



2012

Languages: Hindi GA 3: Examination

Oral component

GENERAL COMMENTS

The majority of students were familiar with the expectations of the 2012 Hindi oral examination and performed quite well in both sections. High achievers were well prepared, provided an excellent range of vocabulary and expressions, and responded readily and confidently to assessors' questions. Few students relied on rote-learned language and anglicisms.

However, some students were less well prepared and often required a significant amount of support to carry the conversation forward. These students offered a very limited range of information, and had difficulty responding to the questions asked and elaborating on their responses.

SPECIFIC INFORMATION

Section 1 – Conversation

Section 1 – Conversation consists of a seven-minute conversation about the students' personal world, including family and friends, school and home life, interests and aspirations. Most students demonstrated good preparation and provided a good range of information, ideas and opinions. High-scoring students presented an excellent range of information, ideas and opinions clearly and logically.

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

वैकल्पिक विषय, क्षमता, अनौपचारिक, अधिकतम, संकीर्ण, प्रेरणा, स्रोत, व्यवहारिक शिक्षा

The less successful students struggled to understand some questions due to their limited vocabulary. The main grammatical errors included incorrect prepositions and inappropriate vocabulary. Some students had difficulty differentiating between the following letters: क और ख, स और श, र और ड, द और ध, प और फ.

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

बासा (भाषा), पराई (पढ़ाई), बोहत (बहुत), कतरनाक (खतरनाक), अबी (अभी), अदाहरन (उदाहरण), बरे (बड़े), विद्यालय (विद्यालय), फझाब (पंजाब), परीसा (परीक्षा), सौक (शौक), मनुस (मनुष्य), सीतार (सितार), रिसी (ऋषि), परना (पढ़ना), गनित (गणित)

Section 2 – Discussion

Section 2 – Discussion section consists of two parts: a one-minute introduction and a seven-minute discussion. In the one-minute introduction, students should indicate the sub-topic they have chosen for the Detailed Study, briefly introduce the main focus of the sub-topic and alert the assessors to any objects they have brought with them to support the discussion. There is then seven minutes for discussion on the students' Detailed Study.

Most students demonstrated thorough preparation for the Detailed Study. They needed minimal support and advanced the exchange appropriately and effectively. High achievers had excellent knowledge of their chosen sub-topics and accurately used a very good range of vocabulary and expressions. They also made good use of body language to emphasise a point. These students had researched a variety of resources for their Detailed Study, such as articles, interviews, films and newspapers. They were able to successfully use self-correction strategies and some students also used repair strategies well.

There was a wide range of topics chosen for the Detailed Study, but the main focus was on classical music and art, famous people, historical monuments, migration, festivals and weddings. Sub-topics related to classical music and art included: classical and Indian music, classical dance, classical instruments and folk music. Sub-topics related to famous people included: Mirza Ghalib, Gautama Buddha, Jawaharlal Nehru, Mahatma Gandhi, Ravi Shankar, Abdul Kalam and Ravindra Nath Tagore. Sub-topics related to historical monuments included: Jantar Mantar, Jaliya wala Bag, Taj

2012 Assessment Report



Mahal, Fort of Chittaur, Indus civilisation, Golden Temple, Sanchi ke stoops, Sabarmati Ashram and Red fort. Sub-topics related to migration included: The Impact of migration on elderly family members and The impact of migration on youth. Sub-topics related to festivals and celebrations included: Ganesh Chaturthi, Chat pooja and Durga pooja. Sub-topics related to weddings included: Dowry and Child marriage. Sub-topics related to social issues were Untouchability and discrimination.

Ravi Shankar, Jawaharlal Nehru, Gautama Buddha, Indus civilisation, Dowry, Untouchability and Discrimination were very well-prepared topics for discussion. Many students made good use of visual aids such as pictures, posters, graphs and models to support the discussion.

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

विसर्जित, व्यवस्थापक, आत्म समर्पण, देशदोही, उपलब्धि, प्रेरित, सर्वेक्षण, अन्तराष्ट्रीय, अग्निप्रक्षेपास्त्र, निष्ठा, सैद्धान्तिक, प्रतिस्पर्धा, अपेक्षित, शैक्षिक उपलब्धि, संविधान, अवधारणायें

The following are good sentences used by high achievers.

- वैकल्पिक विषय के लिये प्रेरणा नहीं देते हैं।
- अच्छे सम्बंध प्रेम को पुष्ट करते हैं।

Some weaker students lacked adequate repair strategies and needed a significant amount of support from assessors. Some students did not understand the questions asked and gave incorrect answers. A few students went beyond the one-minute limit to introduce their sub-topic and had to be interrupted.

Students can enrich the conversation and discussion by using idioms, proverbs and an extended vocabulary to achieve high scores. Students are reminded that it is suggested that they use at least three text types.

Students are reminded that support materials such as index cards or posters must have minimal writing on them.