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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 Advanced Subsidiary Level

**Paper 8687/02**  
**Reading and Writing**

### 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.

<b>Paper 8687/03</b>
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<b>Essay</b>
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**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.