



2011

Languages: Hindi GA 3: Examination

Written component

GENERAL COMMENTS

In 2011 most students performed well in all three parts of the examination and demonstrated a sound understanding of the knowledge and skills required in the Hindi study. Students performed better in Section 1 – Listening and responding than in Section 2 – Reading and responding. Students should read the questions carefully prior to responding and are encouraged to use a dictionary.

SPECIFIC INFORMATION

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
- convey the information accurately and appropriately.

Text 1

Question 1

Any two of:

- using words and phrases that close the distance between the speaker and listener/that make the listener feel positive. For example, the speaker uses ‘friends’, ‘welcome our customers’, ‘comfortably’ and ‘enjoy’
- telling the listeners that certain types of food will be free of charge/cost nothing (in order to celebrate the 30-year anniversary).

Most students received full marks for this question.

Text 2

Question 2a.

Any four of:

Reasons for Vidya’s career choice	Reasons against Vidya’s career choice
<ul style="list-style-type: none">• She enjoys writing• She expects to get work easily• You can earn good money from writing for online publications	<ul style="list-style-type: none">• Her parents are against this choice• She may earn less money

Most students missed on one or two points.

Question 2b.

Any two of:

- you can help other people in emergency
- you can follow other paths or options
- doctors earn enough money to maintain a good lifestyle.

Most students answered correctly.

Text 3

Question 3a.

She will:

- have some candles in her house
- also use plastic lamps that use electricity.

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The majority of students answered correctly.

Question 3b.

All of:

- clay lamps are beautiful
- clay lamps symbolise the culture, and the social and economic heritage
- clay lamps benefit the farmers, the potters and the oil-millers
- the money made from the lamps stays in and benefits the village

Question 3c.

Any two of:

- initially she is against using clay lamps; however, in the end, she accepts Rohit's arguments.
- to do anything else would insult the goddess Lakshmi
- she agrees with Rohit about supporting villagers, Indian culture and traditions.

Most students were able to respond correctly.

Text 4

Question 4

All of:

- English is identified with political power
- English is identified with technology and literacy
- Dalits will have equal opportunities and greater access to political power and literacy
- to make English more popular by dedicating a temple to the goddess of English.

This was a more challenging question and many students were unable to give all points.

Part B – Answer in Hindi

The section was assessed according to the following criteria:

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

Text 5

Question 5

Any six of:

सकारात्मक बिंदु

- कड़ी सुरक्षा व्यवस्था
- भारतीय त्यौहार जैसा लगना । सास्कृतिक विविधताओं और इतिहास की झलक
- भारतीय खिलाड़ियों का अच्छा प्रदर्शन
- सुशील कुमार का कुश्ती में स्वर्ण-पदक प्राप्त करना

नकारात्मक बिंदु

- मीडिया अव्यवस्था व कथित भ्रष्टाचार से असंतुष्ट था ।
- दर्शकों की संख्या कम होने के कारण हर्ष व उल्लास की कमी थी
- खेल-भावना में कमी

Most students answered well and were awarded full marks.

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Text 6

Question 6

Any four of:

- शिविर २३ से ३० दिसम्बर तक गीता भवन में होगा ।
- शिविर निःशुल्क है,
- एक महीने पहले पंजीकरण ।
- योगासन व प्राणायाम से रोग-निवारण ।
- स्त्री-पुरुषों की अलग-अलग कक्षाएँ ।
- अधिक जानकारी के लिए वेबसाइट देखो

Section 2 – Reading and Responding

Part A – Answer in English

The section was assessed according to the following criterion:

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

Students were required to demonstrate their understanding of written texts and respond in English. In general, students were able 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. Overall, this section was challenging for many students. A few high achievers were awarded full marks.

Text 7

Question 7a.

Because he knew women from different generations.

The majority of students were able to answer this question correctly and received full marks.

Question 7b.

Any five of:

Similarities

Both of them:

- were widowed in their teenage years
- were only children
- served society
- were talented and popular.

Differences

- Cauveree Baa had a lavish lifestyle but Raseelee Baa had a simple lifestyle.
- Cauveree Baa received royal treatment but Raseelee Baa was dependent on her mother.
- Cauveree Baa received money from the state but Raseelee Baa did the housework in her mother's house.
- Cauveree Baa had academic knowledge but Raseelee Baa had practical knowledge.

Only a few high achievers answered correctly. Most students missed some points or repeated the same points.

Question 7c.

All of:

- Cauveree Baa spread formal education among women. Although she worked for the royal people, her role cannot be ignored as educated women teach children to make a civilized human society for the future
- Raseelee Baa gave selfless service to build a healthy society. Her prescriptions for medicinal herbs were of great value.

This question challenged many students and only very capable students answered correctly.

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Text 8

Question 8a.

He removed the unjust king by diplomatic means.

Most students answered this question correctly.

Question 8b.

Any two of:

- a great economist
- a skilful politician
- a good administrator.

The majority of students found this question difficult and failed to answer correctly.

Question 8c.

Both of:

- agriculture and trade
- industry and commerce.

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

Question 8d.

All of:

- a very honest, ethical and dedicated public servant
- the national wealth was used carefully
- because he used one lamp when he did his work as a public servant, but used a different lamp for his personal use. When the stranger saw how ethically the Prime Minister acted even when at home, he understood how well he ran the whole country and that his administration was free from corruption.

This was one of the most difficult questions for students.

Part B – Answer in Hindi

Text 9

Question 9

Students were required to write a letter in Hindi to the agency that took them on a tour to India but failed to meet their expectations.

This section was assessed according to the following criteria:

- understanding 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).

Most students performed well this question. Most students followed the correct format for formal letter. High achievers manipulated Hindi authentically and creatively to meet the requirements of the task and demonstrated extensive knowledge and understanding of the vocabulary.

The following is an example of excellent writing. The piece is well organised and fluently written. This is an example of an upper-range script.

हमारी यात्रा आपकी एजेंसी के साथ असफल रही तथा वह बिल्कुल सुविधाजनक एवम आरामदायक नहीं थी ।
आशा करता हू कि आप जिम्मेदार लोगों से बात करेंगे और उन्हें सजा मिलेगी । अगर आप और लोगों को पर्यटक स्थलों पर ले जाना चाहें तो आप
को उपर लिखी समस्याओं को सुधारना होगा ।



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

कुए के मेढक बन कर रह जाते हैं, थकान ने दम तोड़ दिया,
अपने पाव पर कुल्हाड़ी मारते हैं, घर का कुत्ता न घर का न घाट का,

However, some weaker students could not follow the conventions of the text type and made numerous grammatical and spelling errors. Students should ensure that they proofread their work in order to pick up possible errors.

The following are examples of spelling errors. These errors indicate that students were confused with similar sound (for example, त and थ, श and ष, क and ख, ब and भ).

वादा (वाधा), पहोचाया (पहुचाया), कातिरदरी (खातिरदारी), सहमत (समेत), गुमाने (घुमाने)
गनटा, (घंटा) जीनहे (जिन्हें), प्रभन्द (प्रबंध), स्सते (सस्ते), मिल्ली (मली), स्वादिषठ (स्वादिसठ),
भूक (भूख), आक्षा (आशा), कूकि (क्यों कि), कबी (कभी), उस्का (उस का), नीकला (निकला),
सेजिये (सोचिये), भीर (भीड़), पूचा (पूछा), ग्यान (ज्ञान), खत्रा (खतरा) , बिश्य (विषय), तैरा (तेरह),
तीकत (टिकट), नामास्ते (नमस्ते), सुरिक्षा (सुरक्षा), बरषटाचार (भ्रष्टाचार)

Section 3 – Writing in Hindi

This section was assessed according to 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.

In this section, students were asked to answer one of four questions and write their answers in 200–250 words in Hindi. Question 10 was the most popular topic, followed by Question 12. Most students were able to organise information and ideas to meet the requirements of the task.

The following are examples of some appropriate items of vocabulary used by high-scoring students.

गंतव्य स्थान, आत्म निर्धारण, स्वाभिमान, उत्तरदायित्व, भावनात्मक, जन्म सिद्ध अधिकार, प्रोत्साहित, भौतिक गतिविधिया

Some weaker students demonstrated limited evidence of the ability to organise information and ideas. Some examples follow.

मैने बस पकडनी चाही (मै बस पकडना चाहगा)

मूझे ट्रेन्सपोत नीच स्तर के थे (आपके ट्रेन्सपोर्ट नीचे स्तर के थे)

आपका यात्रा मूझे बहुत शरमिंदा बनाया है की मे आपकी ऐजेन्सी से तीकत खरिदी (आपकी यात्रा से मै बहुत शर्मिंदा हू कि मैने आपसे टिकट खरीदी)

मेरे राये मे इंडिया जाना अवश्कता है (मेरी राय मे इंडिया जाना अवयश्क है)

Question 10

Students were required to write a text of their speech persuading other Australian students to study in India.

This question was the most popular and most responses were good. However, some students responded in a letter format and this was not the text type specified in the question.



Question 11

Students were required to write an informative report for their local newspaper on the use of alternative sources of energy. Few students attempted this question. However, students who did demonstrated a good understanding of the text type. Most students responded very well. High achievers demonstrated extensive knowledge and understanding of vocabulary, tense, mood and syntax.

The following is an example from a piece of excellent writing.

सम्मेलन में हम सभी ने इस समस्या के कुछ सुझावों पर भी विचार विमर्श किया। इस समय में हम ने कई उपायों पर बात चीत की और हम सभी फैसला लिया कि आस्ट्रेलिया जैसे देश में सौर उर्जा, पवन तथा पनबिजली पर हमें ध्यान देना चाहिये। आस्ट्रेलिया एक सूखा देश है और यहा पर ७० प्रतिशत जमीन रेगिस्तान है जहा साल भर धूप आती है। अगर हम सौर की उर्जा उपयोग में लायें तो हम अपनी हानिकारक गैसों का उत्सर्जन काफी कम कर सकते हैं। यही नहीं बल्कि घरों, कारखानों, तथा विद्यालयों में भी सोलर पैनल्स द्वारा बिजली पैदा कर सकते हैं टस्मानिया जैसे क्षेत्रों में भी जहा अधिक बरसात होती है और वहा आधिया आती है, हम पवन और पनबिजली का उपयोग कर सकते हैं, क्यों कि घरों, दफ्तरों तथा विद्यालयों में आने वाली बिजली साफ और प्रदूषण रहित होगी।

Question 12

Students were required to write an evaluative article for their school magazine discussing the statement 'If you study, you will have a great future; if you play, your future will be ruined.' (This is an English version of a well-known proverb.)

This was the second most popular question and most responses were good. Some students emphasised the strong points of sports. They also reconstructed the phrase nicely and used the proverbs well. For example:

Phrase nicely reconstructed

- पढ़ोगे लिखोगे तो बनोगे नवाब, साथ ही थोड़ा सा खेलोगे कूदोगे तो बनोगे लाजवाब

Proverb

- अति का भला न बोलना अति की भली न चूप, अति का भला न बरसना अति की भली न धूप

However, some students failed to produce strong points for and against the issue.

Question 13

Students were required to write an imaginative story on the topic 'a day in the life of a person working in the year 2070', highlighting the technological changes that may have taken place.

Few students attempted this question. Some students who did attempt this question wrote about their dreams rather than an imaginative story with an introduction, development and conclusion. This showed that they did not read the question carefully. Students should practise answering questions on past Hindi examination papers as part of their examination preparation.