



## Oral component

### GENERAL COMMENTS

Overall, student performance in 2008 was better than in 2007 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. Many students chose either a festival or an aspect of migration 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. Teachers and students should ensure that Hindi is spoken in the oral examination.

### 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 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 the 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 of Hindi.

There were a few basic errors in tenses and syntactic structures, but generally the vocabulary and grammar used was 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, English words were used when students struggled to find equivalent Hindi words. Examples of some of the English words commonly used were: try, money, contact, like, work experience, war, shift, demand and research. 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 found it difficult to distinguish between ज and झ, द and ध, च and छ and between छ and क्ष.

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

घुम (गुम), भासा (भाषा), किरपाण (कृपाण), विध्यार्थी (विद्यार्थी), विध्यालय(विद्यालय), औद्योगिक(औद्योगिक), सिरिफ(सिर्फ), प्रयत्न (प्रयत्न), जनम (जन्म), छैवी (छठी), शुक्ला पक्ष (शुक्ल-पक्ष)

#### 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 or say 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.

Many students chose a festival or an aspect related to migration for their Detailed Study. A wide variety of festivals was chosen, such as *Guru Nank Jayanti, Baisakhi, Raksha-Bandhan, Nav-Varsh, Bhaiya-Dooj, Gantantra Diwas, Diwali, Lohri, Holla Mohalla, GaneshCchaturthi, janamashtami, Holi, Teej, navratri, makar sankranti* and *Teej*. Students who



chose an aspect of migration discussed one of the following aspects: balancing two cultures, settling in a new country; the impact of migration on the elderly; positive and negative aspects of migration; the purpose of migration; issues faced by migrants; social/cultural issues affecting migrant families and the citizenship test.

Most students demonstrated good knowledge of the sub-topics 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. Some students used photographs, extracts from magazine articles and newspapers, and presented some very good posters. They also used 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.

Many students were well prepared, but should also be prepared to discuss new ideas related to their sub-topics. Some students appeared nervous 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 the correct Hindi words 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 in brackets.

- हिन्दी सिखाया जाता है ( हिन्दी सिखायी जाती है)
- वह बड़ी-बड़ी चित्र बनाती है। (वह बड़े-बड़े चित्र बनाती है।)
- मैं गिटार खेलता हूँ (मैं गिटार बजाता हूँ)
- मुझे यह अच्छी लगता है (मुझे यह अच्छा लगता है)
- मुझे पहुँचने आये थे (मुझे पहुँचाने आये थे)
- मेरे घर में चार लौग हैं (मेरे घर में चार लोग हैं)
- मैं तबले बजाती हूँ (मैं तबला बजाती हूँ)
- मैंने यहाँ लाया हूँ (मैं यहाँ लाया हूँ)
- मैं विज्ञान के अंदर, रसायन शास्त्र पढ़ता हूँ (मैं विज्ञान में, रसायन शास्त्र पढ़ता हूँ)

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.

Students need to pay greater attention to their intonation and stress and should avoid pausing in the wrong places. 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 2008. 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 three 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.

The main objectives of the 'Bharat Darshan' program were:

- to provide information about India to overseas students
- to improve the relations of India with other countries.

To obtain full marks for their answers, students had to mention both of the objectives correctly. Most students stated both objectives correctly and a small number stated one objective correctly. Few students were unable to state any objectives correctly.

##### Question 1b.

The main features of the 'Bharat Darshan' program were:

- learning about India's cultural diversity (including variety of foods and religions), art and traditions
- good, secure accommodation with good food
- practice of yoga
- the opportunity to spend a semester living with a family in India.

The majority of students were able to list at least three of the above features correctly but no student received full credit for this question.

##### Text 2

##### Question 2

Positive aspects of city life mentioned in the text	Negative aspects of city life mentioned in the text
Good schools (cousin Panu had to be sent to the city for schooling)	Fresh air and sunlight
Good medical facilities (for example, Sitapur Eye Hospital where grandmother had to go for eye testing)	Pollution (for example, car smoke causing grandmother to suffer from asthma)
Good entertainment facilities (for example, the cinema, as grandmother likes watching movies in a cinema hall in the city)	Loneliness (for example, grandmother complains about having no one to talk to)

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

##### Text 3

##### Question 3a.

Shubra Bajaj was invited to the radio program *Sakhivani* because:

- Shubra Bajaj has been working to improve women's education for the last 20 years
- her advice is valued by the Education Minister
- the Government of India has awarded her the title of 'Padmashree' for her services in the field of women's education.

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

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## Question 3b.

Nehru's statement 'the condition of a country can be judged by looking at the condition of its women' inspired Shubra Bajaj to work for the improvement of women's education.

Most students answered this question correctly.

## Question 3c.

Shubra Bajaj regards women's education as important because:

- education is the main reason which divides women occupying high positions in society and those living in poor conditions
- the lack of education for women perpetuates their poor conditions for generations
- even after 50 years, women's literacy rate is 25 per cent lower than that of men.

Nearly half of the students listed at least two of the above points correctly. Only a small percentage of students mentioned all three points correctly.

## Question 3d.

The source of the statistics quoted in the text was census or a survey.

However, it is important to note that the answer could be inferred from the text but was not **explicitly** mentioned in the text on the CD. Therefore, all students were given full credit for their answers to this question.

## Question 3e.

Women's literacy has gone up by 50 per cent in the last 50 years.

Most students answered this question 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 4

#### Question 4a.

कॉमनवेल्थ गेम्स के दौरान, लोगों को भारत-भ्रमण के लिये उत्साहित करना

The majority of students answered this question correctly.

#### Question 4b.

बंगलौर और हैदराबाद भारत की वर्तमान संचार तकनीकी की उन्नति का प्रतिनिधित्व करते हैं।

The majority of students answered this question correctly.

#### Question 4c.

Any two of:

- लेक पैलेस होटल, जो चारों ओर पहाड़ियों से घिरा हुआ है, की सुंदर स्थिति
- पिछोला झील के बीचों-बीच स्थित लेक पैलेस होटल का अदभुत सौंदर्य
- यहाँ केवल नाव द्वारा पहुँचा जा सकता है

Most students answered this question correctly.

### Text 5

#### Question 5a.

दार्शनिक रूप से कबीर का गीत मानवीय जीवन को पर्यावरण से जोड़ने का अच्छा साधन है।



Students were given full credit for their answers if they gave a plausible reason for mentioning the song in a book on the environment.

**Question 5b.**

डा० कुंडलिनी कहती हैं कि जिस प्रकार, कबीर ने अपनी जीवन रूपी चादर संभाल कर रखी, उसे मैला नहीं होने दिया, उसी प्रकार, हमें अपने पर्यावरण को संभाल कर रखना चाहिए, उसकी रक्षा करनी चाहिए, उसका दुरुपयोग नहीं करना चाहिये।

The majority of the students answered this question correctly.

**Question 5c.**

- यह पुस्तक उपदेश नहीं देती, दिशा बताती है
- पुस्तक की भाषा सरल और सहज है
- इस पुस्तक में पर्यावरण के प्रति परंपरागत भारतीय विचारों का सुंदर संग्रह 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 6

**Question 6a.**

- lack of fluency in English
- inability to adjust among other students, who were influenced by the western culture

Most students answered this question correctly.

**Question 6b.**

- to make other readers of the magazine *Vaacha* aware that there are many in the same situation as Anil
- to make other readers of the magazine *Vaacha* aware that English is not essential for technological progress

While many students answered this question correctly, a significant number had difficulty in answering it.

**Question 6c.**

- Himani is a research scholar in the field of linguistics.
- Himani is opposed to the use of English as the medium of instruction in higher education in India.

While many students answered this question correctly, a significant number had difficulty in answering it.

**Question 6d.**

Himani gives examples of countries such as Russia, China, Japan, Germany, etc. which have made technological progress without the use of English language.

While many students answered this question correctly, some found it challenging.

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## Question 6e.

Himani uses the phrase 'slavish mentality in India' to convince readers of her point of view. This means that even after India gained independence from the British, people still have clung to their dependence on English.

Students who cited other statements, such as the part where Himani says that English is not essential for technological development, were also given credit, provided they gave satisfactory reasons to explain their choice and meaning of the phrase used in the text. Most students answered this question correctly.

## Text 7

### Question 7a.

The following evidence shows that Amitabh is an international celebrity:

- Amitabh is the first living Indian to have his statue installed in Madam Tussaud's museum
- Amitabh has been awarded an honorary doctorate by Britain's Mont Ford University.

Most of the students answered this question correctly.

### Question 7b.

Four reasons for Amitabh's lasting popularity are:

- Amitabh has an impressive unique voice
- Amitabh has worked in approximately 200 films
- Amitabh's Hindi pronunciation is admirable
- Amitabh can recite the literary poems, particularly those written by his father, in a unique way.

To receive full marks, students had to mention all of the points above. While many students were able to list one or two of the points above, very few students were able to list all four points.

### Question 7c.

Amitabh dislikes the term 'Bollywood' because:

- it seems to imply that the Indian film industry merely apes Hollywood
- Indian films have many unique features, which are not found elsewhere.

Most students answered this question correctly.

### Question 7d.

Amitabh has acquired the following attitudes from his parents:

- knowledge and love of Indian traditions
- love of Hindi language.

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

## Part B – Answer in Hindi

### Text 6

#### Question 8

In Part B of Section 2, students were required to write a 150–200 word personal letter in Hindi in response to a letter from the Secretary of the India-Australia Student Exchange Program, offering a student place in their program. 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

- thanks for selection in the exchange program
- personal profile
- background
- knowledge of Indian Languages
- educational achievements
- interests

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- food habits
- financial status
- activities during your stay in India
- conclusion

Students responded reasonably well to this question, and addressed most of the criteria mentioned above. Most students followed the correct format for a personal letter but a few students made mistakes, particularly at the beginning and end of the letter or by omitting the address and date. Some responses lacked a proper salutation at the beginning.

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

## Words

पढ़ना (पढ़ना), नीमत (नियमित), अंख (अंक), पुरूसकार (पुरस्कार), चाहँगा (चाहुँगा), हुँ (हूँ), फीर (फिर), लीए (लिये), मुश्कलि (मुश्किल), उपादि (उपाधि), अठारह वर्षिय (अठारह वर्षीय), दरशाती (दर्शाती), भौजन (भोजन), रूची (रुचि), सिधा (सीधा), क्युकि (क्युकि), सुवीधा (सुविधा), गणीत (गणित), हुअे(हुए), आदर्णिय (आदरणीय), आतुर्क (आतुर), शोक (शौक), चिजों (चीजों), लावा(अलावा), ज्विन (जीवन), व्यलित (व्यतीत), गाओ (गाँवों), आन्द (आनंद), प्लान (पालन), टी० बी० (टी० वी०), पूरण (पूर्ण), जगहएँ (जगहें), घुम्ना (घूमना), वविध (विविध), मान्साहारिक (मांसाहारी), मजिद (मस्जिद), चर्चा (चर्चा), पखवान (पकवान), शकाहारी (शाकाहारी)

## Phrases and sentences

मैं उपाधि पा कर ककील बना चाहता है (मैं उपाधि पा कर ककील बना चाहता हूँ); मैं धर्म का प्लान करता हूँ ( मैं धर्म का पालन करता हूँ); मुझे मनोरंज के लिये एक टी०बी० जरूर चाहिए (मुझे मनोरंजन के लिये एक टी०वी० जरूर चाहिए); इस द्वारा मैं जानना चाहता है (इसके द्वारा मैं जानना चाहता हूँ), मैं परिवार पर भोज नहीं बना रहूँ (मैं परिवार पर बोझ नहीं बने रहना चाहता हूँ), आपका पत्र पा कर कर मुझे बहुत उत्साह हुआ (आपका पत्र पा कर कर मुझे बहुत प्रसन्नता हुई), आषा करता हूँ कि मैंने जो जानकारी आपको चहती थी मिल गई (आशा है कि जो जानकारी आप चाहते थे, वह मैंने आपको दे दी है)।

The errors above 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 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.

Question 12 was most popular, followed by Question 11. Questions 9 and 10 were both attempted by a smaller percentage of students.

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 from those of Hindi. In Hindi, the position of a verb is at the end, not in the middle of a sentence as is the case in English. In addition, persuasive language is different from informative language. Teachers should ensure that students know these differences.



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 using idiomatic language. Some of the examples of idiomatic phrases that students used included 'सोने में सुहागा'; 'फूला न समाना'; 'रोंगटे खड़े होना'; 'पल में तोला, पल में माशा' and 'ऊँट के मुँह में जीरा'.

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

वहाँ के फिल्म की रूचियाँ काफी है (वहाँ की फिल्मों के बारे में मुझे काफी रूचि है); वायूयान के नौका-वाहक ने वायूयान चला दी (वायुयान चालक ने वायुयान चला दिया), मैं एक बहुत ही स्वाभाविक लड़का हूँ ..... मैं लोगों के बारे में जानना चाहूँगी (मैं एक बहुत ही सीधा-सादा लड़का हूँ ..... मैं लोगों के बारे में जानना चाहूँगा); उस दृष्य ने मेरे रोंगटे खड़े कर दिए (उस दृष्य ने मेरे रोंगटे खड़े कर दिए)

Some common spelling mistakes were as follows.

भिल-भिल्ला (बिलबिला), दृशितरोकोन (दृष्टिकोण), असवस्थ (अस्वस्थ), घंडा (घंट), जटका (झटका), नाड़ (बाढ़), स्वक्त (सख्त), गोष (गोशत), परीनाम (परिणाम), कच्चा (कच्चा), उबला (उबला); माँ की दाल (उड़द की दाल), महला (मैला), प्रतिचीन देश (पश्चिमी देश), सांसता (सस्ता), थक-थक (धक-धक), बिधारथी (विद्यार्थी), जिंता (चिंता), आधार शीला (आधारशिला), पश्चिमि (पश्चिमी), नुकशान (नुकसान), हानीयाँ (हानियाँ), पिड़िओ (पीड़ियों), सात-सात (साथ-साथ), चडकर (चढ़ कर), आषा (आशा), भूक (भूख), जगड़ते (झगड़ते), सबी (सभी), दीमाग (दिमाग), तौफा (तोहफ़ा), गिरा (घिरा), उपलब्ध (उपलब्ध), तरिके (तरिके), औसे (ऐसे), अनुमती (अनुमति), बिमारियाँ (बीमारियाँ), महन्त (मेहनत)ण साधारण (साधारण)

### Question 9

Question 9 asked students to write an informative report for their school magazine on the impact of technological development on the world of work.

Two major points to be considered in the report were: use of computers and other technological tools in work and globalisation. Students were expected to consider both positive and negative aspects of the impact of technology and draw their own conclusion. Positive effects could have included: creation of new jobs; growth of employment in technological areas; reducing error and increasing reliability; widening of employment markets due to globalisation and job flexibility, including opportunities to work from home. Negative impacts of technological developments could have included: job losses due to outsourcing; job retrenchments due to machines replacing humans; weakening of labour organisations; feeling of insecurity among older workers; increased stress at work; need for continued professional development. However, most students focused on one or two of the abovementioned areas and dealt with the topic in a superficial manner rather than going into depth. Many students restricted their report to the impact of technology and ignored the issue of globalisation, which has been possible mainly due to technological developments. In general, most students followed the format of the report satisfactorily. Some responses went over the prescribed word limit.

### Question 10

Question 10 required students to write the script of a speech for Year 9–10 students persuading them to take measures that will help fight global warming.

Most of the responses were quite good. Students seemed to be very familiar with the topic and easily covered most of the following points:

- what is global warming
- why it is important to act upon
- the impact of global warming all over the world
- the consequences of ignoring global warming
- the impact of global arming on the environment
- how students could help to reduce global warming.

The language used was appropriate in most cases. However, some students forgot to address the audience correctly or to finish their speech appropriately. Some of the responses also went far beyond the prescribed word limit.



# 2008 Assessment Report



## Question 11

This question required students to write an article for a newspaper evaluating the influence of western culture on Indian society. Most student responses followed the required format and made some interesting comparison with eastern and western lifestyles and the changes that are taking place in India as a result of western influence.

## Question 12

Question 12 required students to write an imaginative story for a competition in a Hindi newspaper beginning with the words 'I was very excited because I was going to visit my friends and relatives in India after five year's stay in Australia but hardly an hour had passed since the aeroplane took off ...'

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, 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. Teachers and students should refer to the *VCE Hindi Study Design*, pages 53–55, for a description of the main characteristics of different kinds of writing.