



Written component

GENERAL COMMENTS

Most students responded to all three sections of the 2010 paper in the appropriate language. The majority of students performed well. There were a few students whose responses were exemplary, showing maturity of thought and sophisticated writing skills. Students performed most successfully in the Reading and Responding section, followed by the Listening and Responding section.

In Section 1, Part A, some students did not listen to the questions carefully and answered inappropriately. When answering comprehension questions, some students transcribed sentences word for word from the original texts. This practice should be discouraged. Students should try to answer questions in their own words. Many of the responses in Part B of Section 2 and in Section 3 went beyond the word limit.

On the whole, students performed well on the 2010 Hindi examination. However, common mistakes included errors in spelling, grammar and Hindi numerals.

Teachers should encourage students to regularly use a dictionary to avoid making spelling mistakes and to improve their vocabulary.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

This section was assessed according to the following criterion:

- understand general and specific aspects of texts by identifying and analysing information and convey information accurately and appropriately.

Student responses needed to be brief and to the point. The space provided on the examination paper and the marks allocated for each question should be used as guidelines to the length of answer required. All answers needed to be relevant and based on the texts.

Please note that the answers below have been taken from the marking guide. Students were able to vary their wording in response to the questions.

Text 1

Question 1

- The mother thinks Indian food is healthy and better than Western food. The son thinks Indian food is unhealthy – it is oily, sugary, and makes the house smell.
- The son thinks Indian food causes some illnesses; the mother thinks otherwise. The son thinks there is no variety in Indian food; the mother thinks that there are many different tastes.

Students who mentioned both of the above points were awarded full marks. Others missed one or more of the above points and received fewer marks. Some students repeated the same point in different forms.

Text 2

Question 2a.

- It is appropriate on such occasions to review the past and look towards the future.
- The language used is succinct and appropriate for an 18th birthday.
- The forms of address are suitable.

A few students gave all three points, but the majority of students missed at least one. Many students did not understand this question.

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Question 2b.

- Yogesh set some goals for himself; for example, teaching poor students free of charge.
- Yogesh has been able to reach some of his goals; for example, publishing an article in a magazine.

Although some students gave inappropriate answers, most students answered this question correctly. Students who mentioned helping poor students and publishing an article in a journal, two of the goals that Yogesh was able to achieve successfully, were given full marks.

Text 3

Question 3a.

There is a petrol strike, making it difficult for Vinayak to go to the office. He is fed up with the congested living conditions.

The majority of students were able to answer this question correctly and receive full marks.

Question 3b.

- shortages of water, electricity and gas
- lack of suitable (office) jobs
- less pay compared to the same jobs in the city

Most students were awarded full marks for this question.

Question 3c.

Villages are less advanced (less progressive) than cities, so success lies in the cities. Moving from a city to a village is going against the flow. The phrase referring to the river Ganges means going against the flow.

Only a few students did not understand the phrase. Most students answered well.

Question 3d.

- He has his head in the clouds or he is a dreamer.
- He gets irritated by small inconveniences/he is unrealistic.
- He does not think things through and makes hasty decisions.

The majority of students were not able to answer this question correctly. A few students gave excellent answers.

Text 4

Question 4a.

An English translation of a copy of Bachchan's Madhushala inspired Professor Reid to learn Hindi.

Most students were able to answer this question correctly and receive full marks. Several students confused the author of the book with his son, Amitabh Bachhan, who is a famous actor, not a poet.

Question 4b.

- He is teaching Hindi in his own country.
- He gained a good understanding of Indian culture through its literature and films, which enabled him to promote Hindi outside India.

The majority of students were able to answer this question correctly. Some students missed one feature.

Part B – Answer in Hindi

Many students performed well in this part, although some spelling errors and grammatical mistakes were evident.

Text 5

Question 5a.

प्रेमचंद की यादगार बनाए रखना, उसके लिये प्रयास करना

Most students were able to answer this question correctly.

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Question 5b.

Three of:

- प्रेमचंद की कुछ कहानियों का पाठ होगा।
- प्रेमचंद की कहानियों और उपन्यासों पर आधारित सी०डी० उपलब्ध होगी।
- प्रेमचंद की याद बनाए रखने का सबसे अच्छा तरीका जानने के लिए प्रतियोगिता होगी।
- सर्वोत्तम सुझाव के लिए १०० डॉलर का पुरस्कार दिया जाएगा।

The majority of students were able to list at least three points correctly.

Question 5c.

- साधारण व्यक्ति के बारे में साधारण भाषा में लिखा
- स्वतंत्रता सेनानी के रूप में अंग्रेजी शासन के अत्याचार का विरोध करने के लिए प्रेमचंद ने गाँधीजी के असहयोग आंदोलन में भाग लिया
- समाज-सुधारक के रूप में प्रेमचंद ने अन्याय के विरुद्ध आवाज उठायी

The majority of students were able to list at least two points correctly.

Text 6

Question 6a.

Three of:

- बड़े होने के नाते प्रेम अनुभवी हैं; उन्हें रीति-रिवाजों की जानकारी है;
- उन्हें मेहमानों की सूची बनाने, बाजे-गाजे, प्रीतिभोज का प्रबंध करना है।
- प्रेम और भाभी के आशीर्वाद के बिना आज तक घर में कोई बड़ा काम नहीं हुआ है।
- मनोज की माँ तथा उनका परिवार इस समय प्रेम के बिना बहुत अकेलापन महसूस कर रहा है।

The majority of students were able to answer this question correctly.

Section 2 – Reading and Responding

Part A – Answer in English

This section assesses students' knowledge and skill in analysing and responding to information from written texts.

Text 7

Question 7a.

Any five of:

- single women who were unmarried
- single women who were divorced
- single women who were widowed
- women from Hindi-speaking areas regarded as conservative
- working women of different ages
- working women of varied social status (ranging from professional officers to street vendors selling vegetables).

The majority of students were able to answer this question correctly and receive full marks.

Question 7b.

- They are happy with their decision to lead their life as a single person.
- The majority of them feel some attraction towards men.
- They believe that marriage is given undue importance.
- The majority believe that they do not need a husband.

The majority of students were able to provide three of the above points. A few students were able to include all of the required information and received full marks.

Question 7c.

- Marriage used to be considered essential for women in Indian society.
- The survey shows that single, working women are happy with their lives, so male dominance is slipping. This also shows that the society is changing.

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Only a few students were able to answer this question correctly.

Text 8

Question 8a.

He might say:

- classical music gives peace of mind
- scholarships are available
- the slow pace of classical music is soothing
- it takes a long time to learn it
- it stands the test of time
- popular music is fast
- classical music is meaningful
- classical music has artistic merit.

Only the very capable students got full marks for this question. Most students missed at least two points.

Question 8b.

Yashraj prefers classical music. He is different because most young people prefer popular songs/music from films (from Bollywood films) and don't like classical music.

Most students answered this question well.

Part B – Answer in Hindi

This section was assessed according to the following criteria:

- understand general and specific aspects of a text by identifying, analysing, and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).

Question 9

Students needed to write a letter in Hindi of approximately 150–200 words in response to a letter from Harpreet, addressing all the points mentioned in her postcard.

Text type and format

- address
- salutation
- structure (introduction, body, conclusion)
- content
- brief sign off (should have reflected the fact that the writer and the reader are friends)
- appropriate register
- appropriate style and appropriate layout

Content

- description of a fashion parade
- Amit's role in this parade
- Amit's thoughts regarding future/further studies: Will her parents allow her to study fashion?
- views of Australians about Indian fashion
- how Australians react to Indian clothes in general

This question was handled very well by the majority of students. Most students followed the correct format for a letter and scored well. A small number of students obtained full marks. However, some students omitted the address and date, and many students missed their role in the fashion parade, views of Australians about Indian fashion and their reaction to Indian clothes.

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Some common spelling errors included the following.

होषियार (होशियार), कोषिश (कोशिश), स्को (उसको), ऊनके (उनके), बोल्ना (बोलना), जावाम (जाबाब), अदीक (अधिक), वजा (वजह), जीसकी (जिसकी), सबा (सभा), लीये (लिये), बड़ (बढ़), , तुमहारे माते पिते (तुम्हारे माता पिता), उपल (उपर) संख्या (संख्या), पेहने (पहने), संगपोर (सिंगापुर), हरप्रित (हरप्रीत), बाबी (बारहवीं), गभराहट (घबराहट) तयारीयां (तैयारियाँ), अभ (अब), चून (चुन), गीयारवी (ग्याहरवीं), निकार (निकाल), साध (साथ), दियान व दयान (ध्यान), उदुरा (अधूरा), मंजली (मंझली), चोदा (चौदह), सोदा (सौदा), खुन (खून), हातों (हाथों), सावादानी (सावधानी), तम्मारी (तुम्हारी) सवागत (स्वागत) अती अक्सशक (अति आवश्यक), विशय (विषय), स्सकित । संस्कृति (संस्कृति), कीतने (कितने), कुच (कुछ), हस्दो मुन्नी (हंस दो मुन्नी), रूची (रूची), शर्ट (शर्ट शर्ट) कहानी (कहानी), पूतकाल (भूतकाल), प्रेम कहानीया (प्रेम- कहानियाँ), फकद (फकड़), पे (पर), सिल्क (सिल्क), घोस्टी (गोष्ठी), सादाहरण (साधारण), अहंसा (अहिंसा), गगनचूर्बी (गगनचुर्बी), डरेस (ड्रेस), शहारा (सहारा), मात्र भाशा (मातृ भाषा)

Examples of good words used by high-scoring students included:

रमणीय, लोकप्रिय, शैली, सृजनात्मकता, कुशलता, विनम्रता, उत्साहवर्धन, पोशाक

Section 3 –Writing in Hindi

This section was assessed according to the following criteria:

- relevance and depth of treatment of ideas, information, or opinions
- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence response and capacity to use conventions of the text type.

High-scoring students were able to manipulate language authentically and creatively to sequence and structure ideas and information coherently and effectively. They showed extensive knowledge and understanding of vocabulary, tense, mood and syntax. A few students exhibited poor sentence structure and sequencing techniques. Most students wrote beyond the prescribed word limit. Students are reminded to restrict their writing to within the word limit.

Overall, student performance in Section 3 was good. When writing a book review, it is suggested that students choose Hindi books rather than English books. Students should have access to good Hindi books suitable for their age. Availability of resources in Hindi on the Internet cannot be over emphasised. Also, students need to be familiar with the requirements of various text types and characteristics of various kinds of writing. There appears to be a need for more practice in evaluative and persuasive writing in the classroom as students tended to write an informative piece when an evaluative or persuasive piece of writing was required.

Question 10

Students were required to write an evaluative review of a book they had read for publication in the Hindi magazine 'Naya Prakashan'. Some students handled this question competently. However, many students were not familiar with the requirements of a book review and simply wrote a story, without any evaluation. Some students wrote a review of an English book, and others failed to include the title and writer of the book, indicating that they had not read the question carefully.

Some common spelling errors included:

पूतकालया (पुस्तकालय) जीनको (जिनको), कहनि (कहानी), अनूभव(अनुभव)

Question 11

Students were asked to write the text of a persuasive talk to be given to Year 10 Hindi students on 'Why we should learn Hindi'.

Students' responses included the following:

- an introduction
- a need for learning Hindi
- content including an exploration of the advantages of learning Hindi
- a persuasive script that encourages other students to understand the importance of Hindi
- an ending with thanks .

This was fairly popular topic and was well handled by the majority of the students who attempted it. Most students showed a sound understanding of the content of the text. However, many students went beyond the word limit.

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Some common spelling errors included the following.

सूयप्रभात (शुभ- प्रभात), सतकार (सत्कार), हमउमर (हमउम्र), सक्थम (स्वयम्), केहरे (कह रहे), चलचत्र (चलचित्र), आमधनी (आमदनी), सुन्ते (सुनते), पडता (पढ़ता), जलखी (जल्दी), जूडे (जुड़े), जाऊ (जाओ), कीत्ने (कितने)

Question 12

In this section, students were expected to write an imaginative story for their school magazine as part of a short story competition on the theme: 'When I was the principal of my school'. As it was an imaginative task, students needed to demonstrate creativity in their ideas and to show their skills in writing in Hindi. Some of the high-scoring students used idiomatic phrases.

The following are examples of good phrases that were used by high-scoring students.

मन ही मन लड्डू फूटना , आँसुओं की गंगा बहना, नई लहर का उठना

Some common spelling mistakes included:

गबराहत (घबराहत), शिकक्षक (शिक्षक), साति (शाति), महासय (महाशय), नीकल (निकल), दोदकर (दौड़कर), भीलकुल (बिल्कुल)
ऊड (उड़), मूफत (मुफ्त), कार्इयो (कइयों)

Question 13

In the role of a trainee journalist, students were expected to write an informative article for a local newspaper about the advantages and disadvantages of either single-sex or coeducational school.