



GENERAL COMMENTS

Generally, the performance of students in the 2006 oral examination was better than in previous years. The mean score was 87 per cent, compared with last year's average of 82 per cent, which indicates that students performed very well in this year's oral examination. Most of the students were able to carry on an effective conversation.

Nearly all of the students had chosen various festivals for their Detailed Study. They presented an interesting discussion of the sub-topics of their choice. This year, students were able to distinguish more clearly among the various sub-topics they had chosen. Generally, the standard of discussion was good and research techniques used in preparation for this section were wider than those used in the previous years. The use of English words during the oral examination continues to be a matter of concern.

SPECIFIC INFORMATION

Section 1 – Conversation

During the Conversation, students were expected to converse with the assessors about their personal world, for example, school and home life, family and friends, and interests and aspirations. Conversation regarding their hobbies was generally the most fruitful. Most students were able to link with assessors effectively and demonstrated good communication skills and repair strategies. Very few students required a significant amount of support or encouragement from the assessors to maintain and advance exchange.

Some students had difficulty in keeping within the confines of the topic under discussion; however, the majority of students kept their responses relevant, provided a good range of ideas/information on the topic under discussion, and supported their opinions with good examples. Their responses demonstrated good breadth and depth.

Some students showed a few basic errors in tenses and syntactic structures, but generally the vocabulary and grammar used were accurate. Many students used a good range of appropriate vocabulary and correct grammar. They demonstrated a good use of style and register, and were able to rephrase if necessary. Some students had difficulty with complex structures. Some students had difficulty in understanding questions in Hindi, as they had limited vocabulary. In some cases, Urdu and English words were used when students struggled to find equivalent Hindi words. Students need to develop a greater range of vocabulary so that they do not have to fall back on English or another language.

Some students could have obtained better results by improving their pronunciation, intonation and stress and maintaining the tempo of their speech. Some students found it difficult to distinguish between क and ख, त and थ, च and छ, स and श, द and ध, र and ङ and between छ and क्ष.

Following is a list of some commonly mispronounced words. The correct forms are shown within brackets.

विद्यार्थी (विद्यार्थी), सकूल (स्कूल), फरख (फर्क), सूचना (सूचना), औद्योगिक (औद्योगिक)² छिक्शा (शिक्षा), हमेशा (हमेशा), भविष्य (भविष्य), आंत्रजाल (अंत्रजाल), पड़ाया (पराया), साड़े (सारे), छेत्र (क्षेत्र)

Section 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. Very few students lacked skills in using repair strategies or needed a significant amount of accommodation from the assessors. It is important to realise that the Discussion is a two-way interaction and it is important for students to use appropriate language to link with the assessors. Teachers should advise students about what to do in a variety of situations; for example, if they forget a word, do not understand a question, do not know Hindi equivalent words, want to agree/disagree with the assessors.

Nearly all students chose a sub-topic related to festivals and celebrations for their Detailed Study. The sub-topics chosen included various Hindu festivals (such as *Dussehra*, *Mahashivratri*, *Lohri*, *Govardhan Pooja*, *Durga Pooja* and *Surya pooja*), Muslim festivals (such as *Ramzaan*), Christian festivals (such as Easter and Christmas) and secular celebrations (such as Independence Day and Republic Day).

Most students presented a logical and coherent discussion of their sub-topic. Students had used photographs, extracts from magazine articles and newspapers and articles from the Internet to research their topics. Some students used charts



and maps (with limited writing) to illustrate their introduction to the sub-topic. The Internet appears to be a good source of resource materials and its use needs to be encouraged.

Some festivals were well researched but some students based their discussions on personal experiences alone, which is not sufficient. Some students did not connect the words inherent in the name of the festivals, for example, *Durga Pooja* with *Mahishasur* and Buffalo. Some students used very limited resources. A growing number of sources in Hindi are becoming available on the Internet and students should make use of these resources. However, resources in English should not be used as a replacement for material originally written in Hindi. Teachers should encourage students to use a wide variety of resources in Hindi and encourage them to use resources in Hindi rather than in English.

Discussions often contained good breadth but insufficient depth. Students were generally well prepared, but should also be prepared to discuss new ideas related to their sub-topics. Teachers need to be commended for the hard work they have done to prepare students for the oral examination.

Most students displayed a high degree of accuracy of vocabulary and grammar, with a few minor slips. They used a good range of appropriate vocabulary. 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 showed good knowledge of linguistic elements and their responses were logical, clear and accurate. However, some students were often lost for Hindi words and tended to use English words instead. Insufficient knowledge of Hindi numerals and use of non-standard structures were also matters of concern. Some of the common errors in sentence structure are given below. The correct phrases/sentences are given within brackets.

- तीन वर्ष पहले हिन्दी किया था। (तीन वर्ष पहले हिन्दी पढ़ना शुरू किया था।)
- मेरे को किरकेट खेलने का शौक है (मुझे क्रिकेट खेलने का शौक है)
- मेरे स्कूल के अदयापकें बहुत अच्छे हैं (मेरे स्कूल के अध्यापक बहुत अच्छे हैं)
- प्रतिष्ठा लेते हैं (प्रतिज्ञा करते हैं)
- सिटी अच्छी दिखती है (शहर अच्छा दिखता है)
- उपयोग निकालने (उपाय करने)
- भाषा हो गया है (भाषा हो गई है)
- होली आता है (होली आती है)
- कष्ट हो जाती है (कष्ट हो जाता है)
- व्यतीत रहती हूँ (व्यस्त रहती हूँ)
- पवित्र पावन को दर्शाता है (पावन चरित्र को दर्शाता है)
- उसका आदर्श करती हूँ (उसका आदर करती हूँ)
- ईसामसीह के पूर्ण जन्म (ईसामसीह के जन्म से पूर्व)

The majority of students demonstrated good clarity of expression but quite a few students pronounced words incorrectly, particularly those involving half and double words and words involving guttural sounds. Some of the common mispronunciations were:

उपब्धि (उपाधि), शुक्ल-पक्ष (शुक्ल पक्ष), परथा (प्रथा), सेवियाँ (सिवइयाँ) आधिवेशन (अधिवेशन), जन्म-स्तल (जन्म स्थान), विसविध्यालय (विश्वविद्यालय), शूपरणखा (शूर्पणखा), कछा (कक्षा), द्वापर (द्वापर), संगठान (संगठन), सुचना तकनीकी (सूचना प्रौद्योगिकी), दिपावली (दीपावली) पूर्ण जन्म (जन्म पूर्व), प्रष्ठान (प्रस्थान).

Students need to pay greater attention to their intonation and stress and should avoid pausing in the wrong places. Some responses were devoid of any expression even when students were trying to persuade examiners of their points of view. Many students made good use of effective body language (for example, eye-contact and hand motion) to make a point.

Overall, student performance in 2006 was better than in the previous year but there is still room for improvement, particularly in vocabulary, grammatical structures of sentences, pronunciation and presentation of arguments. Teachers can also assist students better in their preparation for the Discussion component of the oral examination.



Written component

GENERAL COMMENTS

The 2006 cohort consisted of 33 per cent male and 67 per cent female students. This represents a significant increase in the number of female students choosing to study Hindi, as the number of male and female students appearing at the 2005 written examination was evenly distributed.

Unfortunately, some students wrote their answers in 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, as answers in the wrong language receive no credit. Errors in spelling, grammar and Hindi numerals continued to be a problem in 2006. Also, some students' responses in Section 2, Part B and Section 3 went well beyond the prescribed word limit. Teachers should emphasise the need for students to observe the prescribed word limits.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A

In Part A, students were presented with four oral texts in Hindi and were required to answer all questions in English. Again, it was unfortunate that some students did not follow the instructions and lost marks for answering the questions in Hindi instead of English.

Text 1

Question 1a.

Two features of the art exhibition were:

- works of well known, as well as up and coming, artists will be shown
- rare paintings (of Mogul, British and Modern periods) will be displayed.

To obtain full credit for their answers, students had to complete both pieces of information correctly. Seventy-one per cent of students completed both parts correctly and obtained full credit for their answers, while 20 per cent obtained partial credit because they completed only one part of the table correctly.

Question 1b.

Art lovers

Most students answered this question correctly. Some students had difficulty in understanding the question.

Text 2

Question 2a.

To redress the gender imbalance in *panchayats* (village assemblies).

Eighty-eight per cent of students were able to answer this question correctly.

Question 2b.

Because of the non-aggressiveness, diplomacy and determination of the head of the village.

To get full credit for their answers, students had to mention all three of the attributes above. Only 37 per cent of students listed all three attributes and received full credit for their answers.

Text 3

Question 3a.

Points of similarity

- mythology
- traditions (including some family values and superstitions)

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Points of difference

- religion
- language
- food
- customs

In order to answer this question correctly, students had to give four major points of similarity and difference among Indians. Only one quarter of students listed the required four points correctly. The majority of students (62 per cent) picked out at least two points correctly. All students received at least some credit for their answers, but it appeared that some students did not understand the question.

Question 3b.

A sample answer for this question was: 'Sometimes there are riots about religion or language, but, overall, diversity in India is pretty robust and has survived for a long time'.

Over half of the students (57 per cent) listed both points required correctly.

Question 3c.

The teacher says that there is a deep connection between diversity, originality and creativity. He also comments that it would be pretty boring if all people were identical.

In order to answer this question correctly, students had to state two pieces of evidence from the text. One third of students listed both points and another 37 per cent quoted at least one piece of evidence correctly.

Text 4

Question 4a.

The Principal aspires for his school to produce sportspersons of national and international calibre. He is working towards improving the sports facilities at the school and has put up a proposal for the appointment of two professional coaches.

Fifty-nine per cent of students mentioned both of the points above, while 39 per cent of students gave at least one of these points and received partial credit for their answers.

Question 4b.

- Congratulate the school hockey and cricket teams for reaching the state semi-finals.
- Inform the players to be ready to go to Mercury College after sixth period.
- Inform students about a substantial donation from a former student and plans for its use.

Several students found this question difficult and only 16 per cent of students listed all three points above and received full credit for their answers. However, the majority of students (59 per cent) were able to list at least two of the above points correctly.

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 responses had to be in Hindi, and students who gave their answers in English received no marks. Many students performed well in Part B, although weaknesses such as spelling errors and grammatical mistakes became visible in this part.

Text 5

Question 5

To get full credit for their answers, students were required to list all five points mentioned below:

- बचपन बचाओ आंदोलन के उद्देश्य से लोगों को अवगत कराना
- बचपन बचाओ आंदोलन के बारे में जागृति पैदा करना
- लोगों को सक्रिय भाग लेने के लिए तैयार करना
- तीन करोड़ से अधिक भारतीय बच्चों की दुर्दशा से अवगत कराना
- शिक्षा को बच्चों का जन्मसिद्ध अधिकार बनाना



Only four per cent of students gave all five points and two per cent failed to list any of the above points. The remainder of the students received partial marks for this question, which proved to be a good discriminator. One student confused stomach and trees and wrote लोग अपना पेड़ पालने के लिए कारखाने में काम करते हैं।

Text 6

Question 6a.

मीना परामर्शदाता से १०वीं कक्षा की पढ़ाई समाप्त करने के बाद, आगे की पढ़ाई के बारे में राय लेने गयी थी।

This appeared to be an easy question and nearly all students answered correctly.

Question 6b.

In answer to this question, students were required to mention four points as follows:

- चिकित्सा-शास्त्र पाठ्यक्रम में प्रवेश के लिए उसे अंग्रेजी, रसायन-शास्त्र तथा गणित और २-३ विषय लेने चाहिएँ।
- विज्ञान और गणित के विषयों के चयन के बारे में उसे इन विषयों के अपने अध्यापकों से सलाह लेनी चाहिए।
- उसे हिन्दी की पढ़ाई ११वीं तथा १२ वीं कक्षा में जारी रखनी चाहिए। ऐसा करने से कला, मानवीय अध्ययन अथवा अंग्रेजी के अतिरिक्त किसी दूसरी भाषा पढ़ने का नियम भी पूरा हो जाएगा और उसे विश्वविद्यालय-प्रवेश के लिए बोनस अंक भी प्राप्त हो सकते हैं।
- हाई-स्कूल का प्रमाण-पत्र पाने के लिए, उसे दो वर्षों में चौबीस यूनिट पूरे करने होंगे।

Twenty-four per cent of students listed all four points correctly. Some students made spelling mistakes in their answers. For example, one student wrote मानवीकर्ण for मानवीय अध्ययन and another wrote श्रमता for क्षमता.

Section 2 – Reading and responding

Part A

In Section 2, students were presented with two written texts in Hindi in two different text types (a letter to the editor of a newspaper and an advertisement for a travel agency). The questions were asked in English and students were required to answer in English.

Text 7

Question 7a.

The author wanted to point out that while there are advantages of technology, there are disadvantages as well.

Most of the students (84 per cent) were able to answer this question correctly.

Question 7b.

Positive aspects	Negative aspects
Many jobs can be done more easily with the help of technology	Lack of privacy
Fast communication	Ill effects on health, such as weakening of eye-sight, obesity
Helps in the detection of crime	Lack of time to spend with the family

Just over half of the students listed all six points correctly, while 35 per cent of students listed five of the above points correctly.

Question 7c.

Technology (for example, computers) keeps the young preoccupied so that they do not spend sufficient time with their families. This prevents the development of their communication skills.

Most of the students answered this question correctly.



Question 7d.

The concluding proverb means that looks can be deceptive. For instance, technology can dazzle us with its glamour but it can also be very damaging to individuals and families.

To get full credit for their answers, students had to explain the meaning of the proverb and also its relevance in the given context. Most students (71 per cent) did both and obtained full credit for their answers. An example of an incorrect but interesting answer was: 'Every shiny object is not diamond. This means that diamonds aren't everything in life, which people need and want to use from whatever they can...'

Text 8

Question 8a.

To get full credit for their answers, students were to mention all of the six points listed below:

- increase in worldwide travel
- impact of globalisation and trade on travel
- effect of tourism on language and culture
- development of better transport and other facilities due to increased tourism
- effect of tourism on the environment
- need for better management of tourism to reduce environmental damage.

Only 29 per cent of students listed all the above points and obtained full credit for their answers. Sixty-three per cent received partial marks and eight per cent of students were unable to list any of the above points and received no credit for their answers.

Question 8b.

To get full credit for their answers, students had to mention all of the following three points:

- improved transport and accommodation
- environmental damage and pollution
- increase in income, which is being used to achieve better environmental control.

Only 18 per cent of students listed all of the above three points, while the majority of students (51 per cent) gave two of the above points and another 29 per cent listed at least one point correctly. Only two per cent of students failed to mention even one of the above points and received no credit for their answers.

Question 8c.

The author is not opposed to tourism, provided that tourism is carefully managed.

Most of the students (76 per cent) answered this question correctly and received full credit for their answers; however, nearly one quarter of students failed to answer correctly and received no credit for their answers. This indicated a need for these students to develop their analytical skills.

Part B

Text 9

Question 9

In Part B of Section 2, students were required to write a 150–200 word formal letter in Hindi to a travel agency giving details of their travel plans in order to obtain necessary information from the agency. Students were assessed on this task according to the following criteria:

- understanding of the text
- depth in the treatment of the task
- knowledge and understanding of vocabulary and sentence structures
- ability to manipulate the language to the needs of the task
- organisation of information and ideas.



To demonstrate their understanding of the text, students were required to address all of the following issues listed in the text, within the prescribed word-limit:

- आप कब और कहाँ कहाँ, जाना चाहते हैं
- आपके दल में कितने लोग होंगे
- आप किस तरह की आवास व्यवस्था पसन्द करते हैं।
- आप किस तरह का भोजन पसन्द करते हैं।
- आप किस प्रकार का परिवहन पसन्द करते हैं।
- क्या आप विद्यार्थियों के लिये अथवा चार से अधिक पर्यटकों की विशेष छूट के अधिकारी हैं?
- क्या आपको पथ-प्रदर्शक की आवश्यकता होगी?

Students responded reasonably well to this question, and some interesting travel plans were put forward. Most students followed the correct format for a formal letter but a few students made mistakes in following the required format, particularly at the beginning and end of the letter or by omitting the address and date. One student wrote his/her address instead of the travel agency's address and ended the letter with the words आपका आज़ाकारी. Another student ended the letter with आपकी प्रतिष्ठा में, सुखकारी पर्यटन सेवा. Very few students could distinguish between student concession and concession for bookings of more than four people.

A few examples of common mistakes in spelling and structure are given below:

- हमने अभी बारहवीं संपूर्ण किया है (मैंने अभी बारहवीं कक्षा की पढ़ाई पूरी की है।)
- तो...हमें विद्यार्थियों का विशेष छूट नहीं मिलेगा (तो... क्या हमें विद्यार्थियों के लिए विशेष छूट नहीं मिलेगी?)
- मैं आपके पत्र का आवेदन करूँगा (मैं आपके विज्ञापन के उत्तर में यह पत्र लिख रहा हूँ)
- मैं खाली तीन शहरों देखना चाहूँगी (मैं केवल तीन शहर देखना चाहूँगी आशा करती हूँ)
- आशा करती हूँ कि मैंने आपके सवालों का जवाब दे दिया है (आशा करती हूँ कि मैंने आपके सवालों का जवाब दे दिया है)
- गुमना (घूमना), प्रीय (प्रिय), सथान (स्थान), अधीकतर (अधिकतर), दीया (दिया), लोकप्रीय (लोकप्रिय), लूँगा (लूँगा)
- सम्भव (सम्भव), चोटी (छोटी), आदर्णीय (आदरणीय), तोड़ा (थोड़ा), संस्कृती (संस्कृति), आकरशित (आकर्षित)

The above errors indicate that students tended to confuse similar sounds (for example क तथा ख , च तथा छ, त तथा थ, ज तथा झ). They also confused various *matras* and had difficulty in using the correct form of 'r'. Teachers should emphasise these differences and ensure that students practise distinguishing various sounds and *matras* so that in future such errors could be avoided.

Most students performed very well on this task, and it was pleasing to note that no students received less than five out of a possible score of 10 on this question. Students generally performed better than last year, however both teachers and students should aim to improve the standard of written language to achieve better performance in this part by avoiding spelling and grammatical errors.

Section 3 – Writing in Hindi

In this section, students were asked to answer one of four questions and write their answers in Hindi in 200–250 words. Many of the answers this year went beyond the prescribed word limit. Teachers should advise students to restrict their writing to the prescribed word limit as work beyond the prescribed limit may not be considered for marking purposes.

Question 10 was perhaps the most difficult question as no student attempted it. Question 11 was attempted by 24 per cent of students and Question 12 by 35 per cent of students. Question 13 was the most popular question and was attempted by 41 per cent of students. This could be because it was most relevant to Year 12 students as they may wish to persuade their parents of the value of taking a gap year before starting their higher studies.

The following criteria were used to mark this section:

- depth and breadth in the treatment of the task knowledge
- understanding of vocabulary, tense, mood and syntax
- manipulation of the language to suit the requirements of the task
- sequencing and structuring of ideas.



Six percent of students received a perfect score of 15 for this section and another six per cent of students received a near perfect score of 14. These students demonstrated depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions related to the task and exhibited extensive knowledge and understanding of vocabulary, tense, mood and syntax. They were also able to manipulate language authentically and creatively to sequence and structure ideas and information coherently and effectively. No student obtained fewer than six (out of a possible 15) marks in this section.

Many students demonstrated a good knowledge of sentence structure and sequencing in Hindi; however, some showed poor sentence structure and sequencing techniques. One of the common mistakes was that students mirrored the sentence structures of English, which are quite different to those of Hindi. In Hindi, 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 clearly.

Many students used a good range of vocabulary and wrote grammatically correct Hindi with few slips, while others' use of vocabulary was limited and showed many grammatical errors. One of the common mistakes was in verb tense and subject gender/number agreement. Some typical errors are given below:

- हिन्दी फ़िल्म हिन्दी के प्रचार में बहुत सहायता है (हिन्दी के प्रचार में, हिन्दी फ़िल्मों ने बहुत सहायता की है)
- कल तक वह चला होएँगा (कल तक वह चला गया होगा)
- विद्यार्थियों को छुट्टी लेना माँगता है (विद्यार्थियों को छुट्टी मिलनी चाहिए)
- अकाश गुमने के माफ़िक है (घूमने के लिए अवकाश लाभदायक है)

Some common spelling mistakes were as follows:

देशार्त्न (पर्यटन), ठर (ठहर), वजय (वजह), जीन्दगी (जिंदगी), पचतवा (पछतावा), टीकटो (टिकटों), समजदार (समझदार), आही (आये), घराव (ख़राब), समा (समय), खरब (ख़बर), कोरा (कोहरा), जीसमे (जिसमे), निचे (नीचे)ण शीग्रता (शीघ्रता), योगयदान (योगदान).

Question 10

Question 10 required students to write an informative report about the issues surrounding the importation of waste material from abroad. No student attempted this question. It may be that they found other questions easier to handle.

Question 11

Students were required to write the text of a radio talk evaluating the role of Hindi films in promoting the Hindi language. Some students did not seem to know how to begin or end a radio talk and some did not adequately take into account their audience when writing the talk. The content of the talk was generally satisfactory, but students need to be able to distinguish between an informative and a persuasive piece of writing. Most students referred to the popularity of Hindi films and the effect these have had in motivating students to learn Hindi. Much of the writing showed some breadth but lacked depth.

Question 12

Question 12 required students to write an imaginative story beginning with the words 'they might never be found...'. This question elicited some very good responses, ranging from the pleasant experiences of people lost on an island to horror stories filled with various types of crime, including murders. The standard of writing was generally quite good, but many students went over the prescribed word limit.

Question 13

Question 13 required students to write an article to persuade parents to consider the value of them taking a gap year to work or travel prior to higher studies. This question was the most popular and responses were generally quite good. However, some students did not follow the format required for an article, with some not even writing the title of the article. Others forgot to give the writer's (fictitious) name. Some students began or ended their articles with salutations, as if they were writing a letter rather than an article. Others forgot to take into account the audience for whom they were writing. It is important for teachers to emphasise the need for following the specifications of various text-types. Many of the articles went over the prescribed word limit.