2022 VCE Chinese First Language oral (NHT) external assessment report

General comments

This was the final examination for the VCE Chinese First Language Study Design 2005–2021. Students were assessed on their knowledge and skills in using spoken language. The examination had two sections: a presentation of up to five minutes (which included a short introduction of no more than one minute) and a discussion of approximately five minutes.

In both sections, students were assessed on:

* communication (their capacity to present the information appropriately and effectively, and maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas).

In 2022 most students came to the oral examination with a good understanding of the requirements and procedures of VCAA oral examinations. They were generally able to engage in a lively and interesting exchange with assessors, demonstrating their abilities and proficiency in the language. A small number of students appeared to be unprepared and were unable to communicate with the assessors effectively.

Specific information

Section 1 – Presentation

Following a short introduction of no more than one minute, the students presented for four minutes on a chosen subtopic selected for detailed study (exploring language and culture through literature and the arts). Some students chose to use supporting objects and/or cue cards. The presentation should have included a clear stance on the issue selected, related clearly to the subtopic chosen for detailed study, and been supported by evidence.

Students who engaged in higher-scoring presentations:

* used a sophisticated and extensive range of vocabulary, structures and expressions accurately and appropriately
* self-corrected errors
* had excellent control of style and register
* had excellent pronunciation, intonation, stress and tempo
* communicated fluently, clearly and confidently
* were highly engaged with the assessors
* timed the presentation well.

In 2022 most students scored more highly in the presentation section than in the discussion section.

Criterion 1 – Communication

Vocabulary and grammar

Students generally used a good range of vocabulary, sentence patterns and sentence structures. The use of grammar was accurate and appropriate, allowing for a fluent presentation.

Areas for improvement include avoiding vocabulary that cannot be delivered clearly enough to be understood by assessors.

Clarity of expression

Most students communicated clearly and fluently with good pronunciation, intonation, stress and tempo.

Areas for improvement include:

* speaking loudly and clearly
* maintaining a consistent speed and not speaking too quickly
* avoiding reciting from a script
* avoiding hesitation
* avoiding long pauses.

Capacity to engage

The majority of students timed their presentation well and engaged effectively with assessors.

Areas for improvement include:

* keeping the topic sentences short
* having a small pause between paragraphs
* delivering the speech without long pauses
* finishing the presentation within four minutes
* using of gestures and eye contact.

Criterion 2 – Content

Relevance of information and ideas

Most students presented information related to the topic and subtopic, demonstrating well-developed ideas and opinions about the texts selected.

Areas for improvement include:

* demonstrating a clear understanding of the definition of key words and concepts
* demonstrating a sound understanding of background information.

Range of information and ideas

Most students were able to present a good range of information related to aspects from the texts studied.

Areas for improvement include:

* demonstrating a logical relationship between each subtopic and supporting evidence
* using literary work as a basis
* including a clear stance, not just telling stories drawn directly from the texts.

Capacity to elaborate with reasons, examples and evidence

Most students demonstrated a good level of preparation and were able to elaborate on information using examples from the texts.

Areas for improvement include demonstrating:

* thorough study and research on the selected materials and aspects
* logical relationships between opinions and supporting evidence/examples.

Section 2 – Discussion

Following the presentation, each student discussed aspects of their selected topic with the assessors and clarified the points they presented.

Students who engaged in higher-scoring discussions:

* had an impressive range of highly relevant information, ideas and opinions organised clearly and logically
* had well-developed ideas and opinions
* demonstrated a thorough preparation of the topic
* used a sophisticated and extensive range of vocabulary, sentence structures and expressions accurately and appropriately
* self-corrected errors
* had excellent control of style and register
* had excellent pronunciation, intonation, stress and tempo
* responded readily and confidently
* maintained a high level of engagement with the assessor
* coped effortlessly with difficulties
* took initiative
* were readily able to clarify, elaborate and defend opinions and ideas
* demonstrated a thorough preparation of the topic.

A considerable number of students appeared to be underprepared for the discussion section.

Criterion 3 – Communication

Accuracy, variety and appropriateness of vocabulary and grammar

As in the presentation, most students used a good range of vocabulary, sentence patterns and sentence structures. The use of grammar was accurate and appropriate.

Areas for improvement include avoiding vocabulary that cannot be delivered clearly enough to be understood by assessors.

Clarity of expression

Most students communicated clearly with good pronunciation. Students are reminded that the discussion is a two-way exchange and not a speech.

Capacity to link with assessors

Most students maintained a good level of engagement with the assessors.

Areas for improvement include:

* avoiding gaps in communication
* avoiding contradictory responses
* asking for clarification before responding if a question has not been understood clearly.

Criterion 4 – Content

Relevance and range of information and ideas

Many students were able to respond with relevant information and evidence. They could clarify and defend their opinions with a wide range of information related to the texts studied.

Areas for improvement include:

* maintaining their stance
* defending their stance with additional evidence
* including sufficient supporting evidence.

Capacity to elaborate with reasons, examples, evidence and new ideas

A small number of students demonstrated a good level of preparation and were able to clarify their ideas, defend their stance and elaborate with new ideas.

Areas for improvement include:

* adding depth to the research
* being familiar with all materials studied
* being prepared to handle challenging questions ranging beyond the topic selected
* taking initiative to advance the exchange and elaborate.