



GENERAL COMMENTS

Generally, students performed quite well on the 2009 oral examination. However, some problems with vocabulary, grammatical structures of sentences, pronunciation and presentation of arguments were noticed. Many students carried on an effective conversation and dealt reasonably well with their chosen topic for the Discussion. Most students chose either an aspect of migration or marriage systems for their Detailed Study and presented interesting discussions of their sub-topics. Some students made good use of visual aids such as pictures and graphs to support their presentation. It was pleasing to see more Hindi resources used in the Detailed Study presentations than in previous years. More material in Hindi is becoming available on the Internet and students should be encouraged to make use of Internet-based resources in addition to books and magazines. The use of English words during the oral examination is a continuing problem and students are reminded to speak only in Hindi.

SPECIFIC INFORMATION

Section 1 – Conversation

During Section 1, 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 very 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 information on the topic and supported their opinions with good examples.

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 when necessary. Some students had difficulty with complex structures while others had problems understanding questions in Hindi due to their 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: opportunity, longitude, latitude, year, different, books, Internet, mainly, mostly, but, brother, time, healthcare, lifestyle, education system, developed, selected, normal, intelligent, economics, accountancy, story and like. Students need to develop a greater range of vocabulary so that they do not have to resort to English words.

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 j and Z , d and $/^2$ and $/$ and between Z and $=^3$

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

$x;tt$; $áx;itp$; $ká$, $s;nt$; $á"s;inytá$, $avxkt$; $áa;vXykt;á$, pr $áp!á$, $iv?y;qll$ $áiv$ $í;qll$, $iv?y;l$ y $áiv$ $í;l$ $yá$, $s^$ $\$n$
 $ásg#ná$, $b;g'il$ k $á$. $g'il$ $ká$), bKp $á$. $kpá$, $p;si<t$ $áp;il$ $tá^2$ $p;xn$ $áp;kná^2$ $h'r$ $áa^*rá^2$ $s^*c;l$ y $áx^*c;l$ $yá$, $mhábt$;
 $ámhává$, $avSy$ $áavXyá$, $mhol$ t $ámohl$ $tá$, $b;rt$ $á>;rtá$

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 the skills to use 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. Students should learn 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.

Many students chose an aspect of either migration or marriage systems for their Detailed Study. Sub-topics related to migration included: social issues related to migration, Indian migrants in Australia, balancing two cultures, causes of



migration, issues related to youth migration and the problems of elderly migrants. Sub-topics related to marriage systems included: types of marriages, marriage and society, comparison of old and modern marriages, inter-religious marriages, child marriages and widow marriages.

Most students demonstrated good knowledge of the aspect of migration or marriage systems they had chosen for their Detailed Study and presented a logical and coherent discussion of their sub-topic, which were well presented although often contained limited information while some students lacked an understanding of the material presented. 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; however, some of the source material was in English. Students should use a wide variety of resources in Hindi. Some students used charts and maps (with 'minimal language') to illustrate their introduction to the sub-topic.

Discussions often contained good breadth but insufficient depth. Students had generally prepared the introduction to their sub-topic well but sometimes had difficulty discussing the issues raised. Students should 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, while others 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 vocabulary and grammatically complex sentence structures, demonstrating good language control. They demonstrated understanding of linguistic elements and their responses were logical, clear and accurate. However, some students often could not think of the correct Hindi word and tended to use English words instead. Insufficient knowledge of Hindi numerals and the use of non-standard structures were matters of concern. Some of the common errors in sentence structure are given below. The correct phrases/sentences are given within brackets.

- bij tjo| pr D;n p|k\$ krrn; c;htl hl|ábj tjo| kl smSy;aó ke b;re me j ;nk;rl dn; c;htl hã
- mlv . ;rt j ;tl hw ámlv . ;rt j ;tl hã
- iv ;iq|yó me /thp;n krte hw áiv ;q|R /thp;n krte hã
- mre ko s|gt aCz; l gt; hw ámZe s|gt aCz; l gt; hã
- mlv 10 s;l se yh;\ rh rhe hw áhm 10 s;l se yh;\ rh rhe hã
- iPK\$ %d ne bht aCz; l gt; hw áiPK\$ %d n; bht aCz; l gt; hã
- hmke p;s kvl 2 s;l k; smy hw ámeóhm;re p;s kvl 2 s;l k; smy hã
- mlne ihldl krl ql ámlne ihldl p|l qlã
- ké hd tk³³³ ákz hd tk³³³ã

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. Some responses were devoid of any expression even when students were trying to persuade the assessors of their points of view, although many students made good use of effective body language (for example, eye contact and hand motion) to make a point.

Written component

GENERAL COMMENTS

Most students answered the questions in the correct language in 2009; however, errors in spelling, grammar and Hindi numerals continued to be a problem. Some students did not pay attention to the question and wrote pre-learned answers. In Section 2, Part B, some students did not read the question carefully and answered inappropriately. Many of the responses went beyond the prescribed word limit. Students should read each question carefully before answering and observe the prescribed word limit.



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.

Text 1

Question 1a.

During British rule in India when political meetings were banned, Bal Ganga Dhar Tilak, a prominent leader, introduced the public celebration of Ganesh Chaturthi to provide a platform for the struggle for independence and for advancing social and political reforms.

To obtain full marks, students had to mention the name of Bal Ganga Dhar Tilak as well as provide reasons (for example, to provide a platform for the struggle for independence and for advancing social and political reforms) for introducing the public celebration of Ganesh Chaturthi.

Question 1b.

- consecration of Ganesh ji's statue at 10:00 am in the Town Hall with prayers and devotional songs
- interesting cultural activities for children
- immersion of the statue in the sea at 2:00 pm in a procession with trumpeting and fanfare

Some students missed at least one feature but the majority of students were able to answer this question correctly and receive full marks.

Text 2

Question 2a.

To celebrate the 62nd anniversary of India's Independence Day

Most students answered this question correctly but many students gave inappropriate answers. This question highlighted students' inability to comprehend numbers beyond 20. Teachers should ensure that students are familiar with Hindi numerals.

Question 2b.

Any three of:

- foreigners attacked India for its wealth
- India was rich in mineral wealth as evidenced by the 'Kohinoor' diamond, which is part of Queen Elizabeth's crown and was taken from India.
- British desire to trade with India via the East India Company
- Columbus had gone in search of India when he accidentally discovered America.

A majority of students were able to list at least two points correctly.

Question 2c.

India was hesitant about encouraging foreign investment after independence because of its past experience with the East India Company, which came to India to establish trade but ultimately took over the whole country.

Most students were able to answer this question correctly.

Question 2d.

The speaker is hopeful because of the fast economic progress India is making. India's current rate of economic growth far exceeds that of most developed countries (7 per cent, as opposed to negative growth for most developed countries).

Few students answered this question correctly.

Text 3

Question 3a.

Abha is feeling lonely because she is missing her (joint) family in India.



Nearly all students answered this question correctly.

Question 3b.

Advantages	Disadvantages
Sharing household work and moments of joy and grief with other members of the joint family	Lack of privacy
No problem with childcare; grandparents and other relatives take care of children	Lack of personal freedom
Elders in the family such as the father or elder brother are available to discuss and resolve problems and to help relieve tension	Conflict due to the generation gap

Some students repeated the same point in different forms.

Question 3c.

Abha prefers the joint family system because:

- in defence of the joint family system, she dismisses a statement about being upset with other family members regarding the household work by saying that when so many people live together getting upset occasionally is normal
- in her last statement she expresses hope that gradually she may get used to living in a nuclear family. This indicates that she is not comfortable with the nuclear family structure but is willing to give it a try.

To be awarded full marks students had to identify Abha's preference correctly and then support it with a statement from the dialogue in Text 3. A majority of students received at least partial credit for their answers; however, some students gave conflicting answers.

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 but all responses had to be in Hindi. Many students performed well in Part B, although weaknesses such as spelling errors and grammatical mistakes were evident.

Text 4

Question 4a.

- वे अ. ल. ल. -स. ;W; k; प्योग करते हैं जो -Nhohe apne pWj' o' se sl%l qI² ij n mē ye nE xBd x;iml nhl' qj
- -nke pWj' o' ne s* vWq se . l phl e . ;rt zo@; q;)

The majority of students answered this question correctly.

Question 4b.

- %hgil x% a*r ihNdl kl imiĀt %@%l bol l% a*r agj l k; imĀ, h)
- sl/e . ;rt se a;ye hE l og ai/ktr %hgil x% k; प्योग करते हैं

The majority of students answered this question correctly.

Text 5

Question 5a.

- vh mh;vr; hī - %éd k; c;tb%
- "ske aqr hī id%n; dl . R hon;)

The majority of students answered this question correctly.



Question 5b.

- sn(1950 ke pWR dil t' kl dx; bht %r;b ql) -Nhe ècl j ;it ke ihldæd' ko SpXR krne kl anmit nhl' ql a*r ve -nke kæol se p;nl nhl' l e sk te q)
- sn(1950 mè . ;rtly s'v/;n mè dil t' ke il ye ix=; a*r roj g;r mè 22 p'txt a;r=, k; p{v/;n icy; gy:2 ij se b;d mè b!; kr 50 p'txt kr idy; gy:)
- "ske pir, ;m Svâp dil t' kl dx; mè -Ll %only su ;r hâ; h) ab l og dil t' ko nlcl nj t' se nhl' d%te h) dil t Ek b@l r;j nltk xikt bn kr -. r rhe h)

The majority of students were able to give at least two of the above points. Some students repeated the same point twice but did not receive any additional marks.

Question 5c.

rm; ke aitm v;ky ' . gv;n kre Es; hl h' bol ne ke !g se lgt; hw ik -se sðh hw ik vh idn xl`[a;yg; j b . ;rtly sm;j j ;itgt b/n' se mkt ho j ;yg; a*r s. l j ;ity' âj n mè dil t . l x;iml hâ ke s;q Ek sm;n Vyvh;r icy; j ;yg;)

The majority of the students found this question difficult.

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.

The title of 'Chand' was given to Dhyan Singh by his first coach Pankaj Gupta because he believed that one day Dhyan would shine like the moon in the world of sports.

Most students answered this question correctly.

Question 6b.

Dhyan Chand is known as a wizard of hockey because of his extraordinary control over the ball and because:

- he won gold medals in three successive Olympic games between 1932 and 1938
- people doubted him and said that his hockey stick had a magnet in it or some glue on it
- his statue in Vienna shows him with four hands holding four hockey sticks, indicating he was an extraordinary player and suggesting he had superhuman capabilities.

The majority of students were able to identify at least two of the four points. Only a small percentage of students were able to list all of the above points correctly.

Question 6c.

The Government of India honoured Dhyan Chand by:

- awarding him the Padma Bhushan award in 1956
- issuing a stamp in his honour in 1980
- holding a national sports day every year on Dhyan Chand's birthday on 29 August
- introduced a lifetime achievement award in his name in 2002.

The majority of students were able to list at least three of the four points.

Text 7

Question 7a.

The main differences between the two main types of schools are (any six of):

- selective admission
- stricter discipline

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- more resources
- more curriculum choices
- better results
- regular homework and testing
- more expensive than state schools.

The majority of students gave six points correctly.

Question 7b.

Mrs Sinha decided that her children should try for admission to two state schools where selection is based on a written examination because:

- results obtained by these schools are as good as private schools
- her children are bright and she thinks they would succeed at the written examination.

Most students answered this question correctly.

Question 7c.

Any two of:

- very personal style (personal viewpoints/reflections/opinions)
- short sentences
- the sense that the text is written in the midst of an event or stream of events (in this case, looking for schools).

While the majority of students gave at least one feature correctly, only a small number of students were able to identify two features of a diary.

Part B – Answer in Hindi

Text 8

Question 8

Students were required to write a 150–200 word personal letter in Hindi in response to an advertisement for the position of a film reviewer for a monthly Hindi magazine. 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

- details of the applicant's qualifications in Hindi and relevant experience
- a review of a Hindi film recently seen by the applicant. This review needed to include:
 - a brief description and comments on the plot
 - comments about the acting in the film
 - comments about the music/dancing in the film
 - comments about photography
 - comments about the language and dialogue of the film
 - star rating, ranging from poor (1 star) to excellent (4 stars).

Students responded reasonably well to this question and addressed most of the criteria. Most students followed the correct format for a formal letter of application but some students made mistakes, particularly at the beginning and end of the letter or by omitting the address and date. Some students did not comment on photography or simply said it was interesting without giving an example to illustrate what made it interesting.

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

Words

p]lK; ápi]K;â, . ;rity á. ;rtlyâ² xB/ áxkâ² s;q]nly áSq;nlyâ² p;rlv;rlk áp;irv;irkâ² -cit á-ictâ² av, lny
áav, hlyâ² mnor]j t ámnor]j kâ² mn;rc k ámnor]j kâ² nmste ánmStâ² i#k á#lkâ² pre áptâ² b;rvl' áb;rhv]â² b;rv]lh



áb;rhvllá³ ò cl á'icá² dólhó ádoná² mtl . ámtl bá² mly;k;Tmk ámlly;k;n;Tmká² inrdøk áindkáká² ai. Nly áai. nyá² a>lny áai. nyá² -ml á-má² a;ixrv;d áa;xlv;llá² mí] ám]lá² iSl E á"s il yá² smlXc; ásm=;á² smiCz; ásm=;á² z;y;k;rl áz;y;k;ná² kC ákz² nmXk;r ánmSk;râ² -Sk; á-sk;á² ibm;rl áblm;rlá² allgInt áanigtá² p!n;-l l%ñ; ápl h;-il %ñ;á³ m;t;-plt; ám;t;-ipt;á² mn-mohny ámmohká

Phrases and sentences

h;l ih mè áh;l hl má² mZe "s pi]k; ke cl ic] sml=k bnne mè bhñ idl cSp hw á mZe "s pi]k; ke cl ic] sml=k bnne mè bhñ idl cSpl háÉ meI x*k ámr; x*káÉ mne 12vI tk ihNdl kl ix=; gh, kr r%l hw ámlne 12vI tk ihNdl kl ix=; ll hw ámlne 12vI k=; tk ihNdl p!l háÉ ifLm mè kz bck;ne glt hw j o a. l a;yu ke dxk'o k'o psd a;yge á ifLm mè kz aCzòmnoñj k glt hw j o a. l a;yu ke dxk'o k'o psd a;ygeá² mr; ihNdl . ;W; ke s;q bhñ Jy;d; anu v hw ámlne ihNdl . ;W; mè k;fI k;m iky; há² "s ifLm k; nlykl ; bhñ Áá# hw á"s ifLm ke nly bhñ Áá# há

The above errors indicate that students tended to confuse similar sounds (for example, क and ख, and ज and झ² b and .) 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 many students scoring between 8 and 10 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. Students should restrict their writing to the prescribed word limit as work beyond this will upset the criteria for marking.

Question 9 was most popular and was attempted by 43 per cent of students, followed by Question 12 which was attempted by 25 per cent of students. Question 11 was attempted by 22 per cent of students and 10 per cent of students attempted Question 10.

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. Most students gained more than half of the available marks; however, there is room for improvement.

Although many students demonstrated good knowledge of sentence structure and sequencing in Hindi, others did not. One of the more common mistakes was to mirror the sentence structures of English, which are quite different to those of Hindi, where verbs are placed at the end, not immediately after the subject as in English. In addition, persuasive language is different from informative language. Students need to be clear about these differences.

Many students used a good range of vocabulary and wrote grammatically correct Hindi with few slips, while other students' use of vocabulary was limited and showed many grammatical errors. It was good to see some students use idiomatic language. Some examples of good phrases and sentences that students used included 'bñ-bñ kr ` \$. rn;² 'p\$-pñ ; krn;', 'spno' mè to apnl hl j lt hotl hñ, 'm\ x;m k'o gñse mè %el ql, Ek h;q mè icm\$; to dñre h;q mè bñ il ye hñ a*r plz rhl hw ik a;j iktne zKke l g;yé, 'khte hw ik r;i] ke smy t;j mhl kl sñdrt; k; by;n krn;² kivyó' ke bs mè . l nhl' hñ.



Some common spelling mistakes were as follows.

g@sv;rl á`sv;rlá² mldlr ámlldrá² ij t áj ltá² a;tm-hTy; áa;Tm-hTy;á² f\$;ke áp\$;%á² idp;l l ádlp;vl lá² mj e ámZá²
gbr;n; á`br;n;á² ij vn áj lvná² iprsllnt; ápsllnt;á² kic ákzá² j g@; áZg@;á² mhstb ámhstbá² r;v@; ár;v, á² ist;
áslt;á² v;pls áv;psá² . *t ábhtá² v;t;v, R áv;t;vr, á² inbø/n áinvehá² ibghr ábgtrá² -/;r, á-d;hr, á² stm;l
á' Stm;l á² . ;gv;n á. gv;ná² kbl ák. lá² Kd t; á%á t;á² vj lt áb;vj lá² hoXy;r áhoixy;rá² drit átrtá² isde ásl/á²
a/bv' áad(itá² v;g á. ;gá² b;\$n; áb;\$n;á² py;Rrn ápy;Rr, á² s;t ás;qá² bh\$g; áb#g;á² ivxyø áivWyðá² l @klao
ál @lkyðá² krlb do hj ;r l o p\$tt qe ákrlb do hj ;r l og -piSqt qá

Question 9

Question 9 required students to write an article for their school magazine about their visit to India, describing any unusual places that they might have seen and any interesting personal experiences that they might have had during their visit.

This question was the most popular and responses were generally quite good. To receive full marks, students needed to include:

- title and author's (fictitious) name
- an introduction, middle and a conclusion
- a description of an unusual place and its important features
- what made it unusual
- a description of interesting incidents that took place during the visit.

Several students merely described their travel and experience of meeting friends and relatives rather than describing unusual places. Teachers should advise students to tailor their responses to the questions asked and not simply reproduce what they may have learnt in class.

Question 10

Question 10 required students to write an informative report about a cultural program on the occasion of Diwali, which they attended as a reporter for a local newspaper.

This question was the least popular. Students who received high marks for this question followed the text type requirements for a report, namely: topic; structure (introduction, body, conclusion); content; author (fictional name); register; style and layout. They also covered all of the following points:

- a description of the location and timing of the cultural program
- a description of the content of the program
- comments on various aspects of the program
- suggestions for improvement of the program.

Some students who attempted this question wrote about Diwali rather than about the cultural program, describing why Diwali is celebrated and what people do at home. This shows that these students did not read the question carefully. Students must tailor their responses to the question asked and must understand the importance of reading the question carefully and giving a relevant response.

Question 11

This question required students to write the text of a speech for Year 10 students to persuade them to participate actively in a water saving program.

Students were expected to follow the requirements of the text type of the script of a speech (title/topic; structure; content; register; style; layout). They were also expected to cover the following points:

- an introduction discussing the need for water saving measures
- content including a variety of measures that students personally can adapt such as reducing shower time, saving water while doing the dishes, watering plants by hand, etc.
- the script should have been written in persuasive style and try to persuade other students to join the water saving program
- the speech should have begun with a proper address and end by thanking audience for their patience and cooperation.



Most students who attempted this question followed the above requirements, although some students wrote their response as a magazine article rather than the script of a speech. Some students did not know how to begin or end a speech. It appears that students require more practice in writing scripts of short speeches and delivering them to their peers.

Question 12

Question 12 required students to write an imaginative story in Hindi for a short story competition organised by the India-Australia Friendship Society beginning with ‘I dreamt that I had been selected as a member of the Indian cricket team...’

This question was attempted by the second largest number of students. In answering this question, students were expected to follow the text type requirements for a short story, namely: title/topic; structure; content; author (fictional name); register; style; layout. They were also expected to cover the following points in their short story:

- introduction: setting the scene of the story; describing their dream
- developing the story – the feelings of pleasure and amazement that followed their dream and what followed
- what position they played in, what they did
- any exciting/interesting incidents that took place
- anti-climax – the end of the dream
- conclusion.

This question elicited some very good responses. However, only a few students went beyond the feeling of joy at the selection and an opportunity to play with Sachin Tendulkar.

The standard of writing was generally quite good, but many students exceeded the prescribed word limit. While some stories were developed nicely, showing a climax and an anti-climax which kept the suspense going, others lacked the essential elements of a short story. Teachers could further emphasise the various phases of development in a story line and examples of good short stories may also be helpful.