

## **Oral component**

### **Section 1 – Presentation**

#### **Criterion 1**

High-scoring students spoke clearly, emphasised important points by stressing phrases and maintained fluent delivery. However, some students delivered their presentations very quickly, which affected their clarity of expression and resulted in them not presenting their Detailed Study for the allocated amount of time. Others frequently paused or attempted to express more information without having considered whether this was possible in the allocated time. Consequently, they were unable to complete their presentation. Rushed presentations and presentations that relied too heavily on cue cards were common and all students are encouraged to prepare appropriately for this examination. Students are reminded that cue cards must be written in point form. Some students' cue cards contained sentences or a full list of words. Students may use visuals such as tables and pictures. Refer to the *VCE Exams Navigator* for information regarding approved materials for the examination.

#### **Criterion 2**

Students are required to evaluate opinions analytically and express their thoughts critically. It is insufficient to simply deliver arguments and information. Students must develop a conclusion and be able to discuss selected issues in depth.

High-scoring students reviewed novels, films and other resources, and established conceptual links between them and highlighted examples that supported their opinions. Low-scoring students expressed unsubstantiated thoughts, tended to summarise the texts studied and did not objectively evaluate issues, or selected topics that caused them to struggle with analytical and in-depth research.

Students should be aware that a topic can be considered from several perspectives and should seek texts containing a variety of perspectives.

It is crucial for students to develop good comprehension skills. This year many students did not comprehend key points of their texts, adequately deal with information or show analytical viewpoints related to selected issues.

### **Section 2 – Discussion**

#### **Criterion 3**

The majority of students were able to engage in discussion with assessors and maintain an appropriate register. Some students were unable to control register and reverted to a casual speech style.

High-scoring students responded readily and confidently, and often took the initiative during the Discussion. Low-scoring students frequently hesitated and had difficulty moving the Discussion forward due to a lack of preparation or insufficient understanding of the topics.

#### **Criterion 4**

High-scoring students showed an in-depth knowledge of the selected issues, explained their thoughts convincingly and gave, where applicable, possible solutions to their issues. Low-scoring students struggled to maintain the Discussion and presented minimal evidence of research.

Choice of topics and poor preparation prevented students from developing critical arguments. Some students used a rudimentary research approach of identifying positive and negative points in their topics and a solution to issues. This made it more difficult to engage in an analytical and in-depth discussion.