



Oral component

GENERAL COMMENTS

Generally, the performance of students in the 2005 oral examination was very good. There were equal numbers of male and female students and the mean score achieved by both sexes was around 82%, which indicates that both male and female students performed very well in this examination. Most of the students were able to carry on an effective conversation.

The majority of students had chosen various aspects of pollution for their Detailed Study. They presented interesting discussions of the sub-topics of their choice. Generally, the standard of discussion was good and only a few students had difficulty in establishing a connection between the topic and the sub-topic they had chosen. Research techniques used in preparing for this section were much more varied than those used in previous years. The use of English words during the oral examination continued to be a matter of concern.

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. Most students were able to link with assessors effectively and demonstrated good communication skills and repair strategies. Very few students required a significant amount of support and encouragement from the assessors to maintain and advance the exchange.

The majority of students were able to keep their discussion relevant, provided a good range of ideas/information on the topic under discussion and supported their opinions with good examples. Their discussions demonstrated good breadth and depth. Some students had some difficulty in keeping within the confines of the sub-topic chosen.

Many students used a good range of appropriate vocabulary and correct grammar. They showed good use of style and register, and were able to rephrase if necessary; however, some students had difficulty with complex structures. Some students had difficulty in following questions in Hindi as they had limited a vocabulary. In some cases, Urdu and English words were used when students were unable to find an equivalent word in Hindi. Students must develop a greater range of vocabulary so that they do not fall back on English or any other language. Some students made basic errors in tenses and syntactic structures, but generally the vocabulary and grammar used was accurate.

Some students could have obtained better results by improving their pronunciation, intonation and stress and maintaining the tempo of their speech. Poor pronunciation was a problem for some students, and these students were generally devoid of any expression even when they were trying to persuade assessors of their point of view. Some students found it difficult to distinguish between स and श and between द and ध. Some commonly mispronounced words, with the correct form shown in brackets, are listed below.

विद्यालय (विद्यालय), स्कूल (स्कूल), बरा (बड़ा), आच्छा (अच्छा), औद्योगिक (औद्योगिक)

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 help 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 if they forget a word, do not understand a question or do not know the Hindi word they are looking for, and the best ways to agree/disagree with the assessors.

The sub-topics chosen by students included air pollution, sound pollution, deforestation, global warming, the impact of a population explosion on pollution, recycling and the use of alcohol and cigarettes. Students were generally well prepared; however, the discussions often contained good breadth but insufficient depth. Most students logically and coherently discussed their sub-topics, but they should also be prepared to discuss new ideas related to their sub-topics. Some students brought in photographs, extracts from magazine articles and newspapers and/or articles from the Internet to support their ideas and opinions. Some students also used charts and maps to illustrate their introduction of the sub-



topic. The Internet appeared to have been a good source of resource materials and its use should be encouraged. However, much of the material presented was in English; teachers should encourage students to use resources in Hindi rather than English. Resources in English should not be used as a replacement for material originally written in Hindi.

Most students used a range of accurate vocabulary and grammar, with a few minor slips. 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 the language. They showed good knowledge of linguistic elements and their sentences were logical, clear and accurate. Weaker students could often not think of the appropriate Hindi words and tended to use English words instead. A lack of 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.

- मेरे को विद्यालय जाना था (मुझे विद्यालय जाना था)
- मेरे को क्रिकेट खेलने का शौक है (मुझे क्रिकेट खेलने का शौक है)
- मेरे स्कूल के अदयापकें बहुत अच्छे हैं (मेरे स्कूल के अध्यापक बहुत अच्छे हैं)
- रसायन परदूषण के कारण (रसायनिक प्रदूषण के कारण)
- जिचन मे शिच्छा बहोत आवश्यक होती है (जीवन में शिक्षा बहुत आवश्यक है)
- मैंने नई रिकार्ड बनाया (मैंने नया कीर्तिमान स्थापित किया)

The majority of students used clear expressions but quite a few pronounced words incorrectly, particularly those involving half and double words or guttural sounds. Some of the common mispronunciations are listed below.

मित्तर(मित्र), परभाव (प्रभाव), परदूषण (प्रदूषण), प्रमाणु (परमाणु), सतारे (सत्रह), इंधन (ईंधन),
वियतीत (व्यतीत), उद्योग (उद्योग), दुआँ (धुआँ), , धवनी परदूषण (ध्वनि-प्रदूषण), हौर (और), सतर(स्तर), प्राप्त
(प्राप्त), कच्छा(कक्षा), विद्यार्थी (विद्यार्थी), रसायनिक अभियंता, (रसायन अभियंता)

Students need to pay greater attention to intonation and stress and should avoid pauses in the wrong places. Some of the responses were devoid of any expression, while other students made good use of effective body language (for example, eye-contact and hand motions) to make a point.

Overall the students' performance in 2005 was better than in previous years but there is still room for improvement, particularly in the areas of vocabulary, grammar, pronunciation and the presentation of arguments. Teachers could also assist students better in their preparation of the Discussion component of the oral examination.

Written component

GENERAL COMMENTS

In 2005, 55% of the students who took this examination were male and 45% were female. Male students generally performed better than female students: the mean score for males was 89.6%, while for females it was 87.8%. The overall mean was 87.8%, which is a significant improvement on the 2004 mean of 78.5%.

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 will receive no credit. Errors in spelling, grammar and Hindi numerals continued to be a problem this year. Also, some of the student responses in Section 2, Part B and Section 3 went well beyond the prescribed word limit. Teachers must emphasise the need for students to observe the prescribed word limits.

Some of the words that a few students found difficult in the texts were:

निवेश, प्रांत, विनिमय, चित्रण, वंशानुगत, आर्विभाव, पोषित, मेधावी, प्राद्योगिकी, साक्षात्कार



SPECIFIC INFORMATION

Section 1: Listening and Responding

Part A

In Part A, students were presented with four oral texts in Hindi and were required to answer all questions in English. Some students did not follow the instructions and lost marks because they answered in Hindi instead of English.

Question 1a.

Details	Date
Date of submitting application	12 October
Date of interviews	20 November

To obtain full credit for their answers, students had to complete both pieces of information correctly. Both parts were completed correctly by 45 per cent of students, while 36 per cent obtained partial credit because they were able to complete only one part of the table correctly.

Question 1b.

He wanted to enquire about the student exchange program.

Incorrect answers to this question included: 'Ramesh left a phone message to enter the competition' and 'he left the initial phone message because he wasn't there to attend it'. Such answers showed a lack of understanding of the text.

Question 1c.

Ramesh needs to fill out an application form, providing details about himself and his home environment and a statement giving reasons for his interest in this program.

To get full credit for their answers, students were required to mention both the application form and statement of interest. The majority of students (64 per cent) mentioned both of the above points and received full credit for their answers.

Question 2a.

The country of origin loses its skilled work force and the money it has spent on training professionals such as doctors and engineers.

To get full credit for their answers, students were required to mention both the loss of professionals and the money spent on their training. The majority of students (59 per cent) mentioned both of these and obtained full credit for their answers.

Question 2b.

Because the Minister for Human Resources believed that:

- the process of migration is a natural process
- the process of immigration can benefit India too.

To get full credit for their answers, students were required to mention both of the above points. Only 36 per cent of students gave both of these points and received full credit for their answers, while 28 per cent answered incorrectly and received no credit for their answers.

Question 2c.

The use of an emotionally charged acronym '*Bha Bha Bha*', which implies that the emigrants from India fled from India, ignoring their debt to their motherland. The news item also states that a heated debate took place in the '*Loksabha*'.

To get full credit for their answers, students were required to mention both of the above points. Only 18 per cent of students got full credit for their answers, while 46 per cent answered this question incorrectly and received no credit for their answers. Some examples of incorrect answers are given below.

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- '14 December was the time when there was a terrorist attack on parliament. The tone of the speaker showed that a lot had been lost, and was emotional.'
- 'It was an emotional debate because the Minister gave a warning to the opposition...'

Question 3

Any three of the following:

- teach students skills in batting and bowling
- be taught by renowned cricketers
- make fabulous earnings
- rise to fame.

The majority of students (64 per cent) answered this question correctly.

Question 4a.

The Himalayan range can best be viewed from Darjeeling from September to December.

Most students (96 per cent) answered this question correctly. Some students gave incorrect answers such as 'they go to pray to Himalayas'.

Question 4b.

Darjeeling fulfilled expectations in regard to its natural beauty but disappointed in terms of large crowds which blocked Ambika's views.

Students found this question difficult and only 41 per cent answered it correctly.

Question 4c.

Ambika was not able to go on the toy train because it needed to be booked in advance. Instead, Ambika took the car ride down the same route as the toy train.

This question was answered correctly by 86 per cent of students, while 14 per cent received partial credit because they answered only part of the question correctly. Several students had difficulty in understanding the word 'toy train', with a few students writing it as 'tri train'.

Question 4d.

Madhav had seen a program about Darjeeling and he really wanted to have a ride in the toy train there.

Variations of the above answer were accepted, provided students mentioned the essential elements of the answer. For example, the following answer was given partial credit: 'Because *Madhav* knows a lot about Darjeeling and because he is asking more and more questions to *Ambika*. It sounds like he wants to go to Darjeeling.'

Part B

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 student 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 were visible in this part.

Question 5a.

Any three of the following:

- कम मात्रा में निवेश
- युवा वर्ग में बेरोज़गारी
- विकास की कमी
- युवाओं के लिए प्रगति के अवसरों का पूर्ण अभाव

Fourteen per cent of students mentioned all the three points and received full credit for their answers. Some of the incorrect answers listed factors such as: जल्द से जल्द सुविधा, सुरक्षित जीवन जीना, बेरोज़गारी से नए आफिसरों को बनाना

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Question 5b.

स्वतंत्रता दिवस

Only nine per cent of students failed to answer this question correctly. One of the typical incorrect answers was 'Republic day' instead of the 'Independence day'.

Question 6a.

One of the following:

- फिल्मों द्वारा सामाजिक परिवर्तन लाना
- फिल्मों द्वारा समाज में महिलाओं के मुद्दों में परिवर्तन लाना

Incorrect answers included

बातचीत का मुख्य विषय आज के जमाने में घिसा-पिटा हो गया है।

Question 6b.

क्योंकि यह फिल्म बताती है कि नारी के गुण हैं

- चुप रहना
- आदर्श माँ बनना
- पति और परिवार के सुख के लिए ही जीना

The majority of students (59 per cent) answered this question correctly and received full credit for their answers.

Question 6c.

Two of the following:

- अँधी फिल्म
- दर्शकों को कामकाजी महिलाओं से परिचित कराती है
- नये आदर्श मॉडल स्थापित करती है
- घर के काम का मुद्दा सामने आता है।

Section 2: Reading and responding

Part A

In Part A of Section 2, students were presented with two written texts in Hindi in two different text types (a magazine article and a newspaper report) and were asked questions in English. They were required to answer all questions in English.

Question 7a.

It has been used as a metaphor for India.

Most of the students (82 per cent) answered this question correctly.

Question 7b.

- open to other cultures
- accept other cultures
- not let other cultures take over one's own culture

All the three points were listed correctly by 36 per cent of students.

Question 7c.

Any four of the following factors:

- geographical
- transport and availability of information

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- attack by foreigners
- new inventions and technological developments
- influence of the media.

Only 14 per cent of students were successful in listing all the four factors. Students who answered incorrectly gave factors such as religion and caste.

Question 7d.

- They imitate the West's language.
- They eat Western food.
- They imitate the West's lifestyle.

This question required students to state three points to receive full marks. Approximately half of the students were able to list all three points successfully. Incorrect responses included 'they are confused; they don't know what to do'.

Question 7e.

To adopt the new (transitional form) of Indian culture.

A large proportion (82 per cent) of students answered this question correctly.

Question 8a.

- very sad
- anxious
- dejected

The majority of students (55 per cent) listed all the three points and obtained full credit for their answers

Question 8b.

Many workers are being made redundant due to:

- replacement of workers by machines
- inability of workers to use modern technology
- globalisation of trade.

All three of the above points needed to be given to receive full marks. A few students mentioned a reduction in wages, which was given partial credit. There were no students who did not receive any marks for their answers.

Question 8c.

- The author was concerned about his friends losing jobs because of technological developments.
- The quotation from Tolstoy supported the author's concerns about the use of technology by human beings.

One interesting answer that received partial credit was 'The writer included a quotation from Tolstoy because he believed that the increasing use of technology and machines was dangerous to mankind.'

Part B

Question 9

In Part B of Section 2, students were required to write a 150–200 word personal letter in Hindi to their friend advising him what he should do in relation to marrying a girl that his/her parents disapprove of.

Students were assessed on this task according to the following criteria:

- understanding of the text
- depth of treatment of the task
- knowledge and understanding of vocabulary and sentence structures
- ability to manipulate the language to the needs of the task
- organisation of information and ideas.

To demonstrate their understanding of the text, students were required to address all of the following issues listed in the text, within the prescribed word limit:

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- विवाह की सफलता / असफलता पर धार्मिक भिन्नता का प्रभाव।
- विवाह किस पद्धति से होना चाहिए?
- सजातीय विवाह से लाभ / हानि।
- माता-पिता को विवाह के लिए अनुमति देने के लिए कैसे राजी किया जाए?

Students responded reasonably well to this question. Interesting arguments were put forward both in favour of and against marrying the Vietnamese girl, Vin. Most students followed the correct format for a personal letter, but a few students wrote the salutation प्रणाम, which is appropriate for parents, not for friends. One interesting comment made was: मैं तुम्हारे माता-पिता से भी तुम्हारे और विन के बारे में बात कर लूँगा लेकिन वह तभी सम्भव हो सकेगा जब विन अपने हाथों का वियतनामी खाना खीलायेगी।

Common mistakes in spelling and structure included:

- तुम्हारी जीवन और प्रसन्न होती है (तुम्हारा जीवन और आनंदमय होता है)
- तुम्हारा पत्र मिलकर मुझे बहुत खुश हुआ (तुम्हारा पत्र मिलने पर मुझे बहुत खुशी हुई या तुम्हारा पत्र पा कर मैं बहुत खुश हुआ)
- विन एक बहुत अच्छी कन्या मालुम पड़ता है (विन एक बहुत अच्छी कन्या मालुम पड़ती है)
- अनतिं (अनंत), लूँगा (लूंगा), स्मभव (सम्भव), खीलायेगी (खिलायेगी), नाड़ी (नारी), चोटी (छोटी), वीवाह (विवाह), पतनी (पत्नी), प्रीवार (परिवार), अन्तरजातिय (अंतर्जातीय), समजाया (समझाया), खुशल (कुशल), कूशल (कुशल) आन्नद (आनंद), म्हला (महिला),
- आदर्णायि (आदरणीय), तोड़ा (थोड़ा), संसकृती (संस्कृति)

The above errors indicate that students tended to confuse similar sounds (for example,

च तथा छ, त तथा थ, ज तथा झ, ब तथा भ^३). They also confused various *matras* and had difficulty in using the correct form of 'r'. Teachers should emphasise these differences and give students more practice in distinguishing various sounds and *matras* so that such errors could be avoided in future.

Students generally performed better in this part than last year, however only nine per cent of students achieved the maximum score. 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 had to answer one of the four questions given and write their answers in Hindi in 200–250 words. Question 10 required students to write the text of a speech to persuade Years 7 to 8 students to join a tree planting program. In Question 11, students had to write an article for their school magazine evaluating the women's movement. Question 12 required students to write a report to the school council describing their experiences in India under a student exchange program, with a view to improving the program. Question 13 required students to write an imaginative story beginning with the statement 'the day my parents bought me a new car...'

Many of the answers this year went beyond the prescribed word limit. Teachers should advise students to restrict their writing to the prescribed limit, as work beyond the prescribed limit may not be considered for marking.

Question 10 was the most popular and was attempted by 64 per cent of students. This may have been because most students had chosen an aspect of pollution for their Detailed Study and were very familiar with the importance of trees for the environment. Question 10 was followed by Questions 12 and 13 in popularity. Each of these questions was attempted by 18 per cent of students.

The following criteria were used to mark this section:

- depth and breadth in the treatment of the task
- knowledge and understanding of vocabulary, tense, mood and syntax
- manipulation of the language to suit the requirements of the task

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- sequencing and structuring of ideas.

This year, students' performance on the writing task was significantly better than last year. In 2005, 36 per cent of students scored 13 or 14 marks; 32 per cent received 10 or 11 marks and another 32 per cent received nine or 10 marks. These 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, and exhibited extensive knowledge and understanding of vocabulary, tense, mood and syntax.

Many students demonstrated good knowledge of sentence structure and sequencing in Hindi. One of the common mistakes was using English sentence structures, which are quite different from 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. One of the common mistakes was in verb tense and subject gender/number agreement.

Some typical errors included:

- मनुष्यों के बड़ते संख्या है (मनुष्यों की बढ़ती संख्या है)
- पेड़ों से औषधों बनता है (पेड़ों से औषधियाँ बनती हैं)
- मुझे नया कार मिलने से बहुत खुशी हुआ (मुझे नई कार मिलने से बहुत खुशी हुई)
- तुम्हारे पत्र की प्रतिष्ठा में (तुम्हारे पत्र की प्रतीक्षा में)
- बेटी सम्मान मानते थे (बेटी का सम्मान करते थे)

Some common spelling mistakes included:

पीडियो (पीडियों), पदार्थ (पदार्थ), तवचा (त्वचा), फ़ैदा (फ़ैदा), त्यार (तेयार), बहनायक (भयानक), सिधांत (सिद्धांत), व्हहार (व्यवहार), कहीं चीज़ें (कई चीज़ें), विद्यार्थी (विद्यार्थी), मिल-झुल (मिल-जुल), रासता (रास्ता), धयान (ध्यान), भष्टाचारी (भ्रष्टाचारी), सामाजिक (सामाजिक), गीसा-पीटा (घिसा-पिटा), अर्धाश (आदर्श), सहमित (सहमति)

Question 10

In this question, students were required to write the script of a speech. Quite a few students did not seem to know how to begin or end a speech, and did not take into account their audience. The content of the speech was generally satisfactory, but students need to be able to distinguish between an informative piece and a persuasive piece of writing.

Question 11

No Victorian student attempted this question. It may be that they found other questions easier to handle. Interstate students who attempted the question did fairly well.

Question 12

Several students seemed to be unaware of the format for a report. Several students did not make any recommendations for improving the exchange program, whereas other students made some very good suggestions. The content of the article was generally well written.

Question 13

This question elicited some very good responses ranging from pleasant experiences of getting a new car to some horrible stories involving car accidents. The standard of writing was generally quite good, but many students went over the prescribed word limit.