

2022 VCE Hindi oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

- communication (the capacity to maintain and advance the exchange appropriately and effectively)
- content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
- language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

- demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried the conversation forward with spontaneity
- presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
- used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
- used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
- had excellent pronunciation, intonation, stress and tempo.

In general, in 2022, most of the students were well prepared, had good interaction with the assessors, and showed good language skills both in terms of their oral abilities and their vocabulary. A few students, however, needed help with their responses. They presented a limited range of information and had difficulty clarifying or elaborating on opinions and ideas.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

Overall, students in 2022 performed well. They engaged well with the assessors during the conversation. They readily carried the conversation forward and often elaborated on their responses with confidence and without further prompting. Students who scored less well needed frequent support and prompts. Some students were hesitant in their delivery, had false starts or used anglicisms. There were also a few examples of rote-learning.

Communication

Students exhibited very good and well-developed communication skills and had no problem in interacting with the assessors. They were able to communicate effectively and engage in a lively conversation with the assessors without needing support or prompting.

They generally did well in terms of their capacity to elaborate and reflect on information, ideas and opinions. They were able to respond to middle- and high-order questions with individual views in a creative and flexible manner. They responded to assessors' questions very well; they did, however, occasionally need to use repair strategies, but they handled them very well.

Generally students did well in terms of pronunciation and tempo. Intonation and tempo are very closely related in Hindi and students seemed comfortable with both when expressing themselves.

Content

Students did well in terms of relevance, depth and range of information, ideas and opinions. They expressed their opinions and ideas with confidence and assertiveness. They were also very proud of their social connection to the Hindi-speaking community and their ties to extended family members and friends in India. Generally, students were well prepared in the content area, apart from some language issues.

High-scoring students were able to elaborate their responses with clarifications. In doing so, good vocabulary, pronunciation, intonation etc. were also demonstrated with fluency.

There were a couple of occasions where nervousness and anxiety took over the confidence; however, with some support the students were able to provide the assessors with relevant responses.

Language

Students generally used appropriate vocabulary and pronunciation. A handful of students used highly sophisticated and precise vocabulary. Sentence structure and grammar were also good. Students expressed themselves clearly and had good pronunciation. In a very few cases, clarity of pronunciation, intonation, stress and tempo were hindered by student nervousness. It is important for students to

- focus on use of verbs according to gender in Hindi
- use appropriate nouns and adjectives in a sentence
- use sentence structure according to Hindi grammar
- avoid rote learning and anglicisms.

Students should note the following language issues.

Incorrect use	Correct use
<p>Incorrect pronunciation of following words:</p> <p>दन, प्रेक्षा, जनमत, वन्यास, व्यक्त, सांस्कृति</p>	<p>Correct pronunciation of following words:</p> <p>धन (wealth), प्रतीक्षा (wait), जन्मदर (birth rate), वनवास (dwelling in a forest), वक्त (time), संस्कृति (culture)</p>

Incorrect use	Correct use
Incorrect sentence structures: मैं कई जगह घूमे हैं	Correct sentence structures: मैं कई जगह घूमा हू (I have been to many places)
छुट्टिया पे जाती थी हमारे पूर्वजों भी कहते है। मेरे इस साल काफी दिक्कतें आई है।	छुट्टियों में जाती थी (used to go on holidays), हमारे पूर्वज भी कहते थे। (our ancestors also used to say), मुझे इस साल काफी दिक्कतें आई हैं। (I had many challenges this year.)

Section 2 – Discussion

Each student gave a one-minute introduction of their subtopic to their assessor, who then engaged the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps or diagrams, brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Hindi is spoken, and the student was expected to make reference to the texts studied.

In 2022, students generally had prepared well for the discussion. However, students are advised that it is very important to read a variety of Hindi newspapers and magazines as well as practise speaking Hindi in order to engage in a more productive discussion with assessors.

A wide range of subtopics were used this year with varying degree of success.

Communication

Students were able to interact and communicate effectively with assessors. Their communication skills and clarity of expression were very well developed, and were evident when they needed to clarify their opinion/ideas further. In general, their capacity to elaborate on their subtopic and reflect on information, ideas and opinions was very good. Reading a variety of text can be very helpful. Students need to select a subtopic that is of interest to them and they should elaborate on their responses on various subtopics when prompted. The chosen subtopic should be read and understood in detail.

Content

Students did well in terms of relevance, depth and range of information, ideas and opinions. They were able to express their opinions and ideas effectively on their chosen subtopic of discussion. There is a variety of subtopics that students selected this year. In general, their selection of words and idioms was well chosen and enhanced the relevance, depth and range of the information they presented. Low-scoring students relied heavily upon rote learning and got mixed up with their

arguments or presented a narrow discussion. An improvement can be made with reading a number of texts relevant to the chosen subtopic. Some examples of subtopics chosen this year included:

- festivals and ceremonies
- famous people
- pollution
- classical music and art
- careers in the perfume industry
- impact of migration
- social issues
- population
- activities particular to Hindi speaking communities
- status of women
- environment.

Language

Students generally used appropriate vocabulary and pronunciation. A handful of students used highly sophisticated and precise vocabulary. Sentence structure and grammar were also good. Students are reminded that practising reading texts and discussing their subtopic in class can be very helpful.

Students should note the following language issues.

Incorrect use of gender and words in Hindi	Correct use of gender and words in Hindi
अगली साल	अगले साल (next year)
मनोवैज्ञानी बीमारी	मानसिक बीमारी (mental illness)
नहीं कर पा सकते	नहीं कर सकते (cannot do it)
उनका भी जानकारी	उनकी भी जानकारी (their knowledge as well)
Incorrect sentence structure in Hindi	Correct sentence structure in Hindi
मैं संगीत में रुचि करती हूँ	मैं संगीत में रुचि रखती हूँ (I have interest in music)
पुस्तकों में पढ़ना अच्छा लगता है	पुस्तकें पढ़ना अच्छा लगता है (I enjoy reading books)

More information

Refer to the [VCE Hindi study design](#) and [examination criteria and specifications](#) for full details on this study and how it is assessed.