



GENERAL COMMENTS

Generally, the performance of students in 2004 was very good. Fifty-three percent of the students were male and 47% were female. The mean score achieved by both male and female students was around 83%, which indicates that both male and female students performed equally 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 on the sub-topics they had chosen. This year, students were able to distinguish more clearly between the various sub-topics they had chosen. Generally, the standard of discussion was good; 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 wider than those used in previous years. The use of English words during the oral examination continues to be a matter of concern.

SPECIFIC INFORMATION

Part 1 – General 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 the assessors effectively and demonstrated good communication skills and repair strategies. Only a few students required a significant amount of support and encouragement from the assessors to maintain and advance the exchange.

Some students had difficulty in keeping within the confines of the topic under discussion. The majority of students kept 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 of knowledge.

Some students made a few basic errors in tense and syntactic structures, but generally a good range of appropriate vocabulary and correct grammar was used.

Students showed good use of style and register, and were able to rephrase if necessary, although some students had difficulty with complex structures. Some students had a limited vocabulary and therefore struggled to follow questions in Hindi. For instance, one of the students did not know the Hindi word for 'leisure' ('अवकाश') and therefore had difficulty in answering questions about leisure activities. Many students did not know Hindi equivalents for simple words such as 'kitchen', 'room', 'library', 'school', 'environment' and 'factories'. In some cases, Urdu or English words were used when students could not think of the correct Hindi words. 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 need to improve their pronunciation, intonation and stress and maintain the tempo of their speech better. Some students showed poor pronunciation skills and were devoid of any expression even when they were trying to persuade assessors to their point of view. Some students found it difficult to distinguish between स and श and between द and ध. Some commonly mispronounced words follow, with the correct forms shown in brackets.

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

Part 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; however, a few students lacked repair strategy skills and needed a significant amount of prompting from the assessors. It is important to realise that discussion is a two-way interaction and it is important to use appropriate language to link with the assessors. Teachers should advise students on how to cope with forgetting a word, not understanding a question, not knowing Hindi equivalent words, agreeing/disagreeing with the assessors and other such situations.

Most students chose a sub-topic related to pollution for their detailed study. The sub-topics chosen by students included air pollution, water pollution, sound pollution, nuclear pollution, land pollution, and the impact of population explosion on pollution. Most students presented a logical and coherent discussion of their subtopics. Some students produced photographs, extracts from magazine articles and newspapers, and articles from the Internet to substantiate their ideas



and opinions. Some students also used charts and maps to illustrate their introduction of the sub-topic. The Internet appears to be a good source of resource materials and its use needs to be encouraged; however, much of the material available on the Internet seems to be in English. This should not be used as a replacement for material originally written in Hindi.

Discussions often contained good breadth but insufficient depth; however, students were generally well prepared. Their teachers need to be commended for the hard work they had done to prepare these students for the oral examination. In this part of the examination, students should also be prepared to discuss new ideas related to their sub-topics.

Most students showed a high degree of accuracy of 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, grammatically correct sentence structures, and demonstrated good control of the language. They showed good knowledge of linguistic elements and their speech was logical, clear and accurate. However, some students were often lost for Hindi words and tended to use English words instead. Lack of knowledge of Hindi numerals and the use of non-standard structures were also matters of concern. Some of the common errors in the sentence structure are given below (the correct phrases/sentences are given in brackets).

उसने मेरी बात माना	(उसने मेरी बात मानी)
हमने वहाँ जाना था	(हमें वहाँ जाना था)
वायू परदूषण के कारण	(वायु प्रदूषण के कारण)
शोभा नाश होती है	(शोभा नष्ट होती है)
जिचन मे स्वास्त बहोत आवश्यक होती है	(जीवन में स्वास्थ्य बहुत आवश्यक है)
हमने साक्षातकार बनाया	(हमने साक्षात्कार किया)

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. Some of the most common mispronunciations are listed below:

पूरण (पूर्ण), हानिकारकता (हानिकारक), परदूषण (प्रदूषण), प्रमाणु (परमाणु), सतारा (सत्रह), अदियापक (अध्यापक), वियतीत (व्यतीत), उद्योग (उद्योग), जनम (जन्म), दुआँ (धुआँ), बयानक (भयानक), धवनी परदूषण (ध्वनि-प्रदूषण), हौर(और), सतर(स्तर), पापत (पाप्त), कच्छा(कक्षा), विद्यार्थी (विद्यार्थी)

Students need to pay greater attention to intonation and stress and avoid pausing in the wrong places. Many students used body language effectively (for example, eye-contact and hand motions) to make a point.

Overall, the students' performance in 2004 was quite good but there is room for improvement, particularly in extending vocabulary, the grammatical structure of sentences, pronunciation and the presentation of arguments. Students should note the above in order to better prepare for the discussion component of the oral examination.

Written component

GENERAL COMMENTS

In 2004, 48% of the students who took this examination were male and 52% were female. Male students generally performed better than female students. Male students achieved a mean score of 85% while female students achieved a mean score of 72%, leading to an overall 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 should emphasise the need for students to observe the prescribed word limits.



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 answered the questions in Hindi, thereby losing marks.

Question 1a

- working women
- because it is quick to make (it takes only 10 minutes to prepare).

A high percentage of students (82%) answered this question correctly. However, 18% of students nominated working women but failed to explain why they would find it useful and therefore received only partial credit for their answers.

Question 1b

The presenter does not like the food exemplified by this recipe because she prefers deep-fried, spicy food.

Seventy-three per cent of students answered correctly, 15% students answered this question incorrectly and 12% students got partial credit for correctly stating the presenter's attitude but failing to give a reason to support their answer.

Question 2a

- it provides a forum for the discussion of issues affecting Indians living abroad
- it makes the general public in India aware of the issues affecting Indians living abroad.

A very small percentage of students (9%) answered this correctly. The majority of students received partial credit for their answers for stating one of the above reasons correctly.

Question 2b

Uma believes that the government of India celebrates this event to raise large sums of money. She objects to charging Indians living abroad a two thousand rupee registration fee if they want to participate in *Pravasi Bhartiya Divas*.

Only 52% of students answered this question correctly and received full credit for their answers. Many students stated Uma's opinion correctly but failed to provide evidence to support their answer, while a few failed to receive any credit for their answer as they stated Uma's attitude incorrectly or gave irrelevant answers. Several students quoted Mahatma Gandhi's return to India on 9 January, which was part of the answer to the next question.

Question 2c

To get full credit for their answers, students had to mention the following three points:

- *Pravasi Bhartiya Divas* is celebrated on 9 January each year because on this day Mahatma Gandhi, the most famous Indian living overseas, returned from South Africa to live in India
- *Pravasi Bhartiya Divas* has resulted in the passing of the dual citizenship act by the Government of India
- Indians living abroad are increasingly gaining more respect in various countries.

A significant portion of students answered this question incorrectly and received no credit, while 42% of students stated at least one of the answers correctly and received partial credit for their answers. Only 30% students answered this question correctly and received full credit for their answers. One student gave the following interesting reason for *Pravasi Bhartiya Divas*: *The Government of India wants people to witness the problems of Indians living in India.*

Question 3a

Students were required to state the following two ways in which the project described in Text 3 differs from other TV programs:

- the project uses TV as an educational tool as well as entertaining. TV is no longer an 'idiot box'
- subtitles support literacy acquisition through familiar popular songs.

Less than half of the students answered this question correctly. Forty-two percent received partial credit for their answers and 27% students received no credit as their answers were either incorrect or irrelevant.

2004 Assessment Report



Question 3b

In answer to Question 3b, students were required to state that the \$250,000 grant from the World Bank contributed to the implementation of this project. A high proportion of students (85%) answered this question correctly.

Question 4a

Students had to give the following reasons for Raman's call to Pushpak Airlines:

- Raman's luggage has not arrived
- Raman's important papers are missing.

The majority of the students (61%) correctly stated both reasons, while 36% stated at least one of the reasons correctly.

Question 4b

Answers to Question 4b needed to show three elements – problems encountered by Raman; the language used by Raman to express frustration; and examples from the text to support the answer. The correct answers were:

Problems encountered by Raman:

- airlines not picking up the phone
- airlines not being very helpful/efficient (no luggage for several days)
- the person Raman spoke to (Mr Vajpayee) is on holidays and has not returned his calls.

Raman's frustration is shown by the sarcasm and overtly polite nature of the language he uses.

Examples of sarcasm and overtly polite language used by Raman are:

- he introduces himself as 'banda', a self-deprecatory term used in addressing a superior
- he asks why the airline staff have bestowed the 'good fortune' of letting him see them so many times.

Only 15% of students achieved full marks for this question; 45% students received three marks; 33% received two marks and six per cent received only one mark. The majority of students were able to give partially correct answers.

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 were expected 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.

Question 5a

Students were asked to summarise the reasons for the address in Text 5. The correct answer was:

वह अपनी अट्टारहवीं वर्षगाँठ मना रही है

Only 27% of students gave the correct answer. Many students incorrectly stated that she wanted to drive safely. One student added 'मतदान सोच समझ कर करना चाहिए', which was also incorrect.

Question 5b

Students were asked to describe the tone of the speech and the atmosphere it created. The correct answer was:

भाषण के लाहजे से दुख और दृढ़-संकल्प का आभास मिलता है। भाषण सुनकर लगता है कि जो दुर्घटना हुई थी उसके कारण जन्मदिन के अवसर का उल्लास कुछ कम हो गया है और बचपन की जगह प्रौढ़ संकल्पों ने ले ली है।

Fifty-two percent of students answered this question correctly and received full credit for their answers, while 30% of students received partial credit for their answers. One of the incorrect answers was:

वक्ता अपने अट्टारहवें जन्मदिन पर कुछ नेक तथा सुरक्षित संकल्प बनाती है। इसमें जीवन को सुधारने की शिक्षा दी गई है।

Question 6a

This question asked students to describe what Deepa and Amit were discussing. The correct answer was:

दीपा और अमित भविष्य की योजनाओं, आशाओं और संघर्ष, दीपा के माता-पिता के विचारों और उनसे उत्पन्न होने वाली समस्याओं के बारे में बात कर रहे हैं। बात करते-करते वे काम की दुनिया में जो भेद-भाव होता है या नहीं होता, उसके बारे में भी बात करते हैं। एक अन्य विषय यह भी है कि काम के लिए अजी कैसे दी जानी चाहिए। इस विषय में दोनों में मतभेद है।



Thirty-six percent of students stated the main aspects of the discussion correctly and received full credit, while 61% stated at least some of the major points and received partial credit.

Question 6b

Students were asked to comment about the lack of a formal greeting between Deepa and Amit when they met and to infer the kind of relationship they had. The correct answer was:

दीपा और अमित एक-दूसरे को बहुत अच्छी तरह जानते हैं।

More than half the students (67%) answered this question correctly, but one third of the students failed to draw appropriate inference. One of the incorrect answers was:

दीपा और अमित एक-दूसरे को खयाल नहीं रखते हैं।

Question 6c

Students had to comment about Deepa's personality and her outlook on life. The correct answer was:

दीपा सोचती है कि वह जो करना चाहती है उसमें बाधाएँ केवल दूसरों के कारण आती हैं। या तो माँ-बाप उसे कुछ करने से रोकते हैं या लड़की होने के कारण उसे मनचाहा काम नहीं मिलता। वह अपनी कमियों की ओर देखना भी नहीं चाहती।

This question elicited some very interesting responses, including the following:

- दीपा उन लोगों में से एक है जो अपना भेष किसी देश की तरह बदलती है और -----वह सिर्फ अपने बारे में सोचती है।
- दीपा आराम से जीवन जीना चाहती है।
- दीपा स्वाधीन लड़की है। वह अपने पैरों पर खड़ा होकर दुनिया घूमना चाहती है।
- दीपा असावधान है।
- दीपा एक युवक है तथा वह धीरे-धीरे पश्चिमी कर्षण का अनुकरण कर रही है।

Twenty-four percent of students answered this question correctly and received full credit while 12% gave completely incorrect or irrelevant answers and received no credit for their answer to this question.

Question 6d

This question required students to list two of the following suggestions that Amit gave to Deepa which may have assisted her in finding a job:

- दीपा को अर्जी लिखने में सहायता की आवश्यकता है।
- दीपा को अपनी योग्यता के अनुसार नौकरी खोजनी चाहिए।
- लिंग, जाति, तथा विकलांगता के आधार पर भेदभाव करना अवैधानिक है। इसलिए इस बारे में चिन्ता नहीं करनी चाहिए।

More than half the students (52%) gave two correct suggestions. Only three percent of students failed to list even one of the above suggestions and received no credit for their answers.

Section 2 – Reading and responding

Part A

In 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

Students had to list two reasons for the popularity of the cinema in Indian society. These reasons were:

- cinema is a more powerful medium than other media
- the relationship between cinema and Indian society is very deep.

Fifty-five percent of students gave both reasons correctly, while 39% gave only one correct reason. A small percentage of students failed to give even one correct reason.



Question 7b

Students were asked to describe the impact of the cinema on Indian society. Students were expected to mention the following major points:

- cinema is the most popular source of entertainment
- it gives expressions to old stories, folk songs, classical music and dances
- cinema has created awareness about issues relating to literacy, health, family planning, dowries, rural poverty etc.
- cinema is a source of employment for thousands of people.

Only a small percentage of students (6%) correctly cited all the four points. Only 6% of students failed to give any of these points correctly, while the others received partial marks.

Question 7c

Students had to mention religious issues that have been highlighted by Indian cinema. These included the caste system and untouchability.

Only 27% students were successful in picking out both the issues, while 33% of students were able to state at least one of the issues correctly.

Question 7d

Most students were to state that the serialisation of *Ramayana* resulted in:

- public life being brought to a standstill
- people becoming very emotional when watching it.

A high percentage of students (79%) stated both of the above points correctly, while 21% stated at least one of these points correctly.

Question 8a

The speaker and the audience for the speech in Text 8 were:

- Sumitra Kapoor, a social reformer
- the delegates to the fourth All India conference.

Only 21% of students identified both the speaker and the audience correctly, while 67% of the students could identify one of them correctly. One of the incorrect answers given was 'the speaker is very exaggerated'.

Question 8b

Students had to explain why Mrs Kapoor objects to women being treated as goddesses and how, in her opinion, the position of women in Indian society differs from that in the past. The correct answer to this question had two parts:

- because by giving them the status of goddesses, we ignore women's human form and women's right to equality with men
- today, Indian women work shoulder to shoulder with men in every sphere of activity, unlike in the past.

More than half the students (55%) answered both parts correctly while 42% students answered at least part of the question correctly.

Question 8c

Students needed to state that, according to Mrs Kapoor, the role of women in modern India has remained unchanged in the following ways:

- women are still expected to do domestic chores
- women are still expected to produce children and look after their families.

Thirty-six percent of students provided both of these points while 48% gave partially correct answers.

Question 8d

Students were asked to state Mrs Kapoor's message and its effectiveness as a persuasive text. The correct answer was: Message:

- Indian women have been oppressed for a long time

2004 Assessment Report



- despite working shoulder to shoulder with men in all areas of activity, they are expected to carry on their traditional duties as housewives. Men need to share domestic responsibilities as well
- the percentage of women working in senior positions is less than 10%
- this needs to be raised to 50%.

Effectiveness as a persuasive text:

This text is effective as a persuasive text because it would persuade delegates at the conference to pass a resolution recommending a rise in the number of women in senior positions and for men to take responsibility for domestic chores.

Only a very small percentage of students (6%) secured all four marks for this question.

Part B

Question 9

In Part B of Section 2, students were required to write a 150–200 word formal letter in Hindi to their local council for or against a development proposal.

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

- understanding of the text
- depth in the 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:

- लिखित रूप से काउंसिल के योजना विभाग को भेजी जानी चाहिए।
- जिसमें आपत्ति के कारणों का उल्लेख होना चाहिए।
- यह बताइए कि आपत्ति करने वाले व्यक्ति पर इस निर्माण का क्या प्रभाव पड़ेगा।
- यह आपत्ति काउंसिल को इस सूचना के प्रकाशन के १४ दिनों के अन्दर मिलनी चाहिए।

Students responded reasonably well to this question. It was anticipated that most students would write against the development project on environmental grounds; however, the majority of students wrote in favour of the project.

Although this was supposed to be a formal letter, some students wrote a personal, informal letter. Students should know the difference between the two types of letters. Some students addressed their letter to the developer rather than their council.

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

प्लाजा की निर्माण की हानी (प्लाजा के निर्माण से होने वाली की हानियाँ)

पचता (पछता), सूचना (सूचना), टक्कर (थक कर), डूँडते (दूँडते), पचतावा (पछतावा), बुड़ा (बुड्डा), तन्ना (तन्हा)

पिर्य (प्रिय), उपलब्ध (उपलब्ध), प्रेशानी (परेशानी), अधीकार (अधिकार), नम्सकार (नमस्कार), थीक (ठीक)

The above errors indicate that students tended to confuse similar sounds (for example, त तथा थ , च तथा छ, ज तथा झ). 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 in future such errors could be avoided.

Students generally performed better in this part than last year, however only nine percent of students achieved the top 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 were asked to answer one of the four questions given and write their answers in Hindi in 200–250 words. Question 10 asked for an informative piece of writing that described a famous place that they may have



visited recently with their friends. In Question 11, students were required to write an evaluative report on a class survey about time spent watching TV. Question 12 required students to write an imaginative story about a teenager who was lost in the bush for six hours. Question 13 required students to write the script of a speech to persuade students to join fitness classes at the local health centre.

Question 10 was the most popular and was attempted by 45% of students, followed by Question 13 which was attempted by 30% of students. Questions 11 and 12 were each attempted by only 12% 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
- sequencing and structuring of ideas.

This year, students' performance on the writing task was significantly better than last year. In 2004, 22% of students scored between 13 and 14 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. They were also able to manipulate language authentically and creatively to sequence and structure ideas and information coherently and effectively.

Structure and sequence

Many students demonstrated good knowledge of sentence structure and sequencing in Hindi; however, some showed poor sentence structure and sequencing techniques. One of the common mistakes was that students copied the sentence structures of English, 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.

Vocabulary and grammar

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 are given below:

- जिन मे स्वास्त बहोत आवश्यक होती है (जिन मे अच्छा स्वास्थ्य बहुत आवश्यक होता है)
- वनप्रान्त मे बहुत सी खतरनाक जानवरे मिली (वनप्रान्त मे बहुत से खतरनाक जानवर मिले)
- टैलीविजन समय की खराबी की भी सादन है (टेलीविजन समय की खराबी की भी साधन है)

Question 10

Students chose to describe a variety of famous places including Agra, Delhi and Jaipur in India and Nandi in Fiji. Most students dealt with their chosen content well but quite a few students did not follow the format of the prescribed text type. The question called for a magazine article, but some students wrote a letter, while others did not give a heading or the author's name. Spelling errors and mistakes in the structure of sentences were commonly found. For example, one student wrote:

आगरा की ताजमेल शोभा अनौकी होती है (आगरे के ताजमहल की शोभा अनोखी होती है)
वायू परदूषण कारण शोभा नाश होती है (वायु-प्रदूषण के कारण इसकी शोभा नष्ट होती है)

Question 11

Only 12% of students attempted this question but those who did generally answered well, except some who had difficulty following the format for a report. Very few students were able to make recommendations in their report, which was an essential part of the task. Most students were able to state their opinion as to whether the time used in watching TV was useful or not.

Question 12

Most students followed the format of the prescribed text type and used their imagination well. Some students were more adventurous in their writing than others, but overall, students who attempted this question did quite well.

2004 Assessment Report



Question 13

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. Also, students need to take into account their audience when writing a speech. The content of the speech was generally satisfactory, but students need to be able to distinguish between an informative and a persuasive piece of writing.