



2003

LOTE: Hindi GA 3: Examination

Oral component

GENERAL COMMENTS

Generally, the performance of students in 2003 was quite good. Most students were able to carry out an effective conversation and their discussion of the topics they had chosen for their Detailed Study was interesting. While the standard of discussion was generally good, several students had difficulty in establishing a connection between the topic and the sub-topic they had chosen. Research techniques used in preparation for this section were limited and most students tended to pursue the same line of argument. The preparation of students could have been more diverse and the use of English words continues to be of concern.

SPECIFIC INFORMATION

Part 1 – Conversation

Students were expected to converse about their personal world; for example, school and home life, family and friends, interests and aspirations. Most were able to link with assessors effectively and to demonstrate good communication skills and repair strategies. Very few students required a significant amount of support and encouragement to maintain and advance the exchange.

Some students had difficulty in keeping within the confines of the topic under discussion. Most were able to keep their discussion relevant, provide a good range of ideas/information on the topic under discussion, and to support their opinions with good examples. Their discussions demonstrated good breadth and depth.

While some students made a few basic errors in tenses and syntactic structures the vocabulary and grammar used were generally accurate. Many students used a good range of appropriate vocabulary and correct grammar. They showed a good use of style, register, and were able to rephrase, if necessary. Some students had difficulty with complex structures; for example, Urdu and English words were used when students faltered to find equivalent Hindi words. There is a need for developing a greater range of vocabulary so that students do not have to fall back on English or another language.

A significant number of students could have obtained better results by improving their pronunciation, intonation and stress, and maintaining the tempo of their speech. Some responses included poor pronunciation and were devoid of any expression even when they were trying to persuade assessors to their point of view.

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. Very few students lacked skills in using repair strategies and needed a significant amount of accommodation from the assessors. Discussion is a two-way interaction and it is important to use appropriate language to link with the assessors. Teachers should advise students about what to do in a variety of situations, such as forgetting a word, not understanding a question, not knowing Hindi equivalent words and agreeing/disagreeing with the assessors.

The most popular sub-topic was related to migration. The sub-topics chosen by many students were often indistinguishable from each other as most of them produced very similar discussions based on exactly the same resources. Several students claimed that corruption in India was the main reason for the migration of the Indian community to Australia but were unable to provide evidence to support their claim. Also, quite a few students chose the impact of the environment on immigration but concentrated heavily on environmental issues without trying to link it to immigration. However, this year students had made an effort to interview their grandparents or elderly persons to draw conclusions about the topic. One interview cannot be the basis for making generalisations but it was a good start. Some students produced photographs, extracts from magazine articles and newspapers and articles from the Internet to substantiate their claims. The Internet can be a good source of resource materials and its use needs to be encouraged. However, much of the material available on the Internet is in English and it should not be used as a replacement for material originally written in Hindi. Discussions often contained good breadth but insufficient depth. Students were generally well prepared but had difficulty in dealing with the subject from a different perspective.

It is important that students are clear about meanings of the words they use during the oral examination. A student discussing the impact of economic factors on migration needs to explain the Hindi word 'आर्थिक' for economic.

Similarly, another student dealing with the concept of obscenity had difficulty in defining the Hindi term 'अश्लील' for obscenity.

Sub-topics and their treatment must be sufficiently distinguishable. Several students with preconceived ideas had difficulty in moving away from those ideas about their sub-topic. As outlined in the Hindi Study Design, the sub-topic selected should be broad enough to accommodate a range of interests and perspectives so that each student can provide an individual response in the Discussion. Students should also be prepared to discuss new ideas related to their sub-topics.

Many students showed a high degree of accuracy with their vocabulary and grammar, with a few minor slips and used a good range of appropriate vocabulary. Most students showed a consistent use of style and register with high performing students using a broad range of appropriate vocabulary, grammatically correct sentence structures, and demonstrated a good control of language. They showed a good knowledge of linguistic elements and their utterances were logical, clear and accurate. Some students were lost for Hindi words and tended to use English instead. Lack of knowledge of Hindi numerals and use of non-standard structures were also matters for concern. Some common errors in the sentence structure are given below:

बच्चे नाना नानी से अँगरेजी में बात करना माँगते थे।
अब हमने वापस नहीं जाना है।
हमने साक्षात्कार बनाया।
यातायात की सुन्दर साधन है।
विदेश की सुन्दरता मन को पसन्द आता है।

Most students demonstrated a good level of clarity of expression but quite a few pronounced words incorrectly, particularly those involving half and double words and words involving guttural sounds. Some common mis-pronunciations are listed below:

विशवास (विश्वास), विशेष (विशेष), कारन (कारण), प्रीवासी (प्रवासी), प्रेम (प्रेम), तौहार (त्योहार),
साक्षात्कार (साक्षात्कार), मनुस्यता (मनुष्यता), बिदेस (विदेश), परेसानिया (परेशानियाँ), कस्ट (कष्ट),
धवनी परदूषण (ध्वनि-प्रदूषण), हौर(और), सतर(स्तर), कच्छा(कक्षा), विधार्थी (विद्यार्थी)

Students need to pay greater attention to intonation and stress and should avoid pauses in the wrong places. Many made good use of effective body language (for example, eye contact, moving of hands) to make a point.

The choice of sub-topics is improving; however, their treatment left much to be desired. The topics and sub-topics for detailed study should be selected with care. They should allow students to discuss the chosen sub-topic in breadth and depth. The one-minute introduction to the sub-topic should be used to establish the framework for the ensuing discussion.

Written component

This was the second year of the new Study Design and, generally, students performed quite well. However, some wrote their answers in some sections 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. The usual errors in spelling, grammar and Hindi numerals remain. Some student responses in Section 2B and Section 3 went well beyond the prescribed word limit, so teachers must emphasise the need to observe the prescribed word limits.

Particular attention needs to be paid to improvement in vocabulary, minimisation of spelling errors, manipulation of language to the requirements of the task, and sequencing and structuring of information, ideas and opinions.

Section 1 – Listening and responding

Part A

Students were presented with three oral texts in Hindi, asked questions in English, and they were required to answer all questions in English. Some students did not follow the instructions, answered the questions in Hindi, and lost marks for doing so. Comments on answers to various questions in Part A are given below:

Question 1

To get full credit for Question 1a., students had to mention two changes in the dowry system in recent times. These included:

- a burden on parents
- groom's side lays down conditions or the marriage does not take place.

In Question 1b., students were asked to identify the attitude of the speaker towards the dowry system and were asked to support their answer with two examples. Students answering this question correctly cited the following supporting examples:

- the speaker disapproves of the dowry system in its present form, which he regards as insulting to women
- the speaker compares the dowry system to begging and regards it as a cancer which needs to be ostracised.

Question 2

The correct answer to Question 2a was (D) film maker.

In Question 2b, students were required to give two reasons stating why Mr Chaddha regards 'Pahli Kiran' as his favourite film. These included:

- it was his first artistic film
- in making this film, he had freedom to express his feelings and thinking, without any external pressures.

Question 2c required students to state:

- Kamala appreciates artistic films
- Kamala looks down upon 'masala films' (pot-boilers).

Question 2d which many found difficult required students to explain the meaning of a Hindi idiom 'Bhoot Sawar hona', which means to be obsessed with something to the point of being driven by a ghost. This suggests the need for greater emphasis on the use of idioms in teaching.

In Question 2e, students were asked to list commonalities between two of Mr Chaddha's films. These were:

- both 'Pahli Kiran' and 'Bhullakkar' were artistic films
- both had the same sensitivity and originality.

Question 3

In Question 3a, students were required to state the unique features of the game of Kabaddi as follows:

- *Kabaddi* is an approximately 4000 year old Indian game
- *Kabaddi* does not require a large field or expensive equipment.

A common problem was that students made a mistake in writing 4000 correctly; they wrote 400 or 40 000.

To answer Question 3b correctly, students were required to comment about the attitude of the interviewer towards *Kabaddi* by stating that:

- the interviewer was interested in the game of *Kabaddi*
- the interviewer was going to organise this game at the next community event.

Question 3c asked students to provide evidence that *Kabaddi* was recognised outside India. They were required to provide the following evidence:

- *Kabaddi* was played in Berlin 1936
- *Kabaddi* was played in Beijing in 1990.

In Question 3d, students were expected to state the following significant features about the game of *Kabaddi* played at Calcutta in 1955:

- it was the first national *Kabaddi* competition
- first time women participated in this game.

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. Students who gave their answers in English were given no credit. Many students performed well in Part B although some of the weaknesses (for example, spelling errors and grammatical mistakes) in this part were evident.

Question 4

In Question 4a, students were asked to summarise the main issues discussed by *Shyama* and *Sharad* in the text. Students had to answer this question in Hindi. The correct answer was:

शरद और श्यामा ने निम्नलिखित चार विषयों पर विचार-विमर्श किया-
(क) अत्यधिक सिंचाई की समस्या

- (ख) अत्यधिक आबादी की समस्या
- (ग) जंगलों के काटे जाने की समस्या
- (घ) पर्यावरण प्रदूषण की समस्या

In Question 4b, students were required to explain and illustrate the meaning of the Hindi idiom 'बूंद-बूंद से ही घट भरता है'. Students who explained the meaning of the idiom without providing an illustration received only half the credit. A sample answer for this question is:

अर्थ- स मुहावरे के अर्थ है कि हर बूंद का महत्व होता है। एक-एक बूंद करके ही घड़ा भरता है।
लगातार परिश्रम द्वारा ही बड़ी उपलब्धि प्राप्त की जा सकती है।

उदाहरण- जिस प्रकार बूंद-बूंद से ही घट भरता है, उसी प्रकार यदि प्रत्येक व्यक्ति आस्ट्रेलिया को साफ रखने का भरसक प्रयत्न करे तो विश्व में आस्ट्रेलिया सबसे साफ देश हो सकता है।

Many students found this question difficult to answer and while being able to explain the meaning of the idiom did not give an illustration of its usage. Examples of some incorrect but interesting answers were:

- this phrase means that if you throw a piece of paper on the road then everyone will as well
- बूंद-बूंद के पानी से हमारा देश भारत चलता है

Question 5

To obtain full marks for Question 5a students had to explain the attitude of the Indian Railways towards passengers and to provide two examples to support their answer. A sample answer to this question is:

भारतीय रेल का व्यवहार सहानभूतिपूर्ण तथा सहायक था। भारतीय रेल ने गाड़ी में देर से जाने के लिए खेद प्रकट

किया और यात्रियों के लिए आवास तथा भोजन का प्रबन्ध किया।

‘उनको जाथा(ज्यादा) फिकर नहीं थी क्योंकि उन्होंने खाना की तयारी रखी थी।’

Question 5b asked students to state why the Indian Railways had to compensate passengers. A possible answer to this question was:

भारतीय रेल ने यात्रियों की क्षतिपूर्ति की क्योंकि उनकी गाड़ी ५ घण्टे देर से आने वाली थी।

An example of an incorrect and irrelevant answer was:

रेलवे वालों ने यात्रियों को सबसे पहले खबर दी। अवाज सुन कर ऐसा लग रहा था कि वे काफी दुखी थे।

Question 5c asked students to name the place where *Shatabdi* Express would make a stopover. The correct answer was: शताब्दी एक्सप्रेस रास्ते में रतलाम में रुकेगी।

This simple question confused many students. Some of the incorrect answers included ‘Delhi, Mumbai’ etc.

Section 2 – Reading and responding

Part A

Students were presented with two written texts in Hindi in two different text types (newspaper article and an extract from a diary) and were asked questions in English. They were required to answer all questions in English. Comments on answers to various questions are given below:

Question 6

This question had four parts. Each part dealt with the life and works of Sir CV Raman, a noted Indian scientist. The first part asked students to give reasons why the University of Calcutta was keen to employ 29-year-old Raman. To gain full credit for this part, students had to give three reasons as follows:

- he was a brilliant student
- he achieved an outstanding result in his MA examination
- he had published at least 30 research papers.

The second part asked students to name the childhood passions of Dr Raman which set the pattern for his later university work. The correct answer to this question was science and music.

In Question 6c, students were required to list international acclaim received by Dr. Raman as follows:

- elected Fellow of the Royal Society of London
- awarded the Nobel Prize
- ‘Raman Effect’ was named after him
- awarded a knighthood.

Some students gave irrelevant or totally incorrect answers such as:

- in 1930, he searched something on the moon and he was the first one

- he gave a speech on thread
- he classified himself as a (sic) Indian although he was an Asian first
- he was made head of the organisation.

The last part of Question 6 asked students to explain the meaning and significance of the title awarded by the Government of India to Dr. Raman. The correct answer to this question was:

The title 'Bharat Ratna' awarded to Dr. Raman by the Government of India means jewel of India and is the highest title that the Government can award to anyone.

An example of an irrelevant and inaccurate answer was: Indian precious stone by the Indian government to Dr Raman.

Question 7

This question dealt with excerpts from the diary of a recent immigrant *Kalpna* and had four parts. Question 7a asked students to identify problems faced by *Kalpna* in finding employment in Australia. The correct answer to this question was:

- lack of knowledge of English
- lack of availability of work suiting her expectations.

Question 7b asked students what job *Kalpna* could expect to find with her knowledge of Hindi. The correct answer was a Hindi teacher. Most students answered this question correctly. In answer to Question 7c., students were required to state how migrants contribute to Australia's prosperity. The correct answer was through cultural diversity and contribution to local and international trade.

In Question 7d, students were asked to complete a table stating *Kalpna*'s feelings under two columns; namely, positive feelings and negative or mixed feelings. A sample answer to this question is given below:

Positive feelings	Negative or mixed feelings
Children settled/happy	Apprehension/change
Good food	No work
Clean house	Miss home (relatives, traditions, culture)
All conveniences	Language problems
Good environment	Sense of vacuum/isolation Changing values of children reinforce isolation/possibility of not settling

Part B

Question 8

Students were required to write a letter of application in Hindi (approximately 150–200 words) in reply to an advertisement for the position of a Hindi Officer. 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 selection criteria listed in the text within the prescribed word limit.

चुनाव-मापदंड

१. हिन्दी भाषा में शैक्षिक योग्यता
२. हिन्दी में पत्राचार करने और रिपोर्ट लिखने की क्षमता
३. एक दल के सदस्य के रूप में सहयोगपूर्वक काम करने की क्षमता
४. हिन्दी-संस्कृत साफ़टवेयर का उपयोग करते हुए कम्प्यूटर पर हिन्दी में टंकण करने की क्षमता
५. हिन्दी में मौलिक लेख लिखने की क्षमता
६. विभिन्न स्तर के लोगों से बातचीत करने तथा सामान्य पूछ-ताछ का उत्तर देने की क्षमता

Students who addressed all of the selection criteria (demonstrated depth of treatment of the task through the development of relevant information, demonstrated extensive knowledge of vocabulary and sentence structures, manipulated language authentically and creatively to meet the requirements of the task, and organised information and ideas to meet the requirements of the task), received the highest marks.

This was to be a formal letter of application for a job. However, some students wrote a personal informal letter. Students need to know the difference between the two types of letters. Some examples of mistakes in sentence structures were:

मैं नौकरी में आकृष्ट हूँ ; मैं पढ़ाई करी है; यह नौकरी मेरे लायक हो ; मैं सब मापदंड की योग्यता हूँ ; मैं मापदंडी व्यक्ति हूँ ।

Some students confused विज्ञान meaning science and विज्ञापन meaning advertisement. A creative but inappropriate translation for attachments used by a student was 'स चिपकाई हुई नकल'.

Some common spelling errors made by students were:

पड़ा(पढ़ा), भोज (बोझ), मरोजन(मनोरंजन), पदाना(प्रदान), वारतालाप(वार्तालाप), नौक्री(नौकरी), बच्चों(बच्चो), कयाल (खयाल), उधारण (उदाहरण), सम्स्या(समस्या), प्रत्रिका(पत्रिका), सम्स्या(समस्या)

The above errors indicate that students tend to confuse similar sounds (for example, क तथा ख , च तथा छ, ज तथा झ). They also confuse various 'matras' and have 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 can be avoided.

Student performance in this part could have been better. Teachers and students should aim to improve the standard of written language by avoiding spelling and grammatical errors.

Section 3 – Writing in Hindi

Students had to choose one of the four questions and write their answers in Hindi in 200–250 words. In Question 9, they were asked to write an imaginative piece describing student life in 2030. In Question 10, students were required to write the script of a speech to persuade young people to take part in a 'clean up Australia campaign'. Question 11 required students to write a personal profile of a friend or a relative for publication in a magazine. Question 12 required students to write a film review for a local newspaper.

Question 10 was the most popular followed by Questions 11 and 12. The least popular choice was Question 9.

Writing in Hindi was judged according to the following criteria:

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

High scoring students demonstrated breadth in their presentations and some depth in the development of information, ideas/opinions related to the task, and a thorough knowledge and understanding of vocabulary, tense, mood, syntax. They also manipulated language with some degree of authenticity and creativity to persuade, and sequenced and structured ideas and information effectively.

Question 9

This question elicited some interesting responses; for example, when describing student life in 2030, one student predicted:

- there will be a machine which will do your homework
- you will be able to fly to school in a car
- ten-year-old students will be able to gain knowledge that scientists in earlier eras could not gain in 100 years.

Some responses went well beyond student life but students who opted to answer this question provided a variety of responses.

Question 10

Most students dealt with the content of their chosen questions reasonably well, although some lacked depth. Other students did not use the correct form of address for a speech, and had difficulty in manipulating the language to the needs of the task.

Question 11

While students attempting this question presented good descriptions of a friend/relative, very few knew the requirements of this text-type.

Question 12

Many students presented good film reviews. However, often a great portion of their review was devoted to telling the story in the film rather than reviewing all aspects of the film, such as plot, acting, direction and photography.

Comments regarding structure and sequence

Many students demonstrated a good knowledge of structure and sequencing in Hindi. However, some students showed poor sentence structure and sequencing techniques. One common mistake was that students copied the sentence structures of English, which are quite different from those of 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 and students need to learn the difference between these two types.

Comments relating to vocabulary and grammar

Many students used a good range of vocabulary and wrote grammatically correct Hindi with a few slips, while the vocabulary of others was limited and showed many grammatical errors. One of the common mistakes was incorrect tense usage.

Some common spelling errors observed in this section were:

पीड़ियों (पीढ़ियों), स्वछय (स्वच्छ), एवम (एवं), बड़ता (बढ़ता), अंगजि (अंग्रेज़ी), विश्य (विषय), व्यस्थ (व्यस्त),
चड़ती (चढ़ती), प्रश्रिम (परिश्रम), न्यूज़ीलैन्ड (न्यूज़ीलैन्ड), अभियाद (अभियान), भानू (बनूँ)

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41 St Andrews Place, East Melbourne 3002

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