

2020 VCE Hindi oral examination report

The Hindi oral examination assesses students' knowledge and skills in using spoken language. The examination has two sections – a Conversation of approximately 7 minutes, during which students converse with the assessors about their personal world, and a Discussion of approximately 8 minutes.

Following the Conversation, the student will indicate to the assessor/s the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, 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 and students are expected to make reference to texts studied.

The choice of subtopic for the Detailed Study is very important. It should be an engaging topic that motivates them to become familiar with the content and vocabulary needed, and thus be more skilled to support and 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 are reminded that they must be prepared to use language spontaneously in unrehearsed situations. Students must 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 must be able to relate this to the Hindi-speaking community.

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 ...'.

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.

Three criteria are used in assessing both the Conversation and the Discussion: communication, content and language. Details of the assessment criteria and descriptors are published on the VCAA website. It is important that all teachers and students are 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

Students generally performed well and most students were able to maintain a conversation with the assessors. Students who scored highly used a range of vocabulary, structures and expressions with meaningful idioms and phrases. They responded well to a range of question types.

Students who experienced difficulty in communicating struggled with the correct structure of sentences. They were unable to respond readily and effectively. A few students also had problems with pronunciation and gender. Common pronunciation errors included 'dhya' instead of 'dya' and 'विद्यालय' instead of 'विद्यालय'. Occasional anglicisms were also evident.

Examples of errors in gender and incorrect pronunciation: मानसिक स्वस्थता (मानसिक स्वास्थ्य), विज्ञान (विज्ञान), परीक्षा आ रहा है (परीक्षा आ रही है), गिबान (ज्ञान), परी (पढ़ी), युध (युद्ध), हू (हूँ), प्रवासियों जब आते हैं (प्रवासी जब आते हैं), जिस पुस्तकें में (जिन पुस्तकों में), मेरी हिन्दी पहले से आती है (मुझे हिन्दी पहले से आती है), आदि

Some students however used sophisticated vocabulary to describe activities and emotions. These included: विषणुओं, समय-सारिणी, कानून की जटिलता को समझना है, स्पर्द्धा, औषधि, परिपक्व, समाधान, मधुर याद आदि

Section 2 – Discussion

Overall, students were well prepared for the Discussion, although some struggled with grammatical gender. Students who achieved high scores prepared their topic very well and were able to answer a wide range of questions. They demonstrated highly developed oral skills, such as: 'अनुचित प्रयोग', 'वैश्विक', 'पृथक', 'हतोत्साहित', 'प्रकृति के चित्र बनाती हूँ', उत्पीड़न, आदि

Examples of idioms and proverbs that high scoring students used successfully: 'सुनहरा मौका था', 'मनभावन', 'सैर करते हैं', 'व्यक्त करना', 'छवि बदल दी', 'दूर के ढोल सुहावने होते हैं' आदि

On the other hand, it was evident that a few students had not prepared thoroughly and delivered material that was not always relevant to the question asked. They had difficulty responding to detailed questions or elaborating on their information. Their limited range of language structures and vocabulary prevented these students from advancing the Discussion successfully. They struggled to pronounce words correctly and apply the correct grammar to gender. For example (correct versions in bracket):

गर्व ले रहे हैं (गर्व हो रहा है), शिक्षा पधति (शिक्षा पद्धति), वैवाहिक (व्यावहारिक), जिस पुस्तकें में (जिन पुस्तकों में), कक्षा खत्म होता है (कक्षा खत्म होती है), वह भारत से आता था (वह भारत से आया था), इस विषय पर बहुत दस्तावेजों और किताबों आये नहीं है (इस विषय पर बहुत दस्तावेज़ और किताबें नहीं हैं) आदि

There was a diversity of topics selected for discussion. Some students responded with highly relevant content about their topics, but others struggled to provide responses when detailed and analytical questions were asked.