understanding of their chosen texts. There was evidence, however, as in previous years that some candidates were using pre-prepared answers, leading to difficulties of specific focus on the questions asked.

Candidates were able in general to write well in standard Hindi. There was a noticeable improvement in the spelling and grammar of the candidates. To improve further, candidates should be reminded of the differences between similar looking Devanagari letters e.g. 'ज' / 'च' and similar sounding letters e.g. त / द, ट / ठ, न / ण. Candidates should also be trained to appreciate the cultural importance of addressing authors and gods/goddesses and elders with 'politeness', e.g. भगवान राम कहता है / प्रेमचन्द कहता है। should be replaced by भगवान राम कहते हैं / प्रेमचन्द कहते हैं।

Teachers should remind their candidates that they should not answer both **Questions (k)** and **(kh)** of any question as only one of these will be counted.

It should also be noted in the mark scheme that a candidate who writes more than 600 words cannot be placed higher than the 16 - 17 category.

## Comments on specific questions

### Part 1

#### Question 1

- (k) Quite a few candidates attempted this question. Whilst there were some good answers, there were some difficulties of recognition of the context. Mistakes occurred where candidates saw this as a dialogue between Vibhishan and Ravan, whereas it was between Ram and Sugreev and others.
- (kh) Equally popular with candidates. The question expected candidates to have a clear understanding of the concepts लोक रक्षक / लोक रंजक. The first refers to someone who is a 'protector of all the people'. Tulsi's portrayal of Lord Rama is that of a God who is compassionate and kind to everyone, whether a sinner or murder, who seeks refuge in him. Candidates should therefore discuss the statement referring to the verses where Tulsi's Rama in his conversation with Hanuman and Sugreeva asserts his merciful nature. On the other hand, Surdas' portrayal of Lord Krishna is that of an 'entertainer of the people', his romantic and childlike aspects. In 'Gokul Lila' verse 26, the little Krishna complains to his mother about his frustration that his hair has not been growing fast enough, in spite of his having regularly drunk milk. Lord Krishna's 'Lila' is that of a deity performed at pleasure. There was a tendency to use pre-prepared answers and as a result candidates drifted away from the basic distinction to a general characterization of Ram and Krishna.

#### Question 2

- (k) Although a few candidates managed this question well, most candidates had very poor understanding of the छायावादी परंपरा. Mahadevi's poem was generally not well understood and appreciated: candidates had no clear idea of 'kavya saundarya' in the poem and very few commented on similes and metaphors. The Examiners were expecting candidates to discuss the characteristics of the Romantic tradition, illustrating it through the poem. Mahadevi's poetry describes the inner world of her feelings, describes a blend of wonder and anguish within her, a sense of loneliness. Like other Romantic poets, her poetry is addressed to a lover, imaginary or



divine. The poem illustrates the importance of the subjective life of her emotions, associated with mythical love.

- (kh)** This was not a popular question and those who did choose it were rarely able to produce a 'full' answer describing the characteristics of Mahadevi or Nirala's poetry.

### Question 3

- (k)** Very popular question. A number of well-prepared candidates demonstrated their understanding of the extract very well. Some candidates discussed only part of the extract.

- (kh)** A popular question. Some had a very good understanding of the text and produced very satisfactory answers. Others however were not able give the details of the differences between the 'past' and the 'present', tending towards general remarks without giving examples from the poem.

## Part 2

### Question 4

- (k)** Generally good answers, showing a great deal of enjoyment and enthusiasm from their reading of the novel 'Pratigya'.

- (kh)** A very popular question. Candidates seemed to share Premchand's feelings about the problems faced by women in society at the time and wrote with passion.

### Question 5

- (k)** Most candidates found this question straightforward and answered it with a clear understanding of the story's message about the religious fundamentalists.

- (kh)** Most candidates successfully portrayed the character of Nankhu Singh by highlighting different aspects of his character. It would have been good to comment on the 'naveen sampraday'.

### Question 6

- (k) (kh)** Relatively more candidates tackled these questions than in previous years.



# HINDI

Paper 9687/05

Prose

## General Comments

This year's paper was a little more difficult than usual. As a result of this, examiners were more lenient in the range of acceptable translations.

Areas of difficulty were in spelling, gender and the correct agreement between singular/plural verbs. There were instances where words (while translating) were confused with entirely unrelated words.

Candidates would be well advised to allow a few minutes at the end to go through their translation for any possible mistakes and to make sure that the translated sentences make sense. A few candidates gave alternative words for the Examiner to choose. This practice should be avoided as Examiners are instructed to only mark the first attempt.

## Comments on specific paragraphs

- First paragraph

In the phrase: "landed on the East coast of North America", "East coast" was often translated as

दुस्ट तट and 'दक्षिण अमेरिका'.

Directions such as "East" and "North" were not well translated in general.

Candidates found "persecution", "timber", "craft" and "tobacco" difficult to translate. Quite a few candidates transliterated "timber" and "craft". Some wrote जहाज for "craft".

"Tobacco" was often translated as 'सिगरेट' 'स्मोकिंग' 'धूमपान' and 'गांजा'.

Trading for animal furs was translated as जानवरों का धन्या or मोस

Gender mistakes, e.g.

'पारिवारिक खेती होने लगा'

Singular-plural and syntax errors, e.g.

पारिवारिक खेतीं बनने लगे  
and व्यापारियों बनाये --- (निर व्यापारियों ने...)

- Second paragraph

More than 70% of candidates were confused with the opening sentence "Around the 1600s". This seemed to have been understood as being about 1600 people, e.g. १६०० लोग instead of

'१६०० के आसपास'

"...East India Company...": a large majority of candidates tried to translate the Company's name. Although they were not penalised for such an attempt, it was perfectly acceptable to transliterate e.g.

## ईस्ट इन्डिया कम्पनी

Another difficult word for most of the candidates was "harbour".

- Third paragraph

"... British forces": a number of candidates translated as अंग्रेजी के लोगो, अंग्रेजी पुलिस instead of ब्रिटिश फौजो or ब्रिटिश सेनाओं

For "The United States of America", transliterations such as यूनाइटेड स्टेट्स आफ अमेरिका or संयुक्त अमरीकी राज्य were accepted. A few candidates simply gave this in English.

