



GENERAL COMMENTS

Overall, student performance in 2007 was better than in 2006 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.

Most students carried on an effective conversation and dealt adequately with their chosen topic for the Discussion. Most of the students chose an aspect of pollution for their Detailed Study and presented interesting discussions of their sub-topics. Generally, the standard of the discussions was good and research techniques used in preparation for this section were wider than those used in the previous years. However, the majority of students used resources in English. Headings, etc. on support materials brought into the examination were also usually in English. Nevertheless, the use of English words during the oral examination was less than previous years.

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. Conversations about their hobbies were generally the most fruitful. Most students were able to link with the 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 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 a 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 ज्ञ and झ , द and ध , घ and ध and between छ and क्ष³

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

यथार्थ (यथार्थ), झलवायु (जलवायु), औद्योगिक (औद्योगिक), चुनौति (चुनौती), अद्यापक (अध्यापक), क्षेत्र (क्षेत्र), विद्यार्थी (विद्यार्थी), घहन (गहन)

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 support from the assessors. It is important to realise that the Discussion is a two-way interaction and students must 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 or want to agree/disagree with the assessors.

Nearly all students chose a sub-topic related to pollution for their Detailed Study. These included reforestation, deforestation, air pollution, water pollution, sound pollution, chemical pollution and nuclear pollution. Other topics chosen were global warming, smoking, water scarcity, the atmosphere and population. Some students got confused between deforestation and reforestation and between population and misuse of resources.



Most students demonstrated good knowledge of the aspect of pollution that they had chosen for their Detailed Study and presented a logical and coherent discussion of their sub-topic. Most sub-topics were well researched but some students lacked an understanding of the material presented, particularly the graphs and charts. Students had used photographs, extracts from magazine articles and newspapers and articles from the Internet to research their topics. The Internet appeared to be a good source of resource materials; however, most of the source material used was in English. Students should be encouraged to find resources in Hindi. A growing number of resources in Hindi are becoming available on the Internet and students should make use of these. Resources in English should not be used as a replacement for material originally written in Hindi. Teachers should also encourage students to use a wide variety of resources. Some students used charts and maps (with limited writing) to illustrate their introduction to the sub-topic. Some students quoted poems from Hindi literature to substantiate their arguments.

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. Some students showed nervousness and needed support from the assessors, but most carried on the discussion with confidence. Some students lacked adequate preparation.

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 often could not think of for the correct Hindi word and tended to use English words instead. Insufficient knowledge of Hindi numerals and the 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.

- हम डाक्टर बनना चाहता हूँ (मैं डाक्टर बनना चाहता हूँ)
- मेरे को संगीत अच्छा लगता है। (मुझे संगीत अच्छा लगता है।)
- विषय के समाधान कितना जरूरी है (समस्या का समाधान कितना जरूरी है)
- मैं सितार खेलता हूँ (मैं सितार बजाता हूँ)
- ज्ञान मिलती है (ज्ञान मिलता है)
- एक मिठाइयों की दुकान (एक मिठाई की दुकान)

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

स्त्रोत (स्रोत), यातायान (यातायात), प्रदर्शन (प्रदर्शन), संघड़क (संगणक), दुशप्रभाव (दुष्प्रभाव), विशय (विषय)

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 the assessors of their points of view. However, many students made good use of effective body language (for example, eye-contact and hand motion) to make a point.

Written component

GENERAL COMMENTS

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 2007. 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 – Answer in English

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.

Travel time from Delhi to Varanasi	One hour
Sitar player associated with Varanasi	Ravishankar
Clothing item for which Varanasi is famous	Saris
A famous ghat in Varanasi	Dashaswamedha or Manikarnika

To obtain full marks for their answers, students had to complete all of the four pieces of information correctly. A majority of students completed all parts correctly and obtained full credit for their answers.

Question 1b.

Buddha gave his first sermon at Sarnath.

The majority of students answered this question correctly. Some students had difficulty in spelling the name correctly and other misunderstood the question.

Text 2

Question 2a.

Dr Jha's report derives its evidence from the 2001 census.

A majority of students were able to answer this question correctly.

Question 2b.

Fewer girls are being born in India due to:

- the low status accorded to women in society
- the misuse of ultrasound technology
- female foetus infanticide.

To get full credit for their answers, students had to mention all three of the reasons above.

Question 2c.

When the natural gender balance is disturbed, it may cause social unrest in a society.

Many students answered this question correctly.

Text 3

Question 3a.

Problematic issues for Shyam	Positive factors for Atima
<ul style="list-style-type: none">• work load• coping with difficult passengers	<ul style="list-style-type: none">• cheap travel for family
<ul style="list-style-type: none">• keeping cheerful• smiling under difficulties	<ul style="list-style-type: none">• an empathetic attendant is a real advantage for travellers

In order to answer this question correctly, students had to mention one point for each box in the table. All students received at least some credit for their answers, but it appeared that some students did not understand the question.

Question 3b.

She is committed to helping others.

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Most of the students answered this question correctly.

Question 3c.

Both of:

- height
- their way of dressing.

Most students answered this question correctly.

Text 4

Question 4a.

A friendly match to improve relations between the two countries.

A minority of students answered this question correctly. Many students seemed to misunderstand the question, resulting in incorrect answers.

Question 4b.

Any two of:

- short sentences/phrases
- exclamations ('Wow')
- change of tense due to excitement ('Aslam hit a six!')
- excitement in the tone of voice.

The majority of students found this question difficult and failed to answer correctly. Some students listed at least one of the above points correctly.

Part B – Answer in Hindi

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 5a.

Any one of:

- मानवीय कार्य-कलाप
- संसाधनों का दुरुपयोग
- प्रदूषण

Many students answered this question correctly.

Question 5b.

All of:

- गंगोत्री ग्लेसियर जो २१वीं शताब्दी के अंत तक पिघल जायेगा
- सियाचिन ग्लेसियर का पिघलना
- अमरनाथ ग्लेसियर का पिघलना जिसके कारण पिछले साल बरफ न जमने से शिवुलिंग नहीं प्रकट हुआ

Nearly half of the students listed one of the above points correctly but only some of them gave all the three points correctly. Some students had difficulty in spelling the names of glaciers correctly; for example, सिन्द्रादी instead of सियाचिन .



Question 5c.

इस रिपोर्ट के लेखक के अनुसार, ग्लेसियरों के पिघलने के मुख्य परिणाम होंगे - नदियों में बाढ़ आना और समुद्र तट के समीपवर्ती प्रदेशों का पानी में डूब जाना और उसका मानव-जीवन पर प्रभाव, जिन में हमारी आस्थाएँ व परम्पराएँ भी शामिल हैं।

Question 5d.

अमरनाथ ग्लेसियर भारतीयों के लिये सदा से तीर्थस्थान रहा है। यहाँ हर वर्ष बरफ शिवलिंग के रूप में प्रकट होती है जिसकी पूजा करने के लिये सारे भारत से लोग आते हैं।

Most students answered this question correctly.

Text 6

Question 6a.

संचार तकनीक के क्षेत्र में उन्नति और हॉलीवुड-संस्कृति के अनुकरण के कारण भारतीय संस्कृति से विविधता लुप्त होती जा रही है। भारतीय संस्कृति की विविधता को बचाए रखने के लिए, 'विविधा' नामक संस्था की स्थापना की गई है।

Many students answered this question correctly and received full credit for their answers while some received partial credit for their answers.

Question 6b.

इस भाषण में भारतीय संस्कृति की विविधता की बगिया के रंग-बिरंगे फूलों से तुलना की गयी है।

The majority of the students answered this question correctly.

Section 2 – Reading and responding

Part A – Answer in English

In Part A of 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.

Both 'Dadagiri' and 'Gandhigiri' force another person to agree to certain demands.

This question challenged many students and only stronger students answered correctly.

Question 7b.

- 'Dadagiri' uses violence while 'Gandhigiri' uses non-violence.
- 'Dadagiri' uses physical force whereas 'Gandhigiri' uses moral force.
- 'Dadagiri' is based on lies whereas 'Gandhigiri' is based on truth.

Many students listed all of the above three points correctly; the remainder of the students scored one or two marks.

Question 7c.

The main features of the film 'Goonda Ban Gaya Gandhi-Bhakt' are:

- it is a humorous social comedy
- it has a powerful plot
- soothing music
- first rate direction
- good acting.

Many students wrote the story of the film instead of outlining its main features.

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Question 7d.

A clerk is shamed into granting an individual's pension without receiving any bribe by the use of 'Gandhigiri'.

Most of the students answered this question correctly. Some students could not find any evidence of 'Gandhigiri' as a problem-solving tool and wrote as much for their answer.

Text 8

Question 8a.

The two weapons that Gandhi used to win independence for India were:

- truth
- non-violence.

Most of the students answered this question correctly.

Question 8b.

- Lifestyle: He believed in simple living and high thinking.
- Attitude towards fasting: He believed that fasting purifies the body and keeps it healthy.

Most of the students answered this question correctly. To receive full marks, students had to mention both of points above.

Question 8c.

Both of:

- self-confidence
- courage and determination.

Question 8d.

He respected all religions but stood firmly against discriminatory laws.

The majority of students answered this question correctly and received full credit for their answers.

Question 8e.

- In India, he started the hand-spinning movement and others followed.
- In South Africa, he led others to burn identification cards despite police beatings.

Part B – Answer in Hindi

Text 9

Question 9

In Part B of Section 2, students were required to write a 150–200 word personal letter in Hindi in response to a note from Mr Mathur who made some inquiries about settling in Australia. Students who responded well to this task displayed a good knowledge of the text type and suitable content.

Text type and format

- address; salutation; structure (introduction, body, conclusion); content; signing off; appropriate register; appropriate style and appropriate layout

Content

- discussion of and suggestions for a location where Mr Mathur should rent a house
- discussion/suggestions for children's schooling
- availability/non-availability of Hindi classes
- availability of Indian groceries in Australia
- opportunities for obtaining a teaching position for Mr Mathur
- opportunities for leisure activities and entertainment in Australia
- how Indians celebrate their festivals in Australia

Students responded reasonably well to this question, and some valuable suggestions were offered regarding the settlement of Mr Mathur and his family in Australia. Most students followed the correct format for a personal letter but



a few students made some mistakes, particularly at the beginning and end of the letter or by omitting the address and date. Other students wrote Mr Mathur's address in place of their addresses. Some responses lacked a proper salutation at the beginning (for example, the word महोदय was used) or ended the letter with the words भवदीय, which is more appropriate for a formal rather than a personal letter. Some students did not cover all points mentioned in the note from Mr Mathur and lost marks. One student added 'जी' after his own name. Another student began the letter as follows:

प्रिय राम, प्रसन्न रहो, a form of address that is inappropriate for a stranger.

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

Words

तीरस्थान (तीर्थस्थान), राविवार (रविवार), उच्चित (उचित), महन्त (मेहनत), चाँहे (चाहे), उप्लब्ध (उपलब्ध), कयोकि (क्योकि), व्यक्ति (व्यक्ति), पांस (पास), आपको (आपको), निरन्य (निर्णय), पड़ाई (पढ़ाई), स्थपि (स्थापित), सुतरा (सुथरा), नय (नये), प्लेटफारम (प्लेटफार्म), जट (झट), चिजे (चीजे), बडी (बड़ी), लोक (लोग), आकांशी (आकांक्षी), दृढ़-संकल्प (दृढ़-संकल्पी), पुस्तकालें (पुस्तकालय), उच्चितम (उच्चतम), विद्यालय (विद्यालय), दकिला (दाखिला), द्वारा (द्वारा), देकते (देखते), प्रसिध (प्रसिद्ध), अनुमती (अनुमति), पड़ने (पढ़ने), थोरी (थोड़ी), बरती (भरती)

Phrases and sentences

आपको यह घर....शहरी स्थान में मिल जायेगी (आपको शहर में घर मिल जायेगा),
तुम्हारे बच्चों की पढ़ाई की बहुत ही महत्वपूर्ण (आपके बच्चों की पढ़ाई बहुत महत्वपूर्ण है);
तम्हे कुछ कठिनाइयों तो जरूर होंगे (आपको कुछ कठिनाइयों तो जरूर होंगी);
क्लेटन के आस-पास एक बहुत अच्छे विद्यालय की उपस्थित है (क्लेटन के आस-पास बहुत अच्छे विद्यालय हैं); दोनों को हिन्दी करनी है (दोनों को हिन्दी पढ़नी है);
आशा है आपको कुछ सहायक ज्ञान प्राप्त हुआ (आशा है, आपके लिये यह जानकारीलाभप्रद होगी)

The above errors indicate that students tended to confuse similar sounds (for example, क and ख, and ज and झ) and the use of *anunasik* (dots) in the appropriate places. 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, with almost all students scoring at least half of the available marks. 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 200–250 words in Hindi. 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 this may not be considered for marking purposes.

Question 10 was most popular and was attempted by many students, followed by Question 11 which was attempted by 30 per cent of students. No students attempted Question 12.

High-scoring 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. They also exhibited extensive knowledge and understanding of vocabulary, tense, mood and syntax. They were able to manipulate language authentically and creatively to sequence and structure ideas and information coherently and effectively. Few students received fewer than half of the available marks; however, there is room for improving the quality of answers in Section 3.

Although many students demonstrated good knowledge of sentence structure and sequencing in Hindi, some showed poor sentence structure and sequencing techniques. One of the more common mistakes was to mirror 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. It was good to see some students use idiomatic language. Some of the examples of idiomatic phrases that students used included 'आँखों का तारा' and 'आसमान सिर पर उठाना'. Some students misused idioms, for example 'मौत को पेट में लात मारना', and some students created their own idioms, for example 'शेर को दिखाया सपना बिरयानी का और खिला दी घास'.

One of the common mistakes was in verb tense and subject gender/number agreement. Some typical errors included the following.

फोन गुम गया जाता है (फोन घुमाया जाता है); धर्य रखनी पड़ेगी (धैर्य रखना पड़ेगा); अपुन का एक ऐसा मित्र था जिसे आप ओषध कह सकते हो (मेरा ओषध नाम का एक मित्र था); वे न्यूनता में पड़ जाते हैं (उन्हें कमी होने लगती है)

Some common spelling mistakes were as follows.

भूक (भूख), पघल (पिघल), मनुश्य (मनुष्य), निदियों (नदियों), जलवायू (जलवायु), पष्विमि (पश्चिमी), गिरष्ठ (गरिष्ठ), सिरफ (सिर्फ), खाने-पिने (खाने-पीने), दूनियाँ (दुनिया), भोना (भुना), अशइयॉ (अच्छाइयॉ), जीन्हे (जिन्हें), शान्दार (शानदार), उद्योगीकरण (औद्योगीकरण), स्वस्त (स्वस्थ), बिमारियो (बीमारियों), प्रसनों (प्रश्नों), अतरंग (अन्तरंग), खुशाल (खुशहाल), ओशध (औषधि), रास्ता (रास्ता), हस्पताल (अस्पताल), अव्यशकता (आवश्यकता), परन्तू (परन्तु), कपूर-ग्रह (कपूर-गृह), बचने (बजने), बसते (बस्ते), बड़ेंगी (बढ़ेंगी), दील (दिल)

Question 10

Question 10 asked students to write a persuasive article for their school magazine encouraging students to avoid eating junk food and to eat healthy food only.

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 to follow the specifications of the various text types. Many responses went over the prescribed word limit.

Question 11

Question 11 required students to write an informative report for a daily newspaper on the impact that the growth of urban areas has on the world's animal and plant life.

This question was attempted by the second largest number of students. Most of the reports were quite good; however, some responses did not give enough attention to the requirements of the report format – some students did not write a title, while other missed the name of the author. Some of the responses also went far beyond the prescribed word limit.

Question 12

This question required students to assume the role of a cadet journalist and write an evaluative report of the performance of a group of Indian musicians currently touring Australia.

No students attempted this question.

Question 13

Question 13 required students to write an imaginative story for a competition in a Hindi newspaper beginning with the words 'Neeta had just got off the train when...'

This question elicited some very good responses. The standard of writing was generally quite good, but many students went over the prescribed word limit. While some stories were developed nicely, showing a climax and an anticlimax which kept the suspense going, others lacked the essential elements of a short story. It is important that teachers emphasise the various phases in the development of a short story.