2023 VCE Hindi oral external assessment report

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

Section 1: Conversation

What students did well

In 2023, students:

* engaged in a general conversation about their personal world, for example, school and home life, family and friends, interests and aspirations. Students discussed the weather outside, how they reached the exam site, their hobbies etc.
* provided a range of relevant information, ideas and opinions with an appropriate depth. Students provided examples when making a point, such as the reasons for their choice of subjects
* clarified, elaborated on and defended ideas and opinions. For example, students made good use of idiom to explain how their parents loved them by saying aankhon ka tara (‘an apple of the eye’)
* 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 did not need further explanations of the questions
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed. When they made errors in pronunciation, grammar or vocabulary, e.g. saying nihayi instead of nahayi, they often said ‘sorry’ and corrected themselves
* used appropriate vocabulary
* used appropriate grammar and sentence structures. Most students exhibited a good control over grammatical structures.

Areas for improvement

In preparing for the exam, students could:

* ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinions. Instead of giving ‘yes/no’ responses, students should prepare to take the conversation forward creatively
* practise answering a range of questions to be able to advance the conversation. Students should not simply memorise the topic because then they would be unable to go into a deep conversation on the topic. There were a few instances of what appeared to be rote learning in the conversation response
* build confidence through practising interactions in the language assessed
* practise using more complex sentence structures and syntax
* practise using repair strategies to advance the conversation when needed. Classroom practice with input from the teacher is recommended
* revise grammar as there are examples of wrong word forms. For example, kitabon padhna pasand karti hun should have been kitaben padhna pasand karti hun (‘I read books’); baat karne chahti hun should have been baaten karna chahti hun (‘I want to talk’). Some students spoke using incorrect tense and gender endings, for example, mujhe khadyepadaartha nahi mil sakti has an incorrect verb ending; the correct form should be mujhe khadyepadaartha nahi mil sakta (‘I can’t get food’)
* use appropriate expression, including pronunciation, intonation, stress and tempo as some students did not speak correctly. For example, khatin is incorrect and should be pronounced kathin (‘difficult’), pariwaar janak is an inappropriate expression and the correct one is parivarjan (‘family members’), and jansantaa should be pronounced jansatta (‘democracy’)
* build vocabulary specific to the student’s personal world and their interactions with the language and culture as learners. Students should seek more exposure to texts from different authors or different books. Some students used the wrong pronoun while talking of a saint
* practise pronunciation, intonation, stress and tempo. Students could listen to the radio in Hindi, or record themselves on a phone or other devices and listen back in order to improve in these areas.

Section 2: Discussion

What students did well

In 2023, 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
* demonstrated in-depth knowledge of their subtopic, and handled the questions around different aspects of the discussion well
* used the image to support the discussion on the subtopic. Many students made elaborate preparations, while some used just one black-and-white printout. Students often showed the pictures on a chart to present their opinion
* engaged in a discussion using relevant information, ideas and opinions
* clarified, elaborated on and defended opinions and ideas
* communicated effectively with assessors throughout the discussion. Some students began nervously but after initial ice-breaking questions they were relaxed and ready to respond appropriately
* used appropriate vocabulary, e.g. sakaratmak prerna (‘positive influence’), jeevan shaili (‘life style’)
* used appropriate grammar and sentence structures.

Areas for improvement

In preparing for the exam, students could:

* choose an appropriate subtopic to suit their ability and interests, e.g. deshantaran (‘immigration’) and the subtopic bhartiyon ki mushkilen (‘problems faced by Indians’). Other suitable topics include festivals and ceremonies, social issues, classical music and arts, and activities particular to Hindi-speaking communities
* 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. Some students got stuck on the parts of the topic they were comfortable with, for example, talking of regional food, when the question asked about things other than food
* make reference to the sources or texts studied for the detailed study
* avoid listing facts without expressing a point of view, or presenting general knowledge as research
* convey information learnt from sources but also express an opinion with an original perspective on the subtopic. Most students did this, but some got stuck with questions beyond their memorised material
* use the image to support the discussion on the subtopic
* avoid relying on pre-learned responses that do not address an assessor’s question. The one-minute introduction exhibited some instances of what appeared to be rote learning. Some students could not respond to the question without further prompting by the assessors
* practise using repair strategies. Many said ‘sorry’ and self-repaired after realising that they had made a mistake
* revise grammar. Most grammar errors were in gender-appropriate tense endings. For example, padhayi karni sakti hai instead of padhayi karni par sakti hai (‘You may have to study’), kanoon ka padhayi instead of kanoon ki padhayi (‘Law studies’), achcha yaadashta instead of achchi yaaddasht (‘good memory’)
* practice appropriate expression, including pronunciation, intonation, stress and tempo. For example, abhinaya is the incorrect pronunciation of abhinaye (‘acting’). Similarly, duniyaayon is the incorrect pronunciation of duniya (‘world’)
* build vocabulary specific to the subtopic selected for the detailed study. Some students used high standard words appropriately but those seemed to be examples of rote learning, instead of natural usage. This was apparent when the vocabulary was not of a high standard throughout the conversation, only in bits and pieces
* practise pronunciation, intonation, stress and tempo. Some students had low tempo due to exam anxiety and fear of making mistakes, they also gave a flat delivery without proper intonation.