



2013

Languages: Hindi GA 3: Examination

Oral component

GENERAL COMMENTS

Most students performed quite well in both sections of the 2013 Hindi oral examination. High-performing students used an excellent range of vocabulary, structures and expressions. They were well prepared and responded to the questions readily and confidently. Some high-achieving students had excellent clarity of expression, and used appropriate proverbs and idioms. Most students brought visual aids to support their topic and were able to use them effectively to enrich the discussion.

However, due to their limited range of vocabulary, some students hesitated frequently and required a great deal of support to carry on the conversation. A few students struggled to understand assessors' questions. Some weaker students demonstrated very little evidence of preparation and often used inappropriate style and register.

Students should focus on clarity of expression and variety of vocabulary, grammar and expressions in order to achieve high marks. Teachers should emphasise the assessment criteria.

Students must speak only in the Hindi language during the oral examination. Students should always keep in mind that preparation is vital. It is recommended that they practice consistently in class with teachers and other students during the year and not just at the last moment.

SPECIFIC INFORMATION

Section 1 – Conversation

The Hindi oral examination began with a seven-minute conversation about the student's personal world; for example, school and home lives, family and friends, interests and aspirations. Most students provided a good range of information, ideas and opinions clearly and logically, and demonstrated the appropriate greeting conventions when interacting with assessors. However, some students gave their name and the name of their school. Students are reminded that this information is not requested and is not appropriate to provide to assessors.

High-performing students used excellent spoken language that was well structured. They demonstrated excellent use of style and register, and used highly effective repair strategies.

Some high-achieving students used very good idiomatic expressions in conversation; for example, *आखों का तारा, एड़ी चोटी का जोर लगाना*.

The less successful students had difficulty clarifying or elaborating on their ideas and opinions and needed frequent support from assessors. Weaker students used English words, had very limited vocabulary and structures, and demonstrated very little awareness of style or register. Students should pay particular attention to their pronunciation, stress and tempo in order to give a more authentic performance. Preparation and practice in class is vital and students should be aware of the oral examination process.

Section 2 – Discussion

In one minute, students briefly introduce the main focus of their sub-topic and advise assessors of any objects they have brought to support the Discussion. However, most students went beyond the one-minute time limit and had to be interrupted by assessors. Students should avoid giving very long introductions.

A wide range of topics was chosen this year for the Detailed Study, including music and art, famous people, historical monuments, migration, sports, festivals and weddings.

Most students made very good use of objects, such as pictures, posters and graphs, to support their presentation. Students are reminded that support material must only contain minimal writing.

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High-performing students had a broad knowledge of their chosen sub-topic. They used excellent spoken Hindi and were able to use a range of vocabulary and expressions accurately and appropriately. They also had excellent pronunciation, intonation, stress and tempo. It was evident that high-performing students had researched a variety of resources for their Detailed Study.

The following is a list of some excellent words used by high achievers.

विश्वधरोहर, उत्कृष्टतम, परिभाषित, सैद्धान्तिक, व्यवहारिक, प्रेरणा स्रोत, व्यक्तित्व, अनुसन्धान, प्रायोगिकी, गंतव्य, सन्प्रेषण, अर्थव्यवस्था, रोमांचकविषय, वृत्तचित्र, मौलिक, सहिष्णुता, अधोगामी, ऊर्ध्वगामी, सर्वसुलभ

Successful students used very good idiomatic expressions; for example, पढ़ोगे लिखोगे बनोगे नवाब, काजल की कोठरी, आग बबूला होना, छक्के छुड़ा देना.

Low-scoring students had not prepared their topics adequately. Some simply presented a memorised speech and were surprised when they were interrupted by assessors. A few students did not have sufficient knowledge of their Detailed Study topic. Other students lacked adequate repair strategies and needed a significant amount of support.

A few students were very poorly prepared and simply repeated a few incomplete sentences on the content of their chosen topic. These students were not able to discuss the topic in depth due to a lack of understanding of their chosen topics.

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

लरके लरकिया (लड़के-लड़किया), सिद्धी (सीधी), छरण (शरण), प्लेम (प्रेम), चाचे (चाचा), शिग्या (शिक्षा), कच्छा (कक्षा), गिरह कार्य (गृह-कार्य), सुर (सूर्य), सिंग (सींग), गनित (गणित)

The following is a list of some incorrect phrases/sentences used by students. The correct sentences/phrases are given in brackets.

शदी हुआ था (शादी हुई थी), गई थी मंदिर में (मंदिर में गई थी)