

# HINDI

Paper 3195/01  
Composition

## General comments

The majority of candidates performed very well in both sections of this paper, which required them to write a letter or speech and an essay in Hindi. All candidates were clearly very comfortable with the paper; they managed their time appropriately and answered all questions. At the lower end, there were scripts with poor spelling and syntax errors, and some candidates were careless in reading and responding to the question.

A number of candidates wrote essays that were too long. Candidates should be reminded that they must adhere to the word limit specified for each section, as they risk losing marks if they use more words than required.

A small number of candidates demonstrated a poor grasp of Hindi spelling and grammar. These candidates were also careless in reading and responding to the question. Nevertheless, there was clear evidence of good language usage among the majority of candidates, both at a technical and an imaginative level. The Hindi of some candidates was influenced by their first language (e.g. Urdu and Marathi) to a greater or lesser extent. In cases where interference from another language was more marked this affected their quality of language and often impaired communication.

On the whole, however, the answers provided by the majority of candidates were well structured and interesting.

## Comments on specific questions

### **Section A – Letter, Report, Dialogue or Speech**

The main criteria in awarding marks were relevant content, quality of language and organisation. Credit was given for imaginative use of language, originality of thought, and structure.

The majority of candidates attempted **Question 1**, which required them to write a letter persuading a friend to take part in an activity with them. Most candidates elaborated on the points given and provided good answers, but some candidates referred to paid work rather than leisure activities and therefore had some difficulty in elaborating on all the bullet points. This was particularly the case with the third bullet point where they were required to mention the equipment and the expenditure for this activity. Unfortunately, candidates who misinterpreted the topic could not be awarded good marks for content.

In **Question 2** candidates were required to write a speech. The majority of candidates managed to do the task very well and scored good marks. However there were some at the lower end who did not write well on this topic, particularly on the last bullet point where they had to conclude their speech, and they therefore lost some marks.

### **Section B – Essay**

In this part of the paper candidates were expected to write an essay on one of the three given topics. The majority of candidates chose to write a narrative essay, **Question 4**, which required them to write about ' उस स्थान का वर्णन करें जहाँ आप बचपन में गये थे । बताइए कि आपको उस स्थान के बारे में क्या अच्छा लगा या क्या अच्छा नहीं लगा'. A significant number of candidates referred to places in India and gave vivid descriptions of places visited in childhood, scoring good marks. Most descriptions were mainly positive and built on good memories; a few candidates took a different approach and wrote often interesting and engaging essays about places they disliked, which was entirely within the remit of the topic.



Another popular option was **Question 5** 'आप पिछले सौ वर्षों में हुए आविष्कारों में से किसे सब से महत्वपूर्ण मानते हैं'. Candidates could easily relate to this topic, and most essays were of good quality. A small number of candidates at the lower end demonstrated inadequate knowledge of grammar and spelling and were too much influenced by their home language.

A small number of candidates answered **Question 3** 'लड़के और लड़कियों कब पढाई अलग-अलग होनी चाहिए या फिर संयुक्त पाठशालाएँ बेहतर हैं'. Their essays were interesting to read with very good reasoning, and nearly all of these candidates managed to score reasonably good marks.

Almost all candidates managed to achieve reasonably good marks in their respective attempts. They demonstrated adequate knowledge of key vocabulary except for a few candidates at the lower end. There was, however, evidence of poor spelling and syntax error in many scripts. Common grammatical errors made by a majority of candidates related to agreement of verb and subject, particularly at the end of sentences, and the use of words in the plural. A significant number of candidates used correction fluid and ignored the instructions in the answer booklet. Teachers should encourage candidates to follow the instructions on the cover of the question paper.



# HINDI

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

## General comments

This paper was well received by almost all candidates and every question was attempted. Candidates understood the instructions and rubric and completed the paper in the time given. Some common aspects of concern are referred to below.

## Comments on individual questions

- A1** Candidates were required to combine two words to form another word. The majority managed to score full marks, while a few at the lower end did less well. Some candidates found **Question 3**, यत् + इन्द्र, somewhat confusing, as in some regions it is written as यति + इन्द्र. Both यतीन्द्र and यतेन्द्र were awarded full marks.
- A2** This question required candidates to fill in the blanks by using the idioms, proverbs and words in pairs given. The majority of candidates did well and scored good marks.
- A3** This question requiring sentence transformation was attempted well by the majority of candidates. However, many had difficulty choosing the appropriate form of the verb to agree with the subject and were confused about the use of masculine and feminine verbs. For example the answer to **Question 12** should have been 'दूध गाय द्वारा दिया जाता है' but a significant number of candidates treated 'to milk' as a feminine verb and ended their sentences accordingly.
- A4** The majority of candidates scored good marks. Some of the candidates did not read the rubric and entered words in the gaps, instead of the number in front of the words in the list.
- B5** This question was received well but a minority found it a little challenging. Almost all candidates managed to score good marks with a few of them scoring full marks.
- C6** **33** This question was answered well by the majority of candidates, but some of them missed part of the answer required to increase their score to full marks.
- 34** This question was attempted well by almost all candidates but a few missed out parts of the answer required and lost some marks.
- 35** For this question candidates had to explain how scientists ensure that eating does not present a problem for astronauts in space. Those candidates who wrote four appropriate points were awarded full marks while other candidates were awarded marks in accordance with the number of valid points they managed to convey. A number of candidates wrote about how astronauts have their meals in space rather than answering the question.
- 36** This question was answered well by the majority of candidates and they scored full marks.
- 37** This question was answered well and a majority of candidates scored good marks. Some, however, could not give all the four details asked for and were awarded marks according to their answers.
- 38** This question was aimed at testing the best candidates. Many of the weaker candidates provided a variety of answers but seemed to have difficulty providing evidence to explain why the writer is funny. A few candidates did well and scored good marks.



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Some candidates copied their answers from the text which affected their marks for language. Candidates are strongly advised not to lift their answers but to attempt to answer the open-ended comprehension questions in their own words.

- C7** This question was answered well by the majority of the stronger candidates, who offered carefully considered answers. Some candidates used synonyms to explain the meaning, and all relevant answers were awarded marks. A majority of candidates had difficulty in explaining the meaning of the last word प्राथमिकता.

