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## FOREWORD

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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

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## GCE Ordinary Level

<p>Paper 3195/01 Composition</p>
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### General comments

Overall, the quality of work of the candidates was good, and performance was in line with last year. Although most candidates demonstrated adequate knowledge of key vocabulary, there was some evidence of poor spelling and errors in syntax.

However, in a handful of cases the quality of the language was very poor, and candidates copied parts of the question by matching a phrase or a sentences with the vocabulary used in the question. In a number of these cases, candidates understood the question correctly but failed to write in appropriate language.

On the whole, the majority of candidates found both papers well within their reach.

### Comments on specific questions

(Relevant) content, quality of language and organisation were the main criteria for awarding marks. Credit was also given for imaginative use of language and originality of thought.

#### Question 1

Almost 50% of candidates attempted **Question 1** 'किसी व्यक्ति के पत्रों में लिखें कि वह' The quality of their letters was generally very good with the exception of a few.

#### Question 2

This question was the least favourite choice. A few candidates attempted it, but the dialogues they wrote were generally not of a very good quality. Two candidates ignored instructions and wrote continuous pieces of writing instead of dialogues.

#### Question 3

**Question 3** 'किसी व्यक्ति के पत्रों में लिखें कि वह' was attempted by a small part of the candidature which managed to address the issue fairly. It also presented both aspects of the issue and managed to score good marks.

#### Question 4

The task, 'to continue writing an imaginative piece of writing based on the pages of an old diary', was the third most popular choice. These candidates also wrote very interesting essays showing originality and good knowledge of language.

#### Question 5

This question, 'मोबाइल फोन के बिना जीवन' was the second most popular option. The essays here were varied and interesting to read. Some of the candidates only explained the advantages of mobile phones, while others discussed both aspects and wrote better essays as a result.

### Conclusion

Although the majority of candidates managed to score good marks, some grammatical errors, specifically the wrong use of verb/subject agreements occurred frequently. Another common mistake was made in use of masculine and feminine words in sentences and sentence endings.

**Paper 3195/02**  
**Language Usage and Comprehension**

**Comments on specific questions**

**Section A**

**Question A1**

The vast majority was awarded eight or more marks for this question, but a tiny minority did not do well and a few candidates could only score one or two marks. The most common mistakes made were 'कमीन' and 'प्रत्येक'.

**Question A2**

A majority of candidates managed to score good marks. Again, some candidates of lower ability could not manage this task. There were some candidates who provided the answer to 6 as 'सा बदलने लगे हैं', which was considered correct as it made a sensible sentence.

**Question A3**

This question required candidates to do sentence transformation without changing the meaning. Almost all candidates, including those of lower ability, found this question accessible and managed to score very good marks.

**Question A4**

This question required candidates to fill in the blank spaces in the passage given. Almost all candidates managed to score good marks. 23 confused some candidates as they wrote (4) 'सिगापुर', instead of (9) 'प्यार'. A small group of candidates performed very poorly on this question.

**Section B**

**Question B5**

This multiple choice question was attempted very well by almost all candidates and they managed to score good marks.

**Section C**

**Question C6**

This was a comprehension task and 33 to 38 were based on the passage on 'अरब'। All candidates understood the rubric instructions and most scored good marks.

- 33 Candidates were required to include the following four points in their answer: 'यहाँ राजा मल जूते, काली सड़कों के नीचे, चतुरंग के हुआ था।' Almost all candidates answered this question correctly and scored full marks. Those who missed any of the four points were awarded marks accordingly.
- 34 This question was divided into two parts, with the first part asking for the meaning of 'चतुरंग' (one mark was allocated to this). The second part - 'कैसे खेला जाता था' - had three marks allocated to it. A majority of candidates did very well and scored full marks.
- 35 This question, again, had two parts - 'अरब का संत फारस में क्यों और कैसे पहुँचा?' Those candidates who mentioned two things in their answers ('सोमनाथ मंदिर के कारण - व्यापार के अलावा फारस पहुँचा') were awarded full marks.

- 36 Some candidates appeared to be confused as two dates of chess' arrival in Europe were mentioned in the passage. The correct answer – the fifteenth century – was awarded one mark. The later part of the question required three details for three marks. These were अस्सलमेक अरब देशों से लाया गया। अरब दुनिया में पेशी और फारस दुनिया में।. Candidates were awarded marks according to the number of points mentioned in their answers. Lower-ability candidates struggled to score good marks on this question.
- 37 Quite a few candidates were not sure whether they were required to mention the names of countries or players in the latter part of the question. If any candidate mentioned the names of two countries and names of four players in their answers they were awarded the full four marks.
- 38 This question was straightforward. The question was answered well by the majority of candidates but some mentioned only two or three points.

Marks for quality of language were awarded separately. If a candidate scored no mark for content for a particular question, they were not awarded marks for quality of language.

### Question C7

This question was done well by almost all candidates. Some of the candidates struggled to give an appropriate meaning for सुन्दर. Candidates were awarded marks for giving the correct meaning of a word as it occurs in the context of the passage.