

### Oral component

Generally, the performance of students in 2002 was quite good. Most students were able to carry out an effective conversation. They presented interesting discussions on the topic they had chosen for the detailed study. While the standard of discussion was generally good, students needed to differentiate better between various sub-topics. This difference was not well emphasised and most students tended to pursue the same line of argument. The preparation for the discussion section could have been more varied. Students also need to avoid the use of English words during their conversation and discussion.

### Part 1 – Conversation

Students were expected to converse with the assessors about their personal world, for example school and home life, family and friends, interests and aspirations. Most students were able to link with the assessors effectively and demonstrated good communication and repair strategies. Very few students required significant support and encouragement from the assessors to maintain and advance the exchange.

With the exception of a couple of students who had some difficulty in keeping within the confines of the topic under discussion and exploring a topic in depth, most students were able to keep their discussions relevant and were able to provide a good range of information/ideas on the topic under discussion and were able to support their opinions with good examples. Their discussions demonstrated good breadth and depth. Some students made a few basic errors in tenses and syntactic structures but generally the vocabulary and grammar used were accurate.

Many students used a wide range of appropriate vocabulary and correct grammar. They showed consistent use of style and register and were able to rephrase if necessary. Some students had difficulty with complex structures. In some cases, Urdu and English words were used when students faltered to find the equivalent Hindi words. Students need to develop a greater range of vocabulary so that they do not have to fall back on English words or another language.

Many students could have obtained better results by improving their pronunciation, intonation and stress and maintaining the tempo of their speech. Some responses included poor pronunciation and were devoid of any expression even when students were trying to persuade examiners to adopt their point of view.

### Part 2 – Discussion

Many students were able to maintain and advance the exchange appropriately and effectively. Their degree of interaction with the assessors ranged from good to very good. Few students needed a good deal of accommodation from the assessors and lacked skill in using repair strategies. Some students who had difficulty in maintaining an adequate level of exchange tended to use random utterances when faced with communication problems. Discussion is a two way interaction and it is important to use appropriate language to link with the conversational partner. Students should practise dealing with a variety of situations, for example forgetting a word, not understanding a question, not knowing a Hindi equivalent and agreeing/disagreeing. Random utterances or silence in these circumstances indicate a lack of ability to maintain and advance the exchange effectively.

With the exception of one student, who decided on the topic of 'school-life' for her detailed study, most students chose a sub-topic related to migration. The sub-topics chosen by students were often indistinguishable as many students produced very similar and superficial discussions. These were often based on anecdotal evidence rather than any systematic study of the sub-topic. Many students discussed the impact of migration on an individual and his/her family but very few considered other aspects of the topic. The discussion contained good breadth but inadequate depth. Students were generally well prepared but had some difficulty dealing with a new perspective on the issue. In some instances students had not devoted sufficient time to the sub-topic. It is very important that the sub-topics and their treatments be based on adequate study of the topic. As stated in the Hindi Study Design, the sub-topic selected should be broad enough to accommodate a range of interests and perspectives, so that each student can provide an individual response in the Discussion. Also, students should be prepared to discuss new ideas related to their sub-topic.

Most students showed a high degree of accuracy of vocabulary and grammar, with a few minor slips.

They used a fair range of appropriate vocabulary even though some of the words (e.g. सकारात्मक और नकारात्मक पहलू , संकीर्ण विचार) were used repeatedly. Most students showed consistent use of style and register. High-performing students used a broad range of appropriate vocabulary and grammatically correct sentence structures, and demonstrated good control of language. They demonstrated a good knowledge of linguistic elements and their utterances were logical, clear and accurate. Some students were often lost for Hindi words and tended to use English words instead. The lack of knowledge of the Hindi numerals and the use of non-standard structures was disappointing.

Most students demonstrated a good level of clarity of expression but quite a few pronounced words incorrectly, particularly those involving half and double letters and words involving guttural sounds. Students need to pay greater attention to the intonation and stress and take pauses in the correct places. Some responses were devoid of any expression even when trying to present a particular point of view. Many students made good use of effective body language (eye contact, motion of hands) to make a point.

The topics and sub-topics for the detailed study should be selected with care. Students need to be well prepared to discuss the chosen sub-topic in breadth and depth. The introduction to the topic before the discussion of the detailed study should set out the framework for the ensuing discussion. Students also should be prepared in the use of repair and accommodation strategies.

### **Written component**

Generally, students performed quite well on the written component of the Hindi examination. However, some students wrote their answers in some sections using the incorrect language (Hindi instead of English and vice-versa). Students need to read the instructions carefully and write their answers in the appropriate language. There was an improvement in the standard of language used in previous years. There is a need for further improvement in spelling, grammar and knowledge of Hindi numerals. Also, some student responses in Section 2B and Section 3 went well beyond the prescribed word limit. Students must observe the prescribed word limits.

The performance was better this year but students need to develop a greater range of vocabulary and avoid the use of English words and structures in their language.

## **Section 1 – Listening and responding**

### **Part A**

Students were presented with five oral texts in Hindi and were asked questions in English and they were required to answer all questions in English. Some students did not follow the instructions, answered the questions in Hindi, and lost marks for doing so.

#### **Question 1**

**a.**

Sunaina has been awarded a prize and a scholarship.

Most students answered this question correctly but some answered why rather than what she was awarded. It is important to read questions carefully before answering them.

**b.**

Sunaina wanted to obtain a degree in journalism and to write for Hindi newspapers.

This question was answered correctly by most students. Students were given full marks if they mentioned Sunaina's desire to serve the Hindi by becoming a journalist.

#### **Question 2**

**a.**

Ten per cent discount on the purchase of books and a chance to win a lucky prize of Rupees 5000.

This should have been an easy question to answer. However, due to errors in reading Hindi numerals and using the wrong language (Hindi instead of English), only 10% students answered it incorrectly and 25% students gave only one part of the response correctly. The problem with Hindi numerals became apparent in other sections as well.

**b.**

All book lovers.

As long as students mentioned someone who uses books (e.g. students, teachers), they were given full marks.

**c.**

Science and mathematics.

Twenty per cent of students answered incorrectly. The rest of the students received either half or full marks for their responses depending upon whether both the subjects mentioned were correct or not. For example, some responses included 'science and philosophy' or 'mathematics and art'. These were not regarded as fully correct because one of the subjects mentioned in their responses was part of humanities and students were asked to name books in subjects other than humanities. One student included 'accounting' which was not mentioned in the text. Some students even included 'cheap books' or 'books that one does not forget', neither of which would fall under the categories mentioned in the question.

#### **Question 3**

**a.**

This was answered correctly by all students although wording used by students varied a little. They were given full marks if they mentioned 'Engine trouble' or 'technical difficulties'.

Possible responses to Question 3b:

(i) *Flight number: 621*

(ii) *Date of arrival: 14 October*

(iii) *Time of arrival: 11 p.m.*

Several students lost marks in answering this question because of their inability to: comprehend Hindi numbers or using wrong language (Hindi instead of English).

**b.**

One of the common errors was to confuse 6 with 9. Some students gave flight number 921, others gave 616. Some students wrote the arrival date as 4 October instead of 14 October. Only 65% of students got full marks for this question.

**c.**

She would not be able to participate in cousin Narendra's 'Tilak' ceremony.

It appeared that some students were not familiar with 'Tilak ceremony', so they used the word 'engagement'. This was accepted by the assessors as an acceptable response because of the variation in the wedding ceremonies in various regions of India. 95% of students answered this question correctly.

#### **Question 4**

Indian team won because:

(i) the Indian team won the final match (ii) The Indian team won the series 3–0.

The correct response to the first part of this question involved naming the winning team and the second part involved giving reasons in support of the response to the first part. All students identified the winning team correctly but only 60% of students gave adequate reasons. Many students went well beyond the required response and outlined strengths of the team including evidence that was not part of the Text 4.

#### **Question 5**

**a.**

To obtain full marks students had to mention two points considered essential for a stable society by Sanjeev. These were:

- (i) *Women should stay at home and look after the family*
- (ii) *A happy family unit.*

All students were able to pick up the first point but nearly half failed to pick up the second point.

**b.**

The expected response required mentioning two points which caused imbalance in society. These were: (i) *when men make all decisions and (ii) women are denied equal rights*. Student performance on this question was very similar to that on Question 5a. Nearly half the students had difficulty in identifying the second point.

**c.**

The two speakers are unable to agree because they have opposite views about the role of women in family and society. Responses asking why the two speakers were unable to agree elicited some interesting responses including 'because one speaker was male and other female'. Nearly 23% of students answered this question incorrectly.

**d.**

This was answered correctly by nearly 90% of students. One incorrect answer was '*Sanjeev is disgusted with the feminist movement*'

### **Part B**

In Part B, students were presented with one short and one long oral text. The questions in Part B were given in English and Hindi. All student responses were expected to be in Hindi. However, some students gave their responses in English, which were given no credit. Many students performed well in Part B although some of the weaknesses of students (for example, spelling errors and grammatical mistakes) were more appropriate in this part.

#### **Question 6**

**a.**

- (i) कुतुब मीनार १५ किलोमीटर दूर थी
- (ii) कुतुब मीनार गिरने के डर से कुतुब मीनार के अन्दर जाना मना था

Only 35% of students gave both responses correctly, while others answered the first part correctly and the second part incorrectly.

**b.**

Students were expected to mention two interesting features of Qutub Minar as follows:

- (i) कुतुब मीनार पत्थरों की बनी हुई सबसे पुरानी इमारत है।
- (ii) कुतुब मीनार के अन्दर बिना जाए कम्प्यूटरों द्वारा संचालित कैमरों की सहायता से उसके अन्दर तथा आस-पास का दृश्य देखा जा सकता है।

Most students wrote the first response correctly even mentioning the age of the Qutub Minar, which was not necessary. However, only 35% of the students mentioned the computer operated cameras required in the second answer.

#### **Question 7**

**a.**

Students had to state that Pandit Mahdhav Prasad was the initiator of the 'Sahitya-Sandhya' program. Nearly 18% of students answered this question incorrectly giving unrelated responses (for example, telling how Pandit Madhav

Prasad met the speaker of this text or who the young man on the train was and so on). Two such irrelevant responses were:

२१ साल बाद कोई योगा गायक अपना प्रतिभा दुनिया को सुना रहा है। and उनका इस कार्यक्रम से सम्बन्ध था कि उन्होंने एक युवक को अवसर दिया था गाने का जो था आशीष कुमार।

Eighty-two per cent of students answered this question correctly.

b.

This required students to mention two points:

(i) नवयुवक को संगीत का शौक है।

(iii) नवयुवक कालेज के कार्यक्रमों में भाग लेता रहता है परन्तु स्टेज पर जनता के सामने आने का अवसर नहीं मिला है।

Only 45% of students gave both responses correctly, while 82% of students answered at least one part correctly. An example of the incorrect responses was: उन्होंने योग गीत के बारे में विचार-विमर्श किया।

c.

This asked students to describe the relationship between Pandit Mahadev Prasad and speaker of the text. Either of the following was an acceptable response:

(i) पंडित महादेव प्रसाद वक्ता के गुरु थे।

(ii) वक्ता वह नवयुवक था जो पंडित महादेव प्रसाद को रेल-यात्रा में मिला था।

This was not a difficult question but 25% students answered incorrectly giving responses unrelated to the question. One student wrote: कार्यक्रम के आयोजन के बाद सबसे पहले आशीष कुमार को वहाँ गाने का मौका दिया गया।

Students showed similar performance on this part where they had to mention one particular feature of the program. While 75% of students answered this question correctly, 25% of students failed to identify a benefit of the program, for example, an irrelevant response was उन दोनों के बीच सशर्गीत सम्बन्धी बातचीत हुई।

## Section 2 – Reading and responding

### Part A

Students were presented with two written texts in Hindi in two different text types (newspaper report and a magazine article) and were asked questions in English. They were required to answer all questions in English.

#### Question 8

a.

According to Dr. Rakesh Kumar, humans are creating an imbalance in nature.

80% of students answered this question correctly. Many of the remaining 20% gave some examples of what humans were doing to nature, but were not able to generalise their response.

b.

It is causing many diseases and epidemics.

75% of students answered this question correctly. Others picked up one or two specific examples (for example, asthma) or gave irrelevant responses.

c.

Students had to complete a table listing four types of pollution and their causes. Only 20% of the students were able to classify all the four types correctly; 15% of students gave completely wrong or irrelevant responses and 23% of students identified at least one form of pollution correctly. Some students listed causes as types of pollution and vice versa while others left blank spaces in the table. The order in which various types were listed did not matter, so long as all the four types were listed.

Type of pollution	Cause of pollution
1. Sound pollution	High-pitched sounds
2. Water pollution	Rubbish in rivers/lakes etc.
3. Land pollution	Logging of forests
4. Air pollution	Burning of fuels

One of the interesting ways a student completed this table was to change the headings and complete it as follows:

Factors	Causes
Chemicals	Water pollution
Burning of fuels	Asthma

d.

Dr Rakesh Kumar was concerned about global warming because of its serious consequences for our climate and sea levels.

To get full credit for their responses, students had to mention both climate and sea levels. They were awarded half credit if they mentioned only one of them. Fifty per cent of students got full credit for these questions while 20%

received half credit. Thirty per cent of students did not get any credit for this question, as their responses were incorrect, irrelevant or vague.

**e.**

Pollution and global warming are serious problems effecting our environment, and we must take steps to redress the situation very soon.

Nearly 68% of students answered this question correctly, while 25% of students got half credit for their responses as they emphasised pollution and not global warming or vice versa. Some students gave incorrect or irrelevant responses to this question.

### Question 9

**a.**

Nearly 67% of students obtained full marks for their responses, while 23% received half marks as they completed only one of the columns correctly. 10% of students could not describe either of the events correctly.

Date	Significance in Mother Teresa's life
1910	She was born
1979	She was awarded the Nobel Prize.

**b.**

(i) *She learnt local languages (Hindi & Bengali)*

(ii) *She lived a simple life.*

Some students did not list either of the above reasons and gave irrelevant responses, 35% of the students listed one of the reasons correctly and 48% of students gave both reasons and received full credit for their responses.

**c.**

Mother Teresa's first job in India was teaching.

Sixty-five per cent of students answered this question correctly and 35% of students listed nursing and other incorrect responses (for example, nun).

**d.**

The correct response to this question was that in 1948, Mother Teresa left teaching to become a nurse.

Seventy-two per cent of the students answered this question correctly but 28% could not answer it correctly, several of them confused the date and gave incorrect responses (for example, she won the Nobel Prize or was honoured by the Government of India).

**e.**

Any two of the following categories were accepted as correct: (i) *sick (mainly leprosy patients)*, (ii) *Orphans*, and (iii) *disabled*, (iv) *poor*.

Thirty-five per cent of students listed at least one of the categories successfully and 65% listed both categories correctly.

**f.**

Sister Agnes became Mother Teresa by taking care of sick people with great love and affection.

Most students answered this question correctly. Among the incorrect responses were 'she changed her name' and 'she left the monastery'.

**g.**

The Government of India awarded Mother Teresa the title of 'Padma Shree' in honour of her services to the sick and disabled in India.

Less than half (47%) of the students answered this question correctly. It could be that some of the students were not familiar with the title 'Padma Shree' as they were with 'Nobel prize'.

## Part B

In Part B students were required to write a letter in Hindi of 150–200 words in response to a letter from an Australian friend Julie who intended to go to India for further studies. Student performance in this part was judged on the following criteria.

### Criterion 1 Capacity to understand general and specific aspects of the text

Students were required to demonstrate that they had understood the task clearly by responding to the six questions/comments raised in the text.

- (i) भारत जाने के लिए जूली को क्या तय्यारी करनी चाहिए ?
- (ii) भारत की जलवायु कैसी है ?
- (iii) भारत में यातायात के क्या साधन उपलब्ध होंगे ?
- (iv) जूली मांसाहारी है। क्या इसके कारण उसे कुछ कठिनाई होगी ?
- (v) भारत में रहने की जगह खोज निकालना कितना कठिन होगा ?
- (vi) भारत में देखने लायक स्थान कौन-कौन से हैं ?

To obtain full credit students had to include all the above points within the prescribed word limit. (Those students who left out one or more points lost marks under this criterion).

### Criterion 2 Capacity to convey information appropriately and accurately

This criterion was applied to judge students' ability to write well-sequenced paragraphs in correct format and style with few minor slips, if any. The response had to be in the form of a letter meeting all the features of this required text type. For example, students lost some marks if they did not include the date or the address or did not begin or end the letter appropriately. One of the students began the letter with the address.

प्रिय सहपाठियों as if the student was giving a speech rather than writing a letter. Students also lost marks if their paragraphs were not sequenced properly or their sentence structures were incorrect. Some of the common spelling errors observed in this part were as follows. The correct forms are in brackets.

खुशल (कुशल), खुशल (कुशल), तुमरा (तुम्हारा), मिला (मिला), बिमारियों (बीमारियों), सईकने पड़ेची (सीखनी पड़ेगी), बरात (भारत), कूबसूत (खूबसूरत), पडी (पढ़ाई), बडी (भरी), कूलि-कूलि (खुली-खुली, चड़ने (चीज़े), निभार (निर्भर), प्रयटक (पर्यटक)

The above errors indicate that students tend to confuse similar sounds (e.g. क तथा ख, च तथा छ). They also confuse various 'matras' and have difficulty in using the correct form of letters involving the sound of 'र', for example मातृ, निर्भर, प्रदीप. Students need to practise more frequently distinguishing various sounds and 'matras' so that in future such errors can be avoided.

Student performance in this part could have been better because only 42% of the students achieved 70%–80% of the maximum available marks. Students need to improve the standard of written language by avoiding spelling and grammatical errors.

## Section 3 – Writing in Hindi

Students were asked to respond to one of the given four questions and write their responses in Hindi in 200–250 words. In Question 11, they were asked to write the script of a speech to persuade young people to learn Hindi, In Question 12, they were asked to write an article for their school magazine evaluating the advantages and disadvantages of migration. In Question 13, they were required to write a report about their new work place for their school's 'Careers Newsletter.' Question 14 required them to complete a short story describing an event that changed their lives. Question 12, the most popular choice, was chosen by 70% of students, followed by Question 11 (15%) Question 14 (10%) and Question 13 (5%). Most students performed reasonably well in this section, although grammatical and spelling errors prevented many students from obtaining excellent scores.

Writing in Hindi was judged using the following three criteria.

### Criteria 1 Relevance, breadth and depth of content (5 marks)

Covered all advantages and disadvantages of migration with thoughtful explanation for each.

### Criteria 2 Appropriateness of structure and sequence (5 marks)

Clear beginning, middle and end, layout correct for text type, ideas well organised in paragraphs, good links between ideas within paragraphs.

### Criterion 2 Regarding structure and sequence

Many students demonstrated a good knowledge of structure and sequencing in Hindi language. However, some students showed poor sentence structure and sequencing techniques. A common error was that students copied sentence structures of English, which are quite different from Hindi where verbs are written at the end not immediately after the subject, as is the case in English. In addition, persuasive language is different from informative language. Students need to learn these differences.

### Criteria 3 Accuracy, range and appropriateness of vocabulary and grammar (5 marks)

No major errors, few minor slips, good range of vocabulary and sentence structures, language appropriate to audience, purpose and context.

### Criterion 3 Relating to vocabulary and grammar

Many students used a good range of vocabulary and wrote grammatically correct Hindi with a few slips while others' use of vocabulary was limited and showed many grammatical errors. A common error was the use of correct tense.

### Question 11

Students listed the advantages of learning Hindi quite well. However, some of them did not use the appropriate form of address for a speech and others lacked the use of persuasive language.

**Question 12**

Most students dealt with the content of their chosen question reasonably well, although some lacked depth. Most students took an anecdotal approach to this question. Very few students considered the impact of migration on Australian society.

**Question 13**

Very few students attempted this question, but those who did showed very good skills in reporting. They followed the requirements of a report and gave a good account of the new workplace.

**Question 14**

There was room for improvement in the structure and sequence. Most students who chose the question did quite well. However, some did not understand that a story needs to have a climax and an anticlimax and needs to be built up gradually.

Some common spelling errors were:

बेद-भाव (भेद-भाव), श्रीमो (स्त्रियो), दर्शन (दर्शन), मात्र-भूमि (मातृ-भूमि), मध्यपान (मदिरापान), मसक (मजाक), पूव्हे (पूर्व्हे), मात्र-भाषा (मातृ-भाषा), पाटी (पार्टी), वैश-भुश (वैश-भूषा), संस्था (संस्था), ध्यान (ध्यान), मसा (भाषा), पुस्तकालय (पुस्तकालय)