



Oral component

GENERAL COMMENTS

In general, students performed quite well in both sections of the Hindi oral examination in 2011. Most students demonstrated thorough preparation and presented a good range of information, opinions and ideas that were usually relevant. High-performing students provided an excellent range of vocabulary and expression. They responded to the questions readily and confidently, and used well-structured and complete language. They were able to successfully repair sentences through self-correction strategies.

However, some students required a significant amount of support to carry on the conversation due to their limited range of vocabulary. Some weaker students relied on rote-learned language and anglicisms, and struggled with unexpected questions. A few students did not understand the questions and assessors had to use alternative vocabulary. Some weaker students also used an inappropriate style and register.

All students should prepare adequately for both parts of the oral examination to achieve high scores.

SPECIFIC INFORMATION

Section 1 – Conversation

Students were expected to have a seven-minute conversation about their personal world; for example, school and home life, family and friends, interests and aspirations. Students should know the Hindi words for the names of their school subjects or the name of the career path they aspire to. Student performance ranged from good to excellent in this part of the examination. Most students provided a good range of information, ideas and opinions clearly and logically. High-performing students used well-structured and complex language. They also demonstrated good use of style and register. Some students also used appropriate repair strategies.

The less successful students had problems understanding some questions due to their limited vocabulary. Other students had difficulty clarifying or elaborating on their ideas and opinions and needed support. Weaker students used English words and had problems with pronunciation. Students need to develop a wide range of vocabulary so that they do not have to rely on English words.

A list of some commonly mispronounced words follows. The **correct** forms are shown within brackets.

वासा (भाषा), परीसा (परीक्षा), कभी कबार (कभी कभी), परना लिखना (पढ़ना लिखना), गनित (गणित)
शिरप कला (शिल्प कला), विदालय (विधालय), अठरह (अठारह), परोसी (पड़ोसी), सतार (सत्रह)

Section 2 – Discussion

In the one-minute introduction, students should briefly introduce the main focus of the sub-topic they have chosen for the Detailed Study and alert assessors to any objects they have brought to support the discussion. However, this year most students went beyond the one-minute time limit and had to be interrupted by assessors.

Most students demonstrated a good level of understanding of their Detailed Study. They carried the discussion forward with minimal support and advanced the exchange appropriately and effectively. High-performing students presented a broad knowledge of their chosen sub-topic. These students were able to use an excellent range of vocabulary and expressions accurately and appropriately. They also made good use of body language.

It was evident that high-performing students had researched a variety of resources for their Detailed Study, such as articles, interviews, films and newspapers. The resources chosen to support the discussion should be in Hindi and students should make use of a Hindi dictionary in their preparation. Students should be reminded to use a variety of resources and not just rely on one book or website. More material in Hindi is becoming available and students should be encouraged to make use of Internet-based resources in Hindi in addition to books and magazines. Students should know the name of their Hindi textbooks and dictionaries.

2011 Assessment Report



There was a wide range of topics chosen this year for the Detailed Study, but the main focus was on Hindi films, migration, pollution and the environment, festivals, weddings and celebrations. Successful students presented interesting discussions of their chosen topics and sub-topics. Some students made very good use of visual aids, such as pictures, posters and graphs to support their presentation. Students are reminded that support material must have only minimal writing.

A few students did not have sufficient knowledge of their Detailed Study topic. Some of these students named their topic but discussed a different topic. Some students lacked adequate repair strategies and needed a significant amount of support from assessors. Students can enrich their discussion using idioms, proverbs and alternative vocabulary to achieve high scores. Students should avoid rote-learning.

The following is a list of some excellent words used by some students.

नागरिक, आपदायें, मानसपटल, तत्पर, आकांक्षा, पश्चिमीकरण, आपदायें, अंतरिक्ष, प्रोत्साहित, विकल्प, प्रयोगिक कार्य, कर्मप्रधानता, वार्षिक, उत्सव, आश्चर्य चकित, प्राकृतिक, आपदायें, विश्लेषण, व्यवसाय, भूमिकरण, प्रयोगीकरण, अभ्यस्त

Some students did not understand the questions and gave incorrect answers. The following is a list of some incorrect phrases/sentences used by students. The **correct** sentences/phrases are given in brackets.

- त्यौहार बनाये जाते है। (त्यौहार मनाये जाते है)
- ईसा मसीह मरा था। (ईसा मसीह मरे थे)
- मनोविज्ञान बहुत अच्छी लगती है। (मनोविज्ञान बहुत अच्छा लगता है)
- बर्फ गिरता है। (बर्फ गिरती है)
- सात लोग है। (सात लोग हैं)
- मम्मी भी चाहते हैं। (मम्मी चाहती हैं)
- जानकारी मिलता है। (जानकारी मिलती है)