



Oral component

GENERAL COMMENTS

Most students performed quite well on the 2010 Hindi oral examination. They were well prepared and performed to a high standard in both sections of the examination. They listened carefully, were articulate and answered the questions confidently. They expressed opinions, which were supported by information and reasons, and advanced the conversation. Well-prepared students used an excellent range of vocabulary and expression and high achievers used appropriate style and register consistently.

However, some students tried to rely on rote-learned material and struggled when they forgot it or when the assessors asked a question which was different from the one they were expecting. Low-scoring students gave answers that were too brief and lacked breadth and depth. These students often resorted to anglicisms and used incorrect pronunciation.

Many students carried on an effective conversation and dealt reasonably well with their chosen topic for the Discussion. However, some problems with vocabulary, grammatical structures of sentences, pronunciation and presentation of arguments were evident.

Many students presented interesting discussions of their chosen topics and sub-topics. Some students made good use of visual aids such as pictures and graphs to support their presentation. It was pleasing to see more Hindi resources used in the Detailed Study presentations than in previous years. More material in Hindi is becoming available in Australia and students should be encouraged to make use of a variety of resources. The use of English words during the oral examination is a continuing problem and students are reminded to speak in Hindi only. A few students could not complete their sentences without using English words.

SPECIFIC INFORMATION

Section 1 – Conversation

In Section 1 students were expected to converse with the assessors about their personal world; for example, school and home life, family and friends, and interests and aspirations. Conversations about their hobbies were generally very fruitful. Most students were able to link with the assessors effectively and demonstrated good communication skills and repair strategies. Their communication was natural and free-flowing. High-scoring students used a good range of appropriate vocabulary and correct grammar. They demonstrated a good use of style and register, and were able to rephrase when necessary.

Very few students required a significant amount of support from the assessors to maintain and advance the exchange. Some students had difficulty keeping within the confines of the topic under discussion; however, the majority of students kept their responses relevant, provided a good range of information on the topic and supported their opinions with good examples.

Some students had problems understanding questions in Hindi due to their limited vocabulary. In some cases, English words were used when students struggled to find equivalent Hindi words. Examples of some of the English words commonly used were: editor, director, camera, heroine, date of birth, transport, work, Indian, weather, facilities, light, lifestyle, study table, next year, homework, assignment, movie, research, festival, monotonous, journalist, democracy, legal, property, allowed, miss, mats, Physical Education, commerce, season, cross-pollution, previous, week, repeat, culture, property, dentist, Chemistry, time, uncle, aunty, cartoon, tax, online, left, right, Accounting, Business Management and Biology. Hindi equivalents for these words are available and students are encouraged to learn them.

A number of students struggled to pronounce some Hindi words. Students should pay attention to the correct pronunciation of words as well as to stress and tempo. Following is a list of some commonly mispronounced words. The correct form of each word is shown in brackets.

ओर (और), शोक (शौक), पे (पर), सन्ती (शान्ति), देस (देश), सिल्पकला (शिल्पकला), आसा (आशा), सिक्षा (शिक्षा), सतारह (सत्रारह), व्यक्त करना (व्यतीत करना), पतीदिन (प्रतिदिन)



Some students had difficulty distinguishing between the sounds of the letters स and श . Others paused for long periods of time when answering assessors' questions.

Section 2 – Discussion

Many students were able to maintain and advance the exchange appropriately and effectively. Their degree of interaction with the assessors ranged from good to very good. High-scoring students demonstrated an excellent knowledge of their chosen topic and referred to resources. They presented excellent information, ideas and opinions on their chosen topics. Students who achieved excellent scores were able to use an excellent range of vocabulary, structure and expressions accurately and appropriately. High achievers used a good range of language. These students had researched a variety of resources for their Detailed Study such as articles, interviews, films and extracts from newspapers.

Many students chose population, festivals, famous people, Hindi films and migration as topics for their Detailed Study. Sub-topics related to population included: its impact on poverty, literacy, migration, employment, the birth rate of girls, religion, health and disease, pollution, and negative and positive effects of population growth. Sub-topics related to films included: merits and disadvantages of films and the impact of cinema on society. Sub-topics related to festivals included: Karva Chouth, Gandhi Jayanti, Janamashtam, Onam, Diwali, Parysha, Ganesh Chatuth and Gantantra Diwas. Students who chose migration for their Detailed Study discussed one of the following sub-topics: balance between two cultures, the experience of growing up as a young migrant, social and cultural issues affecting family, settling down in a new country, the impact on elderly members of a family, and negative and positive impacts of migration. Teachers and students are encouraged to look at the *VCE Hindi Study Design* for a wide range of topics that could be researched for the Detailed Study.

Some students' discussions lacked breadth and depth and they had difficulty elaborating on their ideas and opinions. They also had limited control of style and register. Some students used the incorrect register; for example, त instead of तुम or आप. Some students did not understand the assessors' questions and gave incorrect answers. Students are encouraged to ask for clarification if questions from the assessors are not understood. Students should be encouraged to use resources in Hindi rather than in English to prepare for the Detailed Study.

Following is a list of incorrect phrases/sentences used by students. The correct sentences/phrases are given in brackets.

- मेरे को हिन्दी फिल्मों देखने को शोक है (मुझे हिन्दी फिल्मों को देखने का शौक है)
- अँग्रेजी लिया है (अँग्रेजी ली है)
- दुःख होता हूँ (दुखी होता हूँ)
- गिटार खेल्ता हूँ (गिटार बजाता हूँ)

Some students could not use repair strategies or needed a significant amount of support from the assessors. It is important to realise that the discussion is a two-way interaction and students must use appropriate language to link with the assessors. Students should learn what to do in a variety of situations; for example, if they forget a word, do not understand a question, do not know Hindi words or want to agree/disagree with the assessors. Students should be encouraged to use evidence of various kinds where appropriate to support their arguments during the discussion.

In choosing topics and sub-topics for Detailed Study, teachers should ensure that topics and sub-topics are able to be explored in breadth and depth. For example, instead of exploring the impact of population on migration, studying the causes of population growth and/or its impact on the economy of the country may allow greater scope for a detailed discussion.