



**2013**

**Languages: Hindi GA 3: Examination**

## Written component

### GENERAL COMMENTS

Most students performed well on the 2013 Hindi written examination.

Section 2 – Reading and Responding was challenging for many students. The majority of students experienced difficulty with Questions 7b., 7c. and 8a., and only a few students provided a correct response to Question 8b. Some students wrote their responses in the incorrect language. Students are advised to follow the instructions on the examination carefully and to use their dictionary to check the meanings of unfamiliar words.

Most students performed well in Section 3. Students who planned their writing produced well-structured and effective answers. Students should ensure that they proofread their work at the end of the examination. A few students did not attempt Section 3. Students must be familiar with the structure of the examination. Preparation and practice are vital for students sitting the VCE Hindi examination.

### SPECIFIC INFORMATION

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

## Section 1 – Listening and Responding

### Part A – Answer in English

This part was assessed according to the following criterion.

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

#### Text 1

##### Question 1a.

(C) A love story

##### Question 1b.

This film would attract a wide audience because

- it was a historical story
- it was shown in colour
- famous actors starred in it
- it was suitable for the whole family
- it had beautiful music
- there were four shows daily
- it played at nearby cinemas.

Most students did not give four answers and so were not awarded full marks.

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## Text 2 Question 2a.

<p><b>The Multicultural Association of Australia</b></p> <p>is pleased to offer</p> <p>Music _____ classes!</p> <p>Specialist teachers _____ from many different countries!</p> <p>Who can enrol? _____ Young people from any background</p> <p>Where? _____ A variety of community centres</p> <p>Days and times of classes?</p> <p>Monday to Friday _____ 6.30 pm – 7.30 pm</p> <p>Saturday _____ 1.00 pm – 2.00 pm</p> <p>Please call us on (99) 8877 6655!</p> <p><b>DON'T MISS OUT! ENROL TODAY!</b></p>
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Some students were able to complete the poster correctly and received full marks.

## Text 3 Question 3a.

- Indian people are coming to Australia.
- They are worried they might break some of the rules.

Most students answered this question well and were awarded full marks.

## Question 3b.

- If you are bringing food, wood, animal products and plants to Australia, you will have to declare these.
- If the item that you declare is not harmful, it will be returned to you.
- You can access (or find or read) some information about these rules on the website.

Most students answered this question well and were awarded full marks.

## Part B – Answer in Hindi

This part was assessed according to the following criteria.

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

## Text 4 Question 4a. Chitra

- has a job in Australia
- thinks that people are respected at work (in Australia)
- is very positive about the fact that people call each other by their first names (even though there are differences between workers in age and seniority)
- will be able to learn how to use new technology and gain industry experience (in Australia).

Most students answered this question correctly.



**Question 4b.**

Her Australian friends have already told her about jobs and conditions at work in Australia.

Most students answered this question well.

**Question 4c.**

She wants to return to India to contribute to the progress (or development) of her country.

**Text 5**

**Question 5a.**

Any three of

- fantastic food
- Indochinese food
- a new place
- there is a great deal of parking available
- there are no long waiting times.

**Question 5b.**

- It was interesting because the chefs could speak Hindi very well, even though they had a Chinese background.
- The conversation drew attention to the fact that many different cultures can live harmoniously in India.

Most students answered this question well.

**Text 6**

**Question 6a.**

Pravasi Bhartiya Divas

**Question 6b.**

Any four of

- people are honoured
- issues and problems are discussed
- it is a seven-day camp
- Gandhiji came back to India
- there are possible investment opportunities.

The majority of students answered this question very well. Some students did not give all required parts of the response and did not receive full marks.

## **Section 2 – Reading and Responding**

### **Part A – Answer in English**

This part was assessed according to the following criterion.

- understand general and/or specific aspects of a text by, for example, comparing, contrasting, summarising, or evaluating and convey the information accurately and appropriately

This part was challenging for many students. Some students copied out the question to fill the answer space, but this was not awarded any marks. Students are expected to provide answers from the information given in the text. Answers that are not derived from the text are not considered relevant. Students are advised to read the text a few times and use their dictionaries to clarify the meaning of any unfamiliar words before attempting to answer the questions.

**Text 7**

**Question 7a.**

As a result of his campaign, people all over India boycotted the goods that were made overseas and their actions showed that they agreed with his point of view.

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## Question 7b.

The literal meaning of the phrase is to 'break the back' of something. In this context, it means the industry of clothing and textiles in India had been broken by the British.

Only a few students achieved full marks. Most students did not understand the phrase.

## Question 7c.

- to begin spinning and weaving cloth locally (short-term goal)
- to achieve self-reliance for all Indians (long-term goal)

Few students were able to give both points.

## Text 8

### Question 8a.

- Young people need to understand these issues more deeply.
- Educated young people can help their rural-based families to produce goods locally, using information technology.

This question was not answered well by many students.

### Question 8b.

- There are many opportunities available, so people can emerge from poverty and unemployment.
- Leadership can make people's lives better in one generation.
- New technology can improve people's lives so that their talents can be appreciated overseas.

Very few students answered this question correctly.

## Part B – Answer in Hindi

This part 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)

## Text 9

### Question 9

Students were expected to write a formal letter in Hindi to Mr Mishra using the provided information, persuading him to make them a member of the Indian team. They were also expected to explain that they have the energy and expertise required for this job.

Students were expected to include an introduction; the importance of the Ganges River in India; their skills, experience, expertise in similar clean-up programs (for example, Clean Up Australia Day or involvement in cleaning up the local river, beach or park); their commitment to or interest in environmental issues in general and an understanding that important places must be kept clean for present and future generations.

Most students performed well on this question. They followed the correct format for a formal letter. Some high-scoring students were able to meet the requirements of the task and demonstrated extensive knowledge and understanding of vocabulary and sentence structures. They manipulated Hindi authentically and creatively. High-scoring students responded with organised information and ideas, and demonstrated depth in the treatment of the question.

Below are some examples of excellent vocabulary used by high-scoring students.

परिणामस्वरूप, प्रथमतः, प्रकाशित, धाराप्रवाह, अत्यंत, लाभांश, सार्वभौमिक, प्रवीणता, मानसिकता, उद्योगीकरण, वृद्धि, प्रसिद्ध, व्यापार विनिमय, हस्तिया, परिणाम, प्रतिनिधित्व, शोध कार्यो, अल्पकालिक, आधारभूत, विलासिताओं, सकारात्मक, गुरदेवो नमः, उत्कृष्ट, हास्यात्मक, सार्वजनिक, उज्वलता, सांस्कृतिक, परम्परायें, परीक्षाफल, अनुकरण, पर्यावरण, मातृभाषा, वर्षो

Some weaker students did not respond using the correct text type. Some students did not introduce themselves or discuss their experience or expertise in similar clean-up programs, and others demonstrated very poor knowledge and understanding of sentence structures.



Below are some examples of spelling errors.

किरपया (कृपया), स्कूल (स्कूल), छांगी (चाहूंगी), सिकाया (सिखाया), चोटी (छोटी), सक्च (सर्वत्र), अन्ख (आँख), नीय (नहीं), सात (साथ), छोती (छोटी), सबही (सभी), जगा (जगह), लोको (लोगों), पै (पर), गड्डी (गाड़ी), नकलि (नकली), लाजबाद (लाजवाब), जिहा (जहा), गघबराट, (घबराहट), खुशी पट्टी, (कुर्सी की पेटी), हमेसा (हमेशा), खुशाल (खुशहाल), परकार (प्रकार), कोसिस (कोशिश), मुजे (मुझे), गुमने (घूमने), सक्त (सखत), उदान (उड़ान), जरना (झरना), बतिया (बताया), बिनिया (बनाया), निवाशी (निवासी), शुर (शुरू)

### 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

In this section students were required to respond in Hindi to one of four questions. Each question required a different text type and kind of writing. Question 10 was the most popular, followed by Question 11. Most students were able to organise information and ideas to meet the requirements of the question. Students are reminded that they must read questions carefully and be mindful about the main focus of the question, who the audience is, and the text type and kind of writing required.

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

विभिन्नता में एकता, एक और एक ग्यारह, ओस चाटने से प्यास नहीं बुझती, चार दिन की चादनी फिर अधरी रात, अपनी मुह मिया मिट्टू होना, आसमान में तारे गिनना, ऊट के मुह में जीरा, चादी ही चादी, उल्टी गंगा बहना, अपने पैर पर कुल्हाड़ी मारना, गुलाब के साथ काटे भी होते हैं, हिन्दी सिखाओ, भविष्य उज्वल बनाओ

#### Question 10

Students were required to write the script of a speech, highlighting their school experience and acknowledging the people who contributed to their positive experiences. Most responses to this question were good.

#### Question 11

Students were required to write an informative article for a local newspaper, encouraging all Hindi-speaking parents to enrol their children in Hindi classes starting from their early years of schooling.

#### Question 12

Students were required to write an evaluative review for an international magazine about a book or film that has helped people to gain a deeper understanding of an important social issue. Very few students attempted this question.

#### Question 13

Students were required to write an imaginative story for a popular magazine published for Hindi-speaking teenagers. Very few students attempted this question.