

2021 VCE Hindi oral external assessment report

General comments

The Hindi oral examination assesses students' knowledge and skills in using spoken language. The examination has two sections – a conversation of approximately seven minutes, during which students converse with the assessors about their personal world, and a discussion of approximately eight minutes.

It should be noted that during the oral examination:

- students may be asked a variety of questions of varying levels of difficulty. Questions may also be asked in a different order from the one students anticipate
- assessors may interrupt students to ask questions during either section of the examination; this should be regarded as a normal process in a discussion
- assessors may also repeat or rephrase questions
- normal variation in assessor body language is acceptable.

Students are reminded that they must be prepared to use language spontaneously in unrehearsed situations. Students are not expected to be 'experts'; they are expected to have learnt strategies in order to respond to unexpected questions. It would be valuable for students to learn phrases such as, 'I have not studied this aspect of the topic, but I think ...', 'I don't know, but I feel ...' and 'I am not sure about this question, but I know ...'

Students will be assessed in both the conversation and the discussion in communication, content and language. The criteria are published on the VCAA website. It is important that all teachers and students be familiar with the criteria and descriptors, and that students use them as part of their examination preparation. This will help students to engage in a lively and interesting exchange with assessors. Although there are similarities between the assessment criteria for the conversation and discussion sections of the examination, the criteria assess two very different aspects of performance. Students who are well prepared are generally able to demonstrate their abilities and proficiency in the language.

Section 1 – Conversation

Section 1 consists of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations. It is an organic conversation about the student's personal world. These examples provide students with a basis for preparing a range of interesting and engaging ideas about their personal world, so that they can engage in a spontaneous discussion with the assessors about things that interest them.

Generally, students performed well in the conversation, particularly with regards to the communication criterion. Conversations that scored highly included a range of vocabulary, sentence structures, expressions and a high level of detail. These students also appropriately used a variety of idioms and phrases to highlight or enforce their points.

Some examples of appropriate use of sophisticated words and sentence structures included:

- चिकित्सक बनना चाहूँगी (Chikitsak banna chhungi; want to become a doctor)
- जो कौशल होना चाहिए (jo kaushal hona chahiye; skills that should be)
- 'कमर कस कर पढ़ाई करना' (kamar kas kar padhai karna; to get ready to study)
- सौभाग्य की बात है (Saubhagya ki baat hai; to study hard)
- गुरु (guru, teacher), अग्नि प्रज्वलित (Agni-prajvilit; fire-lit)
- व्यवसाय (Vyvsaay; occupation)
- आँखें भर आई (Aankhen bhar aain; the eyes were full of tears).

Students should be careful to use correct gender differentiation in Hindi during their conversations. Some examples of this are:

- मेरा पापा (मेरे पापा) (my father)
- हमारा संस्कृति (हमारी संस्कृति) (our culture)
- काफी बारिश हो रहा था (काफी बारिश हो रही थी) (it was raining very hard)
- मेरी परिवार (मेरा परिवार) (my family).

Section 2 – Discussion

Following the conversation, the student will indicate to the assessor(s) the subtopic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their subtopic, alerting assessors to any objects brought to support the discussion. Suitable objects include photographs, maps or diagrams, and should include no text or very little text. The support material must have minimal writing, which includes only a heading, name or title.

The one-minute introduction should give assessors an indication of the area of discussion. The purpose is for students to briefly introduce their chosen subtopic; it is not an opportunity for students to list all their information or texts.

The focus of the discussion is to explore aspects of the language and culture of communities in which Hindi is spoken, with the student being expected to make reference to the texts studied.

The choice of subtopic for the detailed study is very important. It should be an engaging subtopic that motivates students to become familiar with the content and vocabulary needed, and to elaborate on information, ideas and opinions. It is important that students and teachers select materials for the detailed study carefully so that students are exposed to a variety of views. The type of texts used by students should vary in complexity and be in Hindi so that students can become aware of key vocabulary related to their subtopic. Students should be able to draw on the texts they have studied and make links between the texts to support, expand on and explore opinions and ideas on the subtopic and different aspects of the texts. Students should be able to relate this to the Hindi-speaking community.

Overall, students performed well in the discussion. Generally, students used the internet, interviews with family and friends, particularly stories from their grandparents, and books as the sources of their detailed study. Discussions that scored highly demonstrated a high level of preparation. These students were ready to respond to any question asked by the assessors.

These are some examples of appropriate use of sophisticated vocabulary and sentence structures:

- संगठन (sangthan; organisation)
- सांस्कृतिक (Sanskritik; cultural)
- उत्कंठा (Uthkantha; longing or craving)
- 'आँख का तारा' (Aankh ka tara; apple of one's eye)
- 'अपने पैरों पर कुल्हाड़ी मार दी' (apne pairon par kulhadi maar di; axing one's own foot)
- 'संशोधन करने में पसीने छूट गए' (Sanshodhan karne me paseene chut gaye; sweat it out to make amends)
- 'मंत्र-मुग्ध होना' (mantr-Mugdh hona; be charmed).

Discussion that did not score well included only basic information about the subtopic. These students were unable to respond to questions that went beyond basic information. In addition, some students did not appear to have prepared for the discussion thoroughly or had difficulty appropriately using words, phrases and sentences to respond to some questions.

Some examples of incorrect sentence structure are:

- यह बहुत यकीन की बात है (यह यकीन करने वाली बात है (This matter is believable.)
- महिलाएँ और पुरुषें एक प्रकार हैं (महिला और पुरुष समान हैं (Women and men are equal.)
- मेरे को कल्पना चावला प्रेम करती है (मैं कल्पना चावला को पसंद करती हूँ) (I like Kalpana Chawala.)

There was a diverse range of subtopics chosen by students for detailed studies, including social issues, arts and entertainment, and history and traditions.