

Written component

GENERAL COMMENTS

Overall, students performed well on all sections of the 2014 Hindi written examination. Many students performed better in Section 3 – Writing in Hindi than they did in Section 1 – Listening and responding. Students who performed well in Section 1 and Section 2 provided answers that were accurate, concise and based on the texts. Students are reminded that the amount of answer space given and the marks allocated should be used as an indication of length of the expected response, and that there is no need to restate the question in their answers.

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

The section was assessed according to the following criteria.

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

Text 1

Question 1

1a.

To provide accommodation for visiting experts in dance and music

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

1b.

Three of:

- the centre has rooms to use for meetings
- the centre will be used by people learning languages, dance and music
- the centre will be used for celebrations, including weddings and family functions
- music and dance programs will be held in a big auditorium in the centre.

Students were required to identify three ways in order to receive full marks.

1c.

So that people can book because the numbers are needed for catering purposes

Most students received full marks for this question.

Text 2

Question 2

The support that Rohit has organised in Australia	<ul style="list-style-type: none"> • Rohit has been given computers and books to take to his grandfather’s school. • Rohit organised musical and Hindi literary concerts.
The support that Rohit will give in India	<ul style="list-style-type: none"> • Rohit will teach in the school. • Rohit will help his grandfather by taking money to the school.

Students who missed one or two points were not awarded full marks.

2014 Examination Report

Text 3

Question 3

3a.

- Kavya paints a very positive picture of her grandmother. She has been living with her grandmother for two months. Her grandmother has her own library with books from all around the world. She has been given the job/honour of reading to her granddaughter.
- Kavya uses a very warm tone
- Kavya uses the friendly version of 'Grandma', *my dear Daadi*, in Hindi, which tells us she is very positive about her grandmother.

Most students answered this question well.

3b.

Dev thinks that reading books might make you less sociable/unsociable/antisocial.

Most students answered this question correctly.

3c.

Kavya says that:

- books broaden our thinking and this connects us to society
- discussion groups with friends provide a means of social interaction.

Some students answered this question incorrectly. Some students repeated the same points in different forms.

Part B – Answer in Hindi

This section 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 4

All of:

- people who are interested in modern art (will be attracted by the announcement)
- people who are interested in the environment or trees (will be attracted by the announcement)
- the gallery is cool and free of charge.

Most students were unable to respond fully or correctly.

Text 5

Question 5

5a.

The potatoes kept coming out of the dough.

Most students answered this question correctly.

5b.

All of:

- grate the boiled potatoes when they are cold
- add the salt and spices when you are ready to make the parathas
- the dough should not be too hard.

Most students were able to respond correctly; however, some students missed some points.

5c.

- he feels very warm towards her and the text suggests that he loves and respects her
- he says that now he can cook for his mother
- he wants to learn how to make aloo parathas successfully
- he says that he has written down all her advice and this suggests that he will take her advice
- it is obvious that they talk a lot on the phone
- he gives her a nice compliment – he says that she is the most adorable mother

Some students were able to respond correctly but most students missed some points.

Text 6

Question 6

Both of:

- reads about an Indian Senior Citizens Association and takes her mother there
- she is concerned about Akash's parents. They get lonely when Akash and his wife cannot drive them.

Section 2 – Reading and Responding

Part A –Answer in English

The section was assessed according to the following criteria.

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

In Part A students were required to select and use relevant information from the two texts. However, most students did not include sufficient information in their answer in order to be awarded full marks. This section was a challenge for most students.

Text 7

Question 7

- he was familiar with various religions
- he had spiritual insights
- his parents contributed to his thinking
- Ramakrishna Paramhansa was his mentor

Some students answered well.

The following is an example of an excellent answer to this question.

Swami Vivekananda's thinking and personality was influenced by his father who was a lawyer as well as his mother who was religious minded. Due to his talent in philosophy his chief motive was to search for god. As he was the student of saint from Krishna Paramahans, he thought to become one who renounces.

Text 8

Question 8

From Text 7

- He promoted harmony among various religions.
- He said that all religions should remove poverty, ignorance and disease among the downtrodden.
- He brought aspects of Western culture and beliefs to India.
- He brought science and technology, and the ideas of individual freedom, social equality, justice and respect for women, to India.

From Text 8

- Varanasi contributes interfaith harmony because it is a pilgrimage site for Buddhists and Jains as well as Hindus.
- Varanasi has been a cultural and spiritual centre of North India.
- Many prominent Indian philosophers, poets, writers and musicians have been associated with Varanasi.
- Varanasi is a very important centre of education.

The majority of students found this question challenging.

Part B – Answer in Hindi

Text 9

Question 9

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)

Students were required to write a formal letter to the editor of a newspaper to persuade readers that Professor Sahu's views, which were published in yesterday's newspaper, were not valid.

Most students followed the correct format for a formal letter. Students who performed well were able to meet the requirements of the question and demonstrated extensive knowledge and understanding of vocabulary. High-scoring students tried to address all parts equally (art, music and culture).

However, some students wrote letters that contained numerous grammatical and spelling errors. A few students did not read the question carefully and wrote that Professor Sahu's views were correct. Some students copied the whole letter from the text in their answer and were not awarded any marks.

Below are some examples of spelling errors. The correct spelling is shown in brackets.

जन्ता (जनता), दोसत (दोस्त), सम्मान (सम्मान), महन्त (महन्त), चकना (चखना), परान्ता (परांठा), बन्ध (बन्द), ब्लकी (बल्कि), बीना (बिना), मोहोदोया (महोदया), मानवीयी (मानवीय), शेत्र (क्षेत्र), दीषटीकोन (दृष्टिकोण), सादी (शादी), खुसी (खुशी), वृक्षों (वृक्षों), धनराषी (धनराशि), बोहो (बहुत), त्यार (तैय्यार), कोषिष (कोशिश), परीअ (प्रिय), अक्वर (अक्सर)

Section 3 – Writing in Hindi

In this section, students were asked to write an original text in Hindi on one of four topics, using 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.

Question 13 was the most popular question, followed by Question 10. Most students were able to organise information and ideas to meet the requirements of the task. Students should ensure that they proofread their work so that they can find and correct errors. It is very important that students read all questions carefully. For example, many students missed out on marks as they did not adhere to the text types and kinds of writing required.

Some students had only basic knowledge and understanding of vocabulary and sentence structures. A few students did not attempt Section 3.

Below are some examples of spelling errors. The correct spelling is shown in brackets.

चकित्स्क (चिकित्सक), गुन्दना (गूँधना), आकासित (आकर्षित), दीनचरया (दिनचर्या), दिक्स्पयी (दिलचस्पी), तोफे (तोहफे), पशचात (पश्चात), सान्ती (शांति), नमष्कार (नमस्कार), जीससे (जिससे) जानपूच (जान बूझ), सनघोषटी (सन्नोष्ठी), आवाझ (आवाज), मान्ना (मानना), ध्वारा (द्वारा), चाता (चाहता), भार (बाहर), दालना (डालना), उस्के (उसके), जिस्से (जिससे), व्यस्थ (व्यस्त), सन्धरश (संगठन), इन्तझार (इन्तज़ार)

2014 Examination Report

Question 10

Students were required to write an imaginative story about Amit's new world, where he dreamt that he was living in a world without the internet, television and mobile phones, and responses were quite good. High-scoring students wrote fluently and addressed all parts of the question. However, writing an imaginative story was challenging for some students. Some simply wrote informative statements about the benefits of technology. Some low-scoring students demonstrated limited ability to organise interesting information and ideas into a coherent and well-structured story with a beginning, a middle and an end.

Question 11

Students were required to write an evaluative report on a recent camp organised by the school or a student exchange program. The report needed to be for their principal, who wanted to ensure that all programs offered by the school have a very strong educational focus. This question was attempted by only a few students.

Question 12

Students were required to write an informative article for their local newspaper about two important festivals that have been held in their city at different times of the year. The article should have been entitled, 'Festivals bring people closer together'. A few students attempted this question and demonstrated a good understanding of the text type.

Question 13

Students were required to write a diary entry reflecting on their experiences spending a year studying in a new country, far away from their family and friends. The more capable students demonstrated extensive knowledge and understanding of vocabulary, tense, mood and syntax. Students were rewarded for using the correct vocabulary and idiomatic language. Some students did not read the question carefully and wrote many diary entries.

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

चार चाद लगाना, पैरों तले जमीन सरकना, आग बबूला होना, आम के आम गुठलियों के दाम, वसुदेव कुटुम्बकम, विविधता में एकता, नौ दो ग्यारह होना, हाथ पैर फूलने लगना, हक्की बक्की रह गई, आखों का तारा, खाली दिमाग शैतान का घर, सबर का फल मीठा, बूद बूद से घड़ा भरता है, सोने पर सुहगा, खून पसीना बहाना, बन्दर क्या जाने अदरक का स्वाद, जिस की लाठी उस को भैस, होश उड़ जाना, ईद का चाद होना, हर चमकती चीज सोना नहीं, चार दिन की चादनी फिर अंधेरी रात