

2021 VCE Chin Hakha oral external assessment report

General comments

The Chin Hakha oral examination assesses students' knowledge and skills in using spoken language. The examination has two sections – a conversation of approximately 7 minutes, during which students converse with the assessors about their personal world, and a discussion of approximately 8 minutes.

It should be noted that during the oral examination:

- students may be asked a variety of questions of varying levels of difficulty. Questions may also be asked in a different order from the one student anticipate
- assessors may interrupt students to ask questions during either section of the examination; this should be regarded as a normal process in a conversation and discussion
- assessors may also repeat or rephrase questions
- normal variation in assessor body language is acceptable.

Students must be prepared to use language spontaneously in unrehearsed situations. Students are not expected to be 'experts'; they are expected to have learnt strategies in order to respond to unexpected questions. It would be valuable for students to learn phrases such as, 'I have not studied this aspect of the subtopic, but I think ...', 'I don't know, but I feel ...' and 'I am not sure about this question, but I know ...'.

Students will be assessed in both the conversation and the discussion in communication, content and language. The criteria are published on the VCAA website. It is important that all teachers and students be familiar with the criteria and descriptors, and that students use them as part of their examination preparation. This will help students to engage in a lively and interesting exchange with assessors. Although there are similarities between the assessment criteria for the conversation and discussion sections of the examination, the criteria assess two very different aspects of performance. Students who are well prepared are generally able to demonstrate their abilities and proficiency in the language.

Section 1 – Conversation

Section 1 consists of a general conversation about the student's personal world, for example, school and home life, family and friends, interests, and aspirations. It is an organic conversation about the student's personal world. These examples provide students with a basis for preparing a range of interesting and engaging ideas about their personal world, so that they can engage in a spontaneous discussion with the assessors about things that interest them.

Most students performed well in the conversation. They were prepared and demonstrated very good pronunciation.

Responses that scored highly did not use English words in the conversations. Students demonstrated an outstanding command of Chin Hakha vocabulary and grammar structures, and the responses were quite sophisticated. They provided responses with some breadth and depth, and elaborated on their statements by giving reasons, examples and evidence, and presenting an excellent range of information, opinions and ideas. They were able to use complex grammatical structures such as the passive form, past perfect tense

and past tense effectively, even when responding to unrehearsed questions. They also had good repair strategies and handled all questions well and were able to successfully carry the conversation forward.

Responses that did not score well presented a limited range of information. Students had difficulty clarifying or elaborating on opinions and ideas. They also used English words instead of Chin Hakha in their conversations. For example, they used English words such as practical (*a tak in*), teacher (*cachimtu*), bus stop (*mawṭaw dinhnak*), community service (*mi bu ca rianṭuannak*), human development (*pumlei ṭhanchonak*) and business (*chawlehhrawnak*).

Section 2 – Discussion

Following the conversation, the student indicates to the assessor(s) the subtopic chosen for the detailed study and, in no more than one minute, briefly introduces the main focus of their subtopic, alerting assessors to any objects brought to support the discussion. Suitable objects include photographs, maps, or diagrams, and should include no text or very little text. The support material must have minimal writing, which includes only a heading, name, or title.

The one-minute introduction should give assessors an indication of the area of discussion. The purpose is for students to briefly introduce their chosen subtopic; it is not an opportunity for students to list all their information or texts.

The focus of the discussion is to explore aspects of the language and culture of communities in which Chin Hakha is spoken, with the student expected to refer to the texts studied.

The choice of subtopic for the detailed study is very important. It should be an engaging subtopic that motivates students to become familiar with the content and vocabulary needed, and to elaborate on information, ideas and opinions. It is important that students and teachers select materials for the detailed study carefully so that students are exposed to a variety of views. The type of texts used by students should vary in complexity and be in Chin Hakha so that students can become aware of key vocabulary related to their subtopic. Students should be able to draw on the texts they have studied and make links between the texts to support, expand on and explore opinions and ideas on the subtopic and different aspects of the texts. Students should be able to relate this to the Chin Hakha-speaking community.

Students presented a broad range of subtopics for discussion. Responses that scored highly reflected research having been done on the subtopic and good preparation for possible questions. Students discussed the subtopics with confidence and demonstrated the breadth and depth of the information they had prepared and were able to carry the discussion forward. They did not use English words in their discussions. They used an excellent range of Chin Hakha vocabulary and grammar structures such as past perfect tense, past tense, passive form and future tense.

Responses that did not score well displayed a limited ability to advance the discussion due to lack of research and preparation. Students did not prepare for possible questions they might be asked for the subtopics and struggled to cope with unexpected questions and were not able to carry the discussion forward unless prompted by assessors.