2024 VCE Hindi oral external assessment report

Refer to the [VCE Hindi study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/hindi/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Hindi.aspx) for full details on this study and how it is assessed.

Section 1: Conversation

What students did well

In the 2024 examination, students:

* engaged in a general conversation about their personal world; for example, school and home life, family and friends, interests and aspirations. Many students spoke confidently about the weather outside, relating it to what they like the most and what not, how they reached the venue, and so on. Some responded with creativity, and used idioms in conversation
* provided a range of relevant information, ideas and opinions with an appropriate depth. When asked about hobbies, for instance, students explained how they love playing board games with friends, giving examples of which ones, or explained different exercises they do at the gym.
* clarified, elaborated on and defended ideas and opinions. For example, an elaborate response explained what yoga is and why it is good for us and how the student does it regularly. Also, how they like to have a variety of friends, as they all have different natures and they help them to grow in different aspects
* demonstrated an excellent level of understanding by responding readily and communicating confidently; and carrying the conversation forward with spontaneity. Most students were well prepared and responded confidently, such as by saying, ‘I am from Bengal in India. Where are you from?’
* used appropriate repair strategies as needed. Instances of self-repair, for example, included a correction to the incorrect word for ‘psychology’.
* used appropriate vocabulary. Some student responses demonstrated a high range of vocabulary for difficult expressions, such as ‘very modern’, ‘maturity’ and ‘forbidden’
* used appropriate grammar and sentence structures. Most responses exhibited good control over grammatical structures. Some deep conversations used complex sentences, such as, ‘I want to open hospitals for the poor and deprived’, or ‘I believe in justice as my father is a lawyer’. Some exhibited the influence of a mother tongue other than Hindi, such as Punjabi or Bihari, but were comprehensible
* used appropriate expression, including pronunciation, intonation, stress and tempo. In most responses the pronunciation was understandable and clear with good stress and intonation.

Areas for improvement

In preparation for the examination, students could:

* ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinions. Students could practice elaborating and using their creativity rather than providing Yes/No responses
* practise answering a range of questions to be able to advance the conversation. Mostly students were able to take the conversation forward; however, in a few instances they needed a lot of scaffolding and the questions to be repeated in different ways. Students would benefit from practising the following skills:
* Listen calmly and carefully to understand the question correctly and respond accordingly. Teachers can help students with active listening so they don’t miss any aspect of the question.
* Explain different aspects of a question with more than one focus point, such as, ‘What subjects do you like and why?’, or ‘What do you do during your holidays?’
* build confidence through practising interactions in the language assessed. Most responses showed confidence, with some hesitation, and were able to continue the conversation. Responses that came across as extra enthusiastic made the conversation artificial. Classroom preparation can highlight this aspect while training
* practise using more complex sentence structures and syntax
* practise using repair strategies to advance the conversation when needed. Repair strategies were mostly used in two cases: when students started conversing but realised mid-sentence that it was not what had been asked; and when students used English words but repaired by using the Hindi equivalent. Students would benefit from more practice using less English and actively listening to understand the question and all its aspects correctly
* revise grammar. Most responses used simple and basic but correct grammar. There were some mother-tongue-influenced errors such as the female verb ending instead of the correct male ending, for example in the Hindi translation of ‘I did this’
* build vocabulary specific to the student’s personal world and their interactions with the language and culture as learners. Many students used generic vocabulary to express themselves and used English words such as ‘internet’, ‘technology’, ‘process’, ‘data’, ‘subject’ and ‘buddy’. Lower-scoring responses lacked a high range of vocabulary; for instance, missing the Hindi word for ‘playback singer’ mentioned in the question, including when explained in different words. More training using the exact Hindi alternatives would prove beneficial
* practise pronunciation, intonation, stress and tempo. There were a few instances of mother-tongue influence, mostly with Punjabi and Bihari accents.

Section 2: Discussion

What students did well

In the 2024 examination, students:

* clearly introduced the focus of their subtopic chosen for their detailed study in less than one minute, alerting assessors to any objects brought to support the discussion of the subtopic. Most popular subtopics were: Festivals, Tourism, Migration and Famous People
* demonstrated in-depth knowledge of their subtopic. For example, when talking about the famous warrior and king Shivaji, students talked about him, his weapons, and his relationships with parents and other people. Similarly, while talking about Diwali, they mentioned the festival’s importance, the way it is celebrated in India as well as in Australia and among different religions
* used images to support discussion on the subtopic; for example, when talking about festivals and tourism
* engaged in a discussion using relevant information, ideas and opinions. For example, a discussion about Sikhism used relevant information about when it started, who started it, its historical relevance, and its tenets
* clarified, elaborated on and defended opinions and ideas. Most students described their reasoning for choosing their topics. For example, by expressing that they had heard about Sikhism from their grandparents and got interested. Only a few discussions were not appropriately prepared and did not show depth
* communicated effectively with assessors throughout the discussion. Most students communicated confidently; some with hesitation. Most students did not require further clarity on the questions. The question ‘What are the qualities of a good king?’ received an elaborate response
* used appropriate vocabulary. For example, Hindi words स्मृति (memory), मार्गदर्शन (guidance), रचयिता (creator) and स्वर्णिम काल (golden period)
* used appropriate grammar and sentence structures. Most grammar was basic but appropriate. Some instances of incorrect grammar were a result of mother-tongue interference; for example, मैंने यह काम किया (I did this) spoken with incorrect verb endings as मैंने यह काम की. Note किया is the male verb ending for the male noun काम according to Hindi syntax
* used appropriate expression, including pronunciation, intonation, stress and tempo. Most students had clear and good pronunciation. Some errors such as *‘prapat’* instead of *‘prapt’* could be due to mother-tongue influence and could be reduced with practice
* conveyed information learnt from sources but also expressed opinions with an original perspective on the subtopic. Almost all students did so. For example, by referring to a picture of a food item pasted on a chart while sharing how their grandparents introduced them to the food and how they have loved it ever since
* practised using repair strategies. Many students corrected themselves when they used an English word such as ‘internet’ or ‘friends’.

Areas for improvement

In preparation for the examination, students could:

* choose an appropriate subtopic to suit ability and interests. While most students chose suitable topics and subtopics, there were a few instances that suggested a lack of research and preparation. For example, some students had brought images to support the discussion but could not take the discussion forward, needing support with most questions to understand the main and secondary aspects of the question, and repeating one or two of their own points throughout
* prepare with an appropriate number of quality sources; for example, a combination of aural and visual as well as written texts, to explore the subtopic in sufficient depth. Students mostly chose photos; there was no aural support material
* make reference to the sources or texts studied for the detailed study. Most students used their own material to take the discussion forward rather than referring to the studied texts
* build vocabulary specific to the subtopic selected for the detailed study. Many had good vocabulary specific to their topic, such as ‘essential circumstance’; however, some missed topic-specific vocabulary needed to understand the discussion, such as *‘parshv gaika’* (background singer). Some used English words, such as ‘business’, ‘close friend’, ‘choose’ and ‘pray’, which suggested less preparation. Students could seek more exposure to texts from different authors or books
* practise pronunciation, intonation, stress and tempo. Students with pronunciation variation owing to mother-tongue influence were not aware of errors; hence, they did not repair them. Practising pronunciation and tone could prove useful.