2024 VCE Hindi written examination report

General comments

Overall, this year student responses demonstrated an improved understanding of the tasks. Most students understood the different aspects of the questions, identified and analysed the information, and provided an appropriate response. However, across the responses, there were many spelling errors, especially in Questions 9 and 10.

Students would benefit from practising to understand and deconstruct the question prompt more accurately, so that all relevant information is identified and responded to appropriately. For example, in Question 1, the first answer should have been ‘Do not worry for her’ as ‘she has reached home safely’, but many responses only captured the second point, that ‘she has reached home’. And in Question 8, ‘India is the second-largest cashew exporter’ and ‘India is the second-largest cashew producer’ were two different points, but only a few responses demonstrated understanding of that.

Students need to learn how to break down the question more accurately as this will improve their understanding of the expectations and therefore lead to better responses. Underlining the key words in the question will help students to think through and provide more accurate responses. Students are encouraged to increase the amount of time they spend practising writing in Hindi, which will help to reduce the number of spelling errors.

Specific information

Section 1: Listening and responding

Most responses demonstrated an appropriate level of understanding of the texts. High-scoring responses addressed both the general and specific aspects of questions and used a good range of vocabulary. Most responses were clear and simple and demonstrated an appropriate range of vocabulary and level of understanding.

Students would benefit from taking notes while listening, and learning effective techniques to break down the question prompts to understand what exactly is being asked.

Text 1

Question 1

* not worry about her / has reached the destination
* pay special attention to his health
* eat a balanced diet on time / at the right time of the day
* do not work until late in night

Most responses demonstrated an appropriate level of understanding of both the general and specific aspects of the text. High-scoring responses included three out of the four options listed above and an understanding of complex sentence structures. Most responses included three points but some failed to address specific aspects of the questions. A high-scoring response was ‘Do not worry for her’ as ‘she has reached home safely’, but many responses only captured that ‘she has reached home’.

Text 2

Question 2

* Premchand is counted as the best novelist and story writer of Hindi literature.
* He offers a wide choice of reading because he wrote many books and stories (15 novels, more than 300 stories, 10 translations, 3 dramas).
* He had an incredible ability to write stories using simple words.
* He creates a lively picture in his stories so the reader feels that everything is happening around them.
* To honour his contribution to Hindi literature, Indian Postal Services also issued a special postal stamp on the centenary of his birth.

Most responses included the first, second and fourth points above and partially covered the fifth point but combined the third and fourth points. In Question 2, the more accurate and appropriate response was ‘Premchand was the best novelist and story writer of Hindi literature’. However, a few responses were based on the student’s assumptions instead of their listening skills, such as the answer that ‘Premchand was an editor of many magazines’.

Text 3

Question 3a.

* a well-known author
* a respected philanthropist
* former chairperson of Infosys Foundation
* women get inspired by the way she handled the challenges of her life

In Question 3a., some responses only included one of the three possible points, such as the response ‘a famous author, social worker and chairperson of Infosys company’. Most responses included the third and fourth points above but not accurately or with the correct detail.

Question 3b.

* It was considered a man’s domain.
* There is no girl’s toilet in college because no girl would opt for engineering.
* She had to walk on her own and give 100 per cent.

Most responses included the above three points. For the second point above, many students used the term ‘resources’ or ‘infrastructure’ instead of ‘toilets’.

Text 4

Question 4

* हवाई अड्डे के कुछ चुने हुए भोजनायों में भोजन कर सकते हैं।. (They can dine in at some selected restaurants at the airport.)
* विश्राम हॉल की सभी सुविधाओं का लाभ उठा सकते हैं. (They can also use any airport lounge facilities.)
* विमान के सभी यात्रियों को $ ५० का कूपन भी दिया जा रहा है।. (Each passenger will be provided with a gift voucher of $50.)
* अगली उड़ान के लिए एक छूट रसीद भी दी जा रही है।. (They will also get a discount coupon for their next flight.)

Responses to Question 4 generally demonstrated the appropriate level of understanding and detail to score well.

Text 5

Question 5

* इनमें ४० से ५० प्रतिशत तक गैस निकलती है, इसलिए वायु प्रदुषण कम होता है।. (They emit 40–50% less gas and that’s why they create less air pollution.)
* दूसरी आतिशबाजियों से सस्ती होती है।. (They are cheaper than the other ones.)
* इनमें अलग तरह का मसाला लगता है और इसी कारण धुएं की महक कम आती है।. (They use different chemicals. That is why the smoke produces less smell.)
* दुर्घटनाएं भी कम होती हैं।. (The potential for accidents is also reduced.)
* यह आतिशबाजियां जगमगाती उतना ही है किन्तु शोर नहीं करतीं, इसलिए ध्वनि प्रदुषण भी कम होता है।. (These firecrackers are equally bright and shiny but produce less noise, therefore reducing noise pollution.)

Most responses were partially correct as they picked one point but left the other. High-scoring responses included two ‘cause and effect’ points; for example, ‘They emit 40–50% less gas and that’s why they create less air pollution’ or ‘They use different chemicals. That is why the smoke produces less smell.’ However, a few students understood them as separate points, as evident in the responses ‘They were less accident prone’ or ‘They were cheap’.

Text 6

Question 6

* सबसे पहले गुलाब जामुन के लिए चाशनी बनानी होती है।. (First, we need to prepare sugar syrup for Gulab Jamun.)
* घर में ही उपलब्ध सामग्री जैसे सूजी, चीनी, और पिसी इलाइची का उपयोग।. (Use semolina, milk, sugar and cardamom powder, which are available at home.)
* एक बर्तन में दो कप दूध और शक्कर को उबाल कर आंच को बंद करना।. (Boil two cups of milk and sugar in a pot and turn flame off.)
* इसमें एक कप सूजी और एक छोटी चम्मच पिसी इलाइची डालकर नरम आटा गूंथना।. (Add a cup of semolina and a small spoon of cardamom powder and knead into a soft dough.)
* इनके छोटे छोटे गोलों को कड़ाही में माध्यम आंच पर गहरा कत्थई होने तक तलना।. (Deep-fry small round balls of this dough in a frying pan on a medium flame until dark brown.)
* २० से ३० मिनिट के लिए चाशनी में छोड़ना होगा जिसमे इनके अंदर अच्छे से चाशनी भर जायेगी।. (Leave these fried balls in sugar syrup for 20 to 30 minutes so that sugar syrup can be absorbed.)

Responses to Question 6 generally demonstrated the appropriate level of understanding and detail to score well. However, some responses did not describe the sequence of steps outlined above.

Section 2: Reading and responding

This section required students to read the text and compare, contrast and analyse in order to decipher the information and use that for their response. Since this section included time for reading, students had more time to explore the text and consider their responses. Most responses were appropriate and used the reading material effectively. However, some responses demonstrated a lack of effective reading and did not identify the correct answer based on the text.

Text 7

Question 7a.

* to preserve the rich cultural heritage of Nagaland
* to promote intertribal interaction
* to promote tourism in Nagaland by organising the unique 10-day tribal cultural extravaganza in the heritage village of Kisama

In Question 7a., many responses did not include the second and third points above. Many responses combined all three points into one answer, by referring, for example, to ‘culture’.

Question 7b.

* Hornbill is considered sacred by all the Naga tribes.
* It is mentioned in the folklore and music of the tribes.

Most responses included the second point above and elaborated on it but missed the point of Hornbill being sacred to the tribes, for example, by referring only to ‘songs and music’.

Question 8

* second-largest producer in the world
* provides employment to one million people in the rural area
* second-largest exporter in the world
* emerging as a global processing hub
* propelling the growth of the cashew industry

In Question 8, higher-scoring, more complete responses were written clearly and separately. However, many responses missed the difference between ‘India is the second-largest cashew producer’ and ‘India is the second-largest cashew exporter’. Many responses also did not mention the two points necessary for a high-scoring response: ‘India emerging as the global processing hub’ and ‘Propelling the growth of the cashew industry’.

Question 9

In Question 9, most students did well as they responded in the right format, that is, a persuasive letter to a friend. High-scoring responses included most points from the reading text, using them creatively and authentically to persuade the reader; however, only a few responses did this successfully.

Instead, many responses:

* included numerous points from the text but did not expand on them or use them to persuade the reader
* demonstrated satisfactory depth in only one or two points
* included mention of one or two points but did not use them to persuade the reader. Instead, students included other irrelevant information or used idioms like ‘My parents will allow me as I am their favourite’.

To achieve a high score on these types of questions, students would benefit from practising with complex stimulus texts or texts with multiple pointers and learning how to manipulate them to write in line with the required genre. Attention must also be given to removing spelling errors as it diminishes the quality of the writing, even if the content is good.

Section 3: Writing in Hindi

In this section of the examination, students were expected to choose one of two question prompts, each requiring a different text type and a different style of writing: a diary entry (personal) or an article (informative).

Question 10

For Question 10, students were required to write a diary entry, expressing their emotions and thoughts upon suddenly discovering a long-lost item from their childhood. Elements of personal language were expected, such as first- or second-person narration; a subjective, informal, familiar style/register; emotive language to express happiness or disgust; and language describing ideas, feelings and impressions rather than factual or objective information. The piece of writing was to be structured like a diary entry, with the date, and an appropriate opening and closing.

A high-scoring response needed to include a description of:

* any one particular toy found
* the memory of the toy and feelings upon discovering it
* the feelings and emotions in response to the wear and tear in the toy over time.

High-scoring responses demonstrated appropriate depth and development of ideas. However, many students did not describe just one toy. Instead, they wrote about a few things in the box, which meant they did not address the specific requirements of the question. Some responses described the same emotion throughout, for example, ‘I cried’ or ‘my eyes filled with water’.

There were many spelling and sentence construction errors, even though creativity was evident.

Question 11

For Question 11, students were required to write an informative article. High-scoring responses demonstrated evaluative skills and used the testimonial style used in online businesses. Looking at both the negative and positive aspects of Hindi Day was also important.

A high-scoring response for this question could include:

* a clearly written introduction
* language tailored to the right audience
* accurate information about Hindi Day activities
* a description and explanation of each of the points listed below
* an appropriate conclusion.

Students were expected to provide:

* an explanation of the importance of Hindi Day
* a description of Hindi-related activities and their own views of or opinions about the event
* a description of the food at the event
* a description of the atmosphere at the event
* a description of the decor at the event.

However, most responses failed to mention aspects of Hindi Day, such as those listed above. Instead, they read more like a description of a gala, for example, describing henna applications and joy rides. There were many spelling errors in the responses to Question 11.