2022 VCE Macedonian oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
* language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried the conversation forward with spontaneity
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

In 2022 most students scored highly in both sections as they came prepared for the examination and spoke fluently and accurately. Students demonstrated the ability to elaborate and support information, ideas and opinions in both sections of the examination.

Students who did not score well did not use language accurately and appropriately and often did not have a broad range of vocabulary to converse on familiar topics about themselves or discuss their subtopic in depth.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school (subject selection) and home life, family and friends, part-time work, aspirations, plans for university, interests and hobbies, favourite films, books, sports and music, travel and favourite foods.

In 2022 most students were well prepared for the conversation. They were able to clarify, elaborate and extend the conversation when needed with an excellent range of vocabulary and content. Students demonstrated an excellent understanding by responding readily and spontaneously, without requiring prompting from the assessors. In addition, they were able to adopt effective repair strategies to enable a smooth flow of the conversation.

Communication

A high level of preparation was shown by students in their ability to advance the conversation forward, to speak confidently and without hesitations, and to use appropriate repair strategies, such as asking the assessor to repeat the question.

Areas for improvements include:

* better understanding of the language
* being able to converse without needing a lot of support from assessors.

Content

Students were able to present information, ideas and opinions. Practising and being exposed to the language on a regular basis enables students to use the language spontaneously in unrehearsed situations and to develop strategies to readily respond to unexpected questions.

Areas for improvements include:

* level of preparation
* avoiding rote-learned responses, which hinder the conversation.

Language

Students’ vocabulary and grammar were very good and some students demonstrated excellent command of the language; however, there is scope for improvement. Students who did well in range and appropriateness of vocabulary used descriptive language (for example, adjectives in correct form and nouns in correct form) and used expressions accurately (authentic expressions that native speakers use). Their grammar was correct in tense, mood and aspect, and sentence structure was complex. Most importantly, these students had a vast knowledge bank of vocabulary and had been using grammar correctly for a long time.

Areas for improvements include:

* expanding vocabulary (adjectives, adverbs)
* using more sophisticated expressions.

Students who spoke fluently used precise grammatical construction and accurate sentences and vocabulary.

Areas for improvements include:

* proper sentence construction
* better grasp of grammatical elements such as verb tenses, noun/gender agreement and articles.

Students mostly spoke with clarity and appropriate intonation, stress and tempo.

Areas for improvements include:

* practising speaking in the language
* listening more to authentic Macedonian speech, such as on radio and TV.

Section 2 – Discussion

Each student gave a one-minute introduction of their subtopic to their assessor, who then engaged the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Macedonian is spoken.

In 2022, most students had prepared very well for the discussion. Their chosen subtopic was Galicka svadba. Students who scored highly presented an excellent range of information about the topic and were able to provide and support opinions on their chosen subtopic such as the nurturing of old traditions, which needs to be an obligation of future generations. Traditions at the Galicka svadba were very meaningful and students who scored highly presented a range of examples and offered an opinion when they had one or when they were asked by the assessors.

Communication

Students showed an excellent ability to understand the assessors’ questions and maintain the discussion appropriately. However, many needed to be continually supported by the assessors and some had difficulty understanding the questions, and therefore did not respond appropriately.

Areas for improvements include:

* practising repair strategies to carry the discussion forward without relying on the assessors’ support
* familiarising themselves with the language specific to their chosen subtopic.

Content

Most students’ knowledge was exemplary and demonstrated through interesting facts, examples and viewpoints. Those who had not done in-depth preparation or gave rote-learned responses did not score well. Students are advised to prepare more thoroughly so as not to present a limited range of information.

Areas for improvements include:

* preparing to elaborate on their points of discussion with the assessors
* researching a variety of resources that relate to the subtopic.

Language

Generally students demonstrated very good accuracy of vocabulary and grammar; however, some sentences were poorly constructed due to a lack of vocabulary or grammatical errors.

Areas for improvements include:

* practising vocabulary and sentence construction
* revising grammatical elements, such as basic verb tenses.

Students spoke with clear intonation, stress and tempo.

Areas for improvements include practising speaking with peers, teachers, etc.

More information

Refer to the [VCE Macedonian study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/macedonian/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Macedonian.aspx) for full details on this study and how it is assessed.