

2021 VCE Filipino oral external assessment report

General comments

The Filipino oral examination assesses students' knowledge and skills in using spoken language. The examination has two sections – a conversation of approximately seven minutes, during which students converse with the assessors about their personal world, and a discussion of approximately eight 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 students anticipate
- assessors may interrupt students to ask questions during either section of the examination; this should be regarded as a normal process in a discussion
- assessors may also repeat or rephrase questions
- normal variation in assessor body language is acceptable.

Students are reminded that they 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 topic, 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.

The students' performances during the Filipino oral examination were very good. They all displayed fluency in the language and carried the conversations and discussions forward with spontaneity using a sophisticated and excellent range of vocabulary, structures and expressions. Their pronunciation, intonation, stress and tempo were excellent. Almost all students were able to elaborate on their chosen subtopic with ease.

Students conversed with the assessors about familiar subtopics such as their studies, aspirations and experiences at school. They were articulate in their conversations, speaking with confidence and applying relevant repair strategies.

As a whole, almost all students conversed about and discussed their chosen subtopics using complex sentences with a wide range of sophisticated vocabulary and correct register.

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.

Students responded readily and confidently in Filipino. The manner in which they answered questions showed that they understood the language.

Section 2 – Discussion

Following the conversation, the student indicates to the assessor(s) the subtopic chosen for 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 Filipino is spoken, with the student being expected to make reference 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 Filipino 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 Filipino-speaking community.

Chosen subtopics for discussion included, but were not limited to, places of interest such as Calamba and Wawa Dam; issues such as the Spratly Islands, poverty and the war on drugs; Filipino and personal identity; basketball; music in the Philippines; writing a diary; and colonial mentality. Some students further illustrated their subtopics with the aid of colourful pictures and maps.

Almost all students responded easily in the language, which enabled them to maintain and advance the discussion appropriately, spontaneously and effectively. However, some students elaborated on their subtopic using irrelevant information; they introduced ideas that were not connected to the subtopic, making their discussion difficult to follow and disorganised.

Areas for improvement in the detailed study include the selection of superficial subtopics that do not allow for sufficient breadth or depth of discussion, disorganised ideas and facts, and the inclusion of irrelevant information to the stated subtopic. These issues indicate a lack of sufficient research. Another concern was the use of English words instead of speaking in pure Filipino. For example, '*madaming* resources' instead of '*maraming pagkukunan*' or '*maganda ang experiences ko sa aking pag aaral*' instead of '*maganda ang mga karanasan ko sa aking pag aaral*'.

Another issue was the incorrect use of phonics, for example, '*madamí*' instead of '*maramí*' (many).

When students are preparing for this assessment, it is recommended that they take a structured approach to researching their subtopic.