2023 VCE Chinese Second Language Advanced 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 and their interactions with the language and culture as a learner
* used a range of relevant information, ideas and opinions at an appropriate depth. Students’ conversations were authentic; they made effective use of concrete examples to support ideas and provided in-depth responses
* elaborated on, clarified and defended ideas and opinions. For example, students were able to defend their choice of subjects and elaborate on why they would choose to study a particular course at university
* interacted effectively and actively with assessors throughout the conversation
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies when needed. Their responses went beyond simple ‘yes’ or ‘no’ answers to expand on their responses by adding details and specific information
* used appropriate expression, including pronunciation, intonation, stress and tempo
* used appropriate vocabulary. A small number of students applied internet slang this year, such as ‘high pressure’ 压力山大, ‘pig teammates’ 猪队友, ‘an amazing person’ 牛人--- etc. Appropriate internet buzzwords are permitted
* demonstrated strong language abilities, being able to express their views and thoughts fluently and clearly, whilst providing reasons. When chatting about their personal world, no matter what topic they encountered, they could smoothly offer in-depth responses. Their responses went beyond simple ‘yes’ or ‘no’ answers, as they could expand on their responses by adding details and specific information
* exhibited confidence and actively engaged in oral interactions. They proved capable of in-depth discussions and debates with the assessors, naturally expressing their opinions during spontaneous conversations

Areas for improvement

Students should:

* prepare more adequately to support the conversation with relevance, depth and a range of information, ideas and opinions. Some students tended to repeat specific words or phrases, such as ‘therefore’, ‘that’ and ‘then’ out of context. There were instances of lack of logical coherence in students’ content, and students veering off-topic or dwelling excessively on a single point. Some students could not express their own opinions appropriately, especially in the area of Chinese culture
* build confidence through practising interactions in the language
* revise grammar. There were a few cases where students applied incorrect or inappropriate colloquialisms, such as ‘family amiable’ (家庭和蔼) instead of the correct expression ‘family harmony’ (家庭和谐); or ‘My mother came to Australia like a duck to water’ (我妈妈来到澳洲如鱼得水) instead of the correct expression ‘My mother adapted to life of Australian very easily’ (我妈妈来到澳洲顺风顺水/适应良好/生活如意---)
* build vocabulary specific to the individual student’s personal world and their interactions with the language and culture as learners
* draw on their own experience or observations of things around themselves to support their opinions.

Section 2: Discussion

What students did well

In 2023 students:

* demonstrated in-depth research of their subtopic. Students incorporated idioms and quotations from poems or ancient literature when discussing related topics, demonstrating a deep knowledge of the subject
* used an image skilfully to support their discussion of the subtopic
* used appropriate expression, including pronunciation, intonation, stress and tempo
* used a wide variety of cultural study topics. Most students opted for topics in which they were genuinely interested, which contributed to in-depth and engaging discussions. In 2023, subtopic examples included: 王羲之的《兰亭集序》(Preface to the Orchid Pavilion) , 木兰辞 (The ballad of Mulan); 中国天空太空站 (China Tiankong Space Station) and “中国女足“(China female football team) etc.

Areas for improvement

Students are advised to:

* build vocabulary specific to the selected subtopic to avoid diminishing the richness of their responses. For example, in some cases students relied overly on specific words or phrases, or used colloquialisms such as ‘Do you know?’ that are inappropriate to the formal language context
* practise being engaged in discussion
* prepare with an appropriate number of quality resources, for example, a combination of aural and visual as well as written texts, to explore the subtopic in sufficient depth. Students are advised to search for information with care and prudence, from authoritative evidence-based resources, rather than acting on hearsay and internet websites
* avoid relying on pre-learned responses that do not address an assessor’s questions. The discussion between students and the examiners provides an opportunity for students to communicate their ideas and opinions on their chosen subtopic
* listen to the questions carefully so as not to miss the main points.