

2018 VCE Languages oral examination reports – Second languages

The following information applies to the oral examination for all Victorian second language and Collaborative Curriculum and Assessment Framework for Languages (CC AFL) studies.

Teachers and students are advised to read this entire report, not just the language-specific section, as it contains general information about the oral examination for second languages.

The Chief Assessor for each study has provided comments on the quality of student performance for each language and this information can be accessed directly by clicking on the links below.

- Arabic
- Armenian
- Bosnian
- Chin Hakka
- Chinese Second Language
- Chinese Second Language Advanced
- Croatian
- Dutch
- Filipino
- French
- German
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- Indonesian Second Language
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- Japanese Second Language
- Karen
- Khmer
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- Macedonian
- Maltese
- Persian
- Polish
- Portuguese
- Punjabi
- Romanian
- Russian
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- Sinhala
- Spanish
- Swedish
- Tamil
- Turkish
- Vietnamese Second Language

General comments

The Languages oral examination assesses students' knowledge and skills in using spoken language.

The assessment session begins when an assessor invites the student to enter the examination room. The assessors will greet the student in the language and indicate where the student should sit. Once seated, the student will be asked in the language to state their student number in **English** and to give the assessors the assessor copy of the Student Examination Advice Slip. Students are reminded to speak at all times in the language being assessed, except when stating their student number in English. Stating their student number is the only time students should use English in the oral examination.

Section 1 involves a seven-minute Conversation. The assessors will signal the beginning of the first section of the examination, the Conversation. This section will consist of a general conversation about the student's personal world, for example, school and home lives, family and friends, interests and aspirations. An assessor will indicate when it is time to conclude the Conversation and begin the Discussion.

Section 2 consists of an eight-minute Discussion. In no more than one minute, the student will briefly introduce the main focus of their subtopic, alerting the assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of communities in which the language is spoken. The student will be expected to make reference to texts studied. After approximately seven minutes, the assessors will indicate that the examination is drawing to a close. The student should take leave of the assessors in a culturally appropriate way.

The student's choice of subtopic for the Detailed Study is very important. It should be an engaging topic that motivates students to become familiar with the content and vocabulary needed, and thus be more skilled to support and elaborate on information, ideas and opinions.

The 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. Texts can be mentioned during the Discussion.

The study design states that, 'In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts'. 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 language texts so that students can become aware of key vocabulary related to their subtopic. Students are reminded that they must be prepared to use language spontaneously in unrehearsed situations. Texts should be used to support, expand on and explore the subtopic.

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 or topic but I know...'. Students are expected to engage in a discussion using their texts to support their ideas and opinions. The focus of the Discussion is to discuss and explore the subtopic and aspects covered in the texts studied. Students need to come to the examination prepared to discuss and explore ideas and opinions by using and referring to the texts studied and making links between the texts to support their ideas. This means that students must be able to draw on the texts they have studied, discuss and explore ideas and opinions related to their subtopic and relate this to the language-speaking community. Students can support the Discussion with objects such as photographs, diagrams and maps, elaborating on them and stating

why they consider them to be important. The support material must have minimal writing, which includes only a heading, name or title.

It should be noted that during the oral examination:

- students may be asked a variety of questions of varying levels of difficulty.
- assessors may interrupt students to ask questions during either section of the examination
- assessors may repeat or rephrase questions
- there may be variation in assessor body language.

The assessment for both the Conversation and the Discussion is divided into three sections: communication, content and language. The assessment criteria and descriptors are published on the VCAA website. It is important that all teachers and students are 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. In contrast, students who are insufficiently prepared may have difficulty communicating, particularly in the Discussion.

Teachers and students should refer to the *VCE Language Study Design* and the *Assessment Handbook/Advice* for teachers for further information regarding the oral examination.

Students are reminded that:

- dictionaries and electronic communication devices are not allowed in the oral examination
- they should wear neat casual clothes, not school uniform.

Students are required to bring to the oral examination:

- personal identification, consisting of a clear photograph with the student's full name, for example, school ID card, public transport ID card, passport, driver's licence
- a copy of the Student Examination Advice Slip
- any objects such as photographs, diagrams and maps they wish to use to support the Discussion.

2018 VCE Arabic oral examination report

General comments

The oral examination assesses students' knowledge and skill in using spoken language. Section 1 focuses on conversation between the student and the assessors, and consists of a general conversation about the student's personal world. This part of the examination lasts for approximately seven minutes. Section 2 – Discussion lasts for approximately eight minutes. In this section, the student commences by giving a one-minute introduction of their Detailed Study topic.

Students who had prepared thoroughly were more successful in satisfying all of the assessment criteria than those who had not. Well-prepared students were generally confident and at ease during the examination. Students who were less well prepared, however, seemed to lack confidence and experienced difficulty meeting all of the set examination criteria.

When preparing for the oral examination it is imperative that students be familiar with all examination specifications. Students must be prepared to converse confidently with the assessors and be able to offer a wide range of opinions with supporting evidence. Yes/No responses are generally not appropriate as they prevent the communication from advancing successfully. A vital part of students' preparation should be a thorough investigation of the topics set for the examination so that they are readily able to respond in depth to the assessors' questions. Students should make a point of revising grammar as stated in the *VCE Arabic Study Design*. It is important that all students are aware of these requirements.

Specific information

Section 1 – Conversation

The majority of students were well prepared and performed to a high standard in this section of the examination. Most students listened carefully, were articulate, expressed opinions well and advanced the Conversation, but some students needed more support and prompting from assessors.

Most students had an excellent range of vocabulary, used a variety of sentence structures and were able to express their opinions effectively. Many students engaged with the assessors confidently and responses were highly relevant and sophisticated. However, some students showed a lack of fluency in and understanding of the language, which led to their expressions being ambiguous and grammatically incorrect. Students who did not score well were still able to produce relevant information that was sufficient to maintain the Conversation.

Students should avoid reciting a prepared dialogue, as the Conversation is an unrehearsed interaction between the student and the assessors. Instead, students should try to demonstrate how much Arabic they can use competently and how they can maintain and advance a conversation.

Section 2 – Discussion

Most topics were sufficiently broad to accommodate a wide range of views and perspectives and proved to be highly successful. Students demonstrated an excellent ability to discuss a great variety of aspects of their topic in depth.

The sources selected for the Detailed Study enabled students to develop a good understanding of their topic. The sources included newspaper articles, documentaries, music, short films, electronic texts and interviews. In general, almost all students presented a wide range of information from a number of sources and were able to successfully and confidently defend their personal opinions.

To maximise student performance, it is strongly recommended that topics presented for the Detailed Study have sufficient depth and substance so that themes can be explored extensively. Texts and reference materials should be selected with care to ensure that students have sufficient content, vocabulary and ideas to draw upon in the examination. To illustrate, a picture, cartoon, poem or slogan may not provide students with adequate scope for elaboration unless they convey a strong message and may prevent students from being able to extract supporting evidence for their ideas and opinions. Likewise, resources should not be in English as they will not include the appropriate vocabulary to be drawn upon.

2018 VCE Armenian oral examination report

General comments

Students who presented for the 2018 Armenian oral examination used the language at a high standard. All students were very well prepared and used varied and rich vocabulary, appropriate expressions and the correct register, such as the plural of personal pronouns (*դունք, ձենք*) when addressing assessors.

Most students demonstrated highly accurate speaking ability. Pronunciation was audible and accurate with clear consonants, appropriate pronunciation of diphthongs and correct intonation, inflection and stress.

There was evidence that students had allocated adequate time for preparation and practice. The vocabulary range used was extensive, and responses to questions were both logical and spontaneous with few unnatural pauses. While there were a few grammatical errors such as anglicisms, in general these did not detract from the overall delivery and meaning intended.

Specific information

Section 1 – Conversation

Topics covered in the Conversation included current studies, family structure, hobbies, career aspirations, work-life balance, future travel plans and current employment. Students responded to questions with relevant ideas, elaborating on opinions with reasons and justification.

Sentence structure and expression was very good, and the depth, breadth and complexity of the Conversation were satisfactory. Most students engaged with the assessors confidently. There were few false starts, and self-correction, clarification and elaboration indicated excellent preparation.

Section 2 – Discussion

Students were very well prepared for the Discussion and had mastered their chosen Detailed Study subtopics, utilising a rich array of sources for research. This allowed for a free-flowing discussion where students demonstrated the capacity to engage the assessors by giving appropriate responses and the ability to influence the direction of the Discussion.

Many students were able to ask questions to clarify points made by the assessors. Students engaged the assessors with good expression and sentence construction. Answers to open questions demonstrated students' affinity with the topic areas and mastery of most of the detail of the subject matter.

Students were quite confident in the topics for their Detailed Study and could articulate the details using correct grammatical constructs.

There was the occasional misuse of nouns of kinship such as հայրիս instead of հօրս, but overall students performed at a very high level.

2018 VCE Bosnian oral examination report

General comments

Students were able to quickly establish rapport with the assessors, communicate relevant information and respond effectively to the requirements of the examination.

Specific information

Section 1 – Conversation

Some students would have benefited from paying further attention to how to use the correct formal register ('Vi') when addressing assessors.

Communication

Most students demonstrated excellent communication skills during their interaction with assessors. Some students showed a lack of correct pronunciation and used wrong intonation or stress, but this did not interfere with the Conversation.

Content

Students shared their personal interests, aspirations and plans in a creative manner and delivered interesting stories.

Language

Some students had excellent pronunciation (intonation, stress, tempo) but would have benefited from also spending time on enriching the range and appropriateness of vocabulary. Other students used anglicisms, such as 'da budem coach' instead of 'da postanem trener'. Some students would have benefited from paying more attention to the use of the appropriate for nouns used with certain prepositions, such as 'iz Interneta' instead of 'na Internetu' or 'u posao' instead of 'u poslu'.

Section 2 – Discussion

Students chose a wide range of topics and presented very interesting and detailed information, ideas and opinions with deep insight. Some topics were challenging, but students who opted for those topics were able to show an in-depth understanding.

Communication

Students listed among their sources videos, books, various texts from the internet, magazines, everyday press and reflections from family members.

Most students demonstrated an excellent level of communication by responding confidently and advancing the communication smoothly. Some students were slow to respond and needed frequent support.

Content

Some students demonstrated excellent preparation of their topic and were able to present their views clearly and logically. Other students would have benefited from putting more effort into the preparation of their topic, as their responses lacked substance and they were unable to elaborate on and support their opinions.

A small number of students learnt information about their topics by heart. These students were unable to expand on their ideas when asked a question and their responses were not coherent.

Some students supported the Discussion with posters containing images or maps relevant to their topic.

Language

Some students used sentences with a complex structure and delivered their ideas with clarity of expression. Their pronunciation was clear, with the correct intonation and stress and good tempo.

Some students used a less complex sentence structure. They lacked clarity of expression and the appropriate style and register.

A small number of students used a very limited range of vocabulary, relied on anglicisms and were unable to advance the Discussion.

2018 VCE Chin Hakha oral examination report

General comments

Students performed well in the 2018 oral examination. It was evident that most students had prepared thoroughly and were familiar with both the language and the specific requirements of the two sections.

Students who scored highly listened to questions and responded appropriately and with spontaneity. They used sophisticated vocabulary, grammar and expressions, such as *cawnca*, *kanan*, *thluaklei cawnnak*, *minung thinlung le khuaruahning cawnnak*, *sianghleirun*, *minchimhnak*, *leiminnak*, *pawngkam zohkhenhnak* and *khuhchih*, instead of using English or Burmese words and phrases.

In contrast, some students who did not score well gave prepared answers and struggled to cope with unexpected questions; this limited the flow and progress of the Conversation or Discussion. Their performance was affected adversely because they had not mastered common vocabulary and grammatical structures needed.

Errors occurred in applying agreement between article and noun: *ka* and *kan* (e.g. *a rak ra khomi cu pahra ka si* instead of *a rak ra khomi cu pahra kan si*; *tuah kan huammi pawl cu* instead of *tuah ka huammi pawl cu*), *a* and *an* (e.g. *a ka ti* instead of *an ka ti*; *an kan ti* instead of *a kan ti*; *kan huammi* instead of *ka huammi*), *a si* and *an si* (e.g. *ka huammi cu ... cu pawl cu a si* instead of *ka huammi cu ... cu pawl cu an si*), *a si* and *si* (e.g. *si ko* instead of *a si ko*; *si* instead of *a si*). Errors also occurred in applying agreement in a phrase between the article and noun.

Students who do not understand a question should ask for clarification rather than pause for long periods. They should not resort to irrelevant rote-learned material when in difficulty and should attempt to interact with the assessors at all times.

Pronunciation, intonation and stress were well handled by most students.

Specific information

Section 1 – Conversation

The majority of students had prepared well and practised effectively for questions about their personal world. They discussed more than one topic and developed more than one aspect with some breadth and depth. They elaborated on their statements by giving reasons, examples and evidence, presenting an excellent range of information, opinions and ideas.

Students who did not score well presented a limited range of information and had difficulty clarifying or elaborating on opinions and ideas. Students should prepare adequately for the Conversation section of the examination and ensure that they are ready to express opinions, and clarify, elaborate on and defend opinions and ideas.

All students need to be aware that they need to carry the Conversation forward with spontaneity and not provide one-sentence answers, expecting assessors to keep asking questions.

Section 2 – Discussion

The majority of students spoke confidently in the Discussion section, expressing and elaborating on ideas and opinions and supporting them with appropriate evidence from the specific texts studied. Many engaged in original thinking, making valid comparisons between texts, proposing alternative viewpoints. They used a wide variety of accurate language and vocabulary that enhanced their performance and had excellent pronunciation, intonation, stress and tempo. They were able to anticipate questions and at times they were able to advance the discussion with interesting comments.

A few students displayed a limited ability to advance the Discussion due to lack of preparation. These students found it difficult to link with assessors and provide the required reasons, opinions and examples in support of their topic. They lacked basic repair strategies and were only able to present a satisfactory range of information.

The choice of subtopics and resources is very important and should cater to the students' language ability as well as interests. In addition, topics need to provide students with the opportunity for elaboration on information, ideas and opinions with reasons, examples and evidence. Some students who did not score well attempted to present very complex topics that they had not prepared well and this had a negative effect on their performance.

Only a few students brought visual material to support their chosen subtopic. Students should remember that visual material serves as a useful prompt, enabling a stimulating discussion and facilitating expression of worthwhile ideas and opinions.

2018 VCE Chinese Second Language oral examination report

General comments

The majority of students were well prepared, demonstrating commitment to language learning and the ability to communicate in a confident and appropriate way.

Students should be aware that assessors may ask a variety of challenging questions in each section of the examination.

Specific information

Section 1 – Conversation

Students who scored well were able to respond promptly and accurately to a variety of questions in the Conversation. However, some students need to improve their repair strategies in order to quickly recognise and correct their mistakes.

Many students were able to express themselves clearly by using accurate language, an excellent range of vocabulary and complex structures. However, there were some students who struggled to find the right words or the appropriate sentence structures. The following are linguistic element mistakes made in the Conversation. Errors such as this can be avoided through more frequent and thorough practice prior to the examination. (The correct version is given in brackets):

- 五个代 (五代人/five generations)
- 一个狗 (一只狗 or 一条狗/a dog)
- 一十八个月 (十八个月/eighteen months)
- 车房 (车库/garage)
- 我有哥弟, 没有姐妹 (我有兄弟, 没有姐妹/I have brothers and don't have sisters.)
- 我每天做两个小时的作业 (我每天做两个小时的作业/I do two hours' homework every day.)
- 我朋友要帮助人 (我朋友喜欢帮助人/My friend likes to help people.)
- 我不有很多零花钱 (我没有很多零花钱/I don't have a lot of pocket money.)
- 学生和家长都对学校很满足 (学生和家长都对学校很满意/The students and parents are very pleased with the school.)
- 他下完课去图书馆 (他下课以后去图书馆/He is going to the library after class).

Some students need to improve their four tones and pronunciation in order not to mispronounce 交流 (communication) as 交通 (transportation), 字母 (letter of the alphabet) as 字幕 (subtitle), 专款 (special fund) as 捐款 (donation), 教育 (education) as 教训 (moralism).

Section 2 – Discussion

The majority of students were very well prepared for the Discussion. They had researched their chosen subtopic carefully and were able to use information from their texts to support the Discussion, demonstrating a capacity to engage the assessors, which led to a lively discussion. Students need to be aware that if they bring supporting material with them, this material should not contain Chinese characters or Pinyin apart from a label or a heading.

Several topics chosen by students were too broad. Students lacked detailed knowledge of all the aspects of these topics and struggled to respond to assessors' questions. The students who had chosen topics with a very limited scope for elaboration and exploration found it difficult to sustain the Discussion and were not able to engage in a meaningful exchange with assessors. It is important that students are aware that they are expected to be able to explore the topic and not simply give a short summary of information.

Many students had good knowledge of the appropriate vocabulary and correct grammar. However, several students did not appear to know the meaning of some of the vocabulary they used. In general, most students demonstrated a good level of pronunciation, intonation, stress and tempo.

2018 VCE Chinese Second Language Advanced oral examination report

General comments

Overall, student performance in the Discussion section was better than in the Conversation section in 2018.

Students who used relevant supporting material including photos or pictures to demonstrate their understanding generally performed well.

Students are reminded that they are not permitted to discuss their performance with assessors following the oral assessment as some students tried to seek feedback.

Students should be prepared to be interrupted as the examination involves a Conversation and a Discussion, not a speech. Students should prepare thoroughly for both sections of the examination.

Section 1 – Conversation

In the Conversation section of the examination some students did not listen carefully to the assessors' questions and therefore their answers were not relevant to the questions asked. It is important for students to listen carefully to the questions.

In order to increase their fluency, students could listen to Chinese podcasts or view films in the Chinese language. Students are encouraged to prepare aspects of their personal world in depth so that they are able to express their points of view in a variety of ways and avoid repetition of words and ideas.

Section 2 – Discussion

The one-minute introduction allows assessors to be informed of the topic and sub-topic the student has studied.

In this section students should be prepared to elaborate on information and offer opinions and ideas using fairly sophisticated vocabulary and structures.

It is important that students familiarise themselves with a range of aspects of their Detailed Study topic. Reading or viewing several texts on the topic will lead to a more detailed understanding of the issues relevant to the topic.

In general, students were able to deliver their prepared content confidently with accurate and thorough information that made the Discussion logical and flowing.

2018 VCE Croatian oral examination report

General comments

Students who sat the Croatian oral examination were generally well prepared. Most students performed better in the Conversation section than in the Discussion. Students were assessed against five criteria for each part of the examination.

Specific information

Section 1 – Conversation

All students were able to lead the Conversation and talk about their personal worlds, including their family, school life, free time/hobbies, jobs and future aspirations.

Students who scored well demonstrated a good level of preparation. These students were able to converse effectively with the assessors and move the Conversation forward without waiting for the assessors to ask questions. They gave detailed answers to all questions and showed preparedness for all aspects of the Conversation by using a range of vocabulary and sentence structures. (For example, instead of just saying ‘Ja volim ...’ they used ‘Obožavam’, ‘svida mi se’, ‘meni se svida’, ‘jako me zanima’, etc.). These students did not rely on anglicisms and were able to self-correct mistakes.

Students who did not score well gave answers that were very short and they struggled to elaborate on their answers. They used very simple sentence structures, always starting with a pronoun or noun (Ja mislim, moja mama zna, etc.). Assessors had to simplify questions and vocabulary in order for some students to understand some questions. (For example, ‘Imaš li nekog kućnog ljubimca?’ needed to be changed to ‘Imaš li neku životinju, psa ili mačku kod kuće?’)

Another error noted this year was word order in sentences, especially when using negations (for example, ‘Ne toliko volim’ instead of ‘Ne volim toliko’; ‘Ne puno gledam’ instead of ‘Ne gledam puno.’).

Students need to work on the cases as much as possible when preparing for the oral examination (for example, *Bila sam u Zagreb, Split, moja škola*, etc.), and prepositions (for example, ‘na ponедјелjak’ instead of ‘u ponедјелjak’; ‘u 1985’ instead of ‘1985. godine’).

Section 2 – Discussion

Students who scored well had completed thorough research about their topic and successfully presented information to the assessors. These students were able to support and explain their answers with evidence and their own opinions. They were able to put their content into a historical and geographical perspective and compare it with similar things in history or with different parts of the world.

Students used different linguistic structures to start sentences such as *ja mislim, po/prema mom mišljenju, moje mišljenje je, ja bih rekla/rekao, iz ovoga zaključujem da, znanstvenici su dokazali/zaključili, istraživanje je dokazalo*.

Students who did not score well did not demonstrate knowledge about the topic studied, thus they were not able to talk about it for the set amount of time. The assessors needed to ask many simple questions so they could continue the Discussion for eight minutes. When preparing for the Discussion section of the examination, it is recommended that students learn in-depth information about their topic, time themselves while presenting their information and practise discussing their topic with other Croatian speakers. Students' language should be enriched with the vocabulary related to their topic in order to achieve high scores.

2018 VCE Dutch oral examination report

General comments

Students had prepared thoroughly for the 2018 oral examination and had researched their topics, in most instances, very well. Grammatical structures had generally been well practised and the Detailed Study was well researched. There were some instances of repair strategies being used effectively when necessary. There is a need for students to read Dutch texts more widely to consolidate comprehension skills and learn a broader range of vocabulary.

Specific information

Section 1 – Conversation

Students seemed well prepared and engaged well with the assessors in this section. Eye contact and body language were very good. Some students lacked confidence, which impacted on their fluency.

This section of the oral examination needs to be consistently practised throughout the year, preferably with very competent Dutch speakers, which would lead to greater confidence and fluency. Students also need to learn some Dutch idioms, for example *alles is koek en ei* or *de aanhouder wint*, to be able to use more idiomatic and interesting Dutch constructions.

Grammatical and syntactical errors included:

- Dutch word order
- anglicisms
- inflection of adjectives (e.g. *de leuke hond, een leuk hondje*)
- incorrect use of tenses
- incorrect noun genders (e.g. *de/het*)
- auxiliaries of tenses (e.g. *ik ben naar Nederland gereisd/ik heb in Nederland gereisd*)
- incorrect use of vocabulary
- the difference between *na* (after) and *naar* (to).

Section 2 – Discussion

In this section a number of students had to be prompted on their chosen topic and had not sufficiently researched their topic. Students must always be able to expand on their answers and reply to more in-depth and probing questions. Students who had adequately studied their topic used a wide range of vocabulary, which enabled them to answer questions in more detail. Some students had not read their texts in great depth and were not able to give constructive answers to the assessors' questions.

Students must gain more practice in their reading and oral fluency and continue to read Dutch books, newspapers, etc., as well as watch Dutch films or television programs throughout the year. The linguistic errors made in the Conversation also applied to the Discussion.

2018 VCE Filipino oral examination report

General comments

On the whole, students displayed their understanding of and their fluency in the Filipino language well; however, some students' pronunciation was influenced by English.

The majority of students showed their ability to sustain the exchange, applying repair strategies, explaining and elaborating on facts, and presenting their opinions effectively. They conversed spontaneously with assessors, readily answered questions and expanded on their answers by citing examples based on their experiences and observations.

However, a few students answered only what was asked and waited for assessors to prompt them to elaborate on their answers. Some students, although articulate in presenting their facts and ideas, mixed English and Filipino words in elaborating on their answers.

In general, most students used sophisticated vocabularies in complex sentences with the correct grammar and register.

Specific information

Section 1 – Conversation

Students conversed with assessors on familiar topics such as family, studies, interests and aspirations. A few students used utterances in English such as 'so' (*kaya*), 'like' (*tulad ng*), 'and' (*at/at saka*), 'but' (*pero*) and 'ah'(eh) as fillers while thinking of an answer to the questions asked. Almost all students conversed spontaneously with very good pronunciation and had a good command of the language.

Section 2 – Discussion

In the Discussion section, most students presented their chosen topic succinctly. Their fluency in the language and the aid of visual material enabled them to discuss and elaborate on their chosen topic spontaneously. However, the content of their Discussion was superficial, indicating that they had not fully researched their chosen topic. These students mostly used general knowledge and common sense, and their focus was more on their own observations and experiences rather than drawing on the texts that they had studied.

Concerns included:

- using mixed Filipino and English words and phrases when answering questions. For example, 'Nagwork ako sa Macdonald every Saturday until midnight.' and 'Gusto ko magtravel abroad.'
- omitting ligatures 'ng' as in 'gusto ko' should be 'gusto kong magtravel'
- incorrect choice of words, for example, *karamdaman* (sickness) instead of *nararamdaman* (feelings), interchanging *akawntant* (accountant) with *akawnting* (accounting)

- pronouncing the vowel ‘a’ as long ‘a’: the vowel ‘a’ in Filipino is always pronounced as short ‘a’, as in ‘apple’
- lack of in-depth research for the chosen topic. Many students had not fully researched their Detailed Study topics.

Teachers and students should refer to the *VCE Exams Navigator* for information regarding preparation for the oral examination. In-depth study of the Detailed Study topic, exposure to conversation, discussion activities and grammar lessons may assist students to perform effectively in the oral examination.

2018 VCE French oral examination report

General comments

On the whole, students had prepared adequately for the French oral examination. However, some students were not equally prepared for the two sections of the examination. Students are reminded that the sections are equally important in terms of assessment.

Some students resorted to anglicisms, and some did not understand assessors' prompts to move to the Discussion section.

There were some issues with the pronunciation of specific French sounds, for example, nasals and vowels. Students often spoke French with their usual English pronunciation. The French vowel sounds are distinctively different from English ones and should be practised as part of students' preparation for the oral examination. The nasal sounds are a significant element of spoken French and students should be familiar with them. For example, words like *centre*, *manteaux*, *randonnée*, *moins*, *bain*, *bon* and *brun*. Students who scored highly knew the differences between the pronunciation of words such as *gras* and *grand*, *chat* and *chant*, *Jeanne* and *Jean*, *cane* and *quand*, *nos* and *non*, *paix* and *pain*.

Specific information

Section 1 – Conversation

In general, students were able to maintain the exchange. They usually had much information to present but not all of it addressed the criteria. Fluency is not just speaking quickly and making correct sounds. Students who scored well responded with nuance and detail, using a range of grammar and varied vocabulary, as well as using verbs and tenses effectively and accurately. Students need to practise answering a wide range of questions asked in a variety of ways.

Section 2 – Discussion

The Detailed Study should 'reflect aspects of the language and culture of French-speaking communities'.

Although many students spoke well on their topics, many Discussions lacked depth or detailed knowledge of texts. It is suggested that students use a range of resources so as to develop knowledge, vocabulary and cultural insights, and explore the chosen topic. They can also enable students to use opinions and ideas drawn from them. Students scored more highly when they could analyse resources beyond simply recounting what the resources said. Sometimes the resources used by students were too similar in content to allow a range of ideas or the topics chosen were so complex that students could only describe rather than elaborate.

Students should clearly state in the introduction the focus of their Detailed Study.

Generally, excellent use was made of images as resources. If students do refer to an image, however, they should bring it with them to the examination.

There was a lack of variety in the use of adjectives by students. Many students did not know how to use 'de' after adverbs of quantity or negatives. Negative structures were poorly handled and used. The use of a range of tenses is recommended, either by the student introducing them or when responding to questions asked in different tenses. Students who scored highly used a range of connectives and expressions. Students' knowledge of verbs, especially irregular or semi-regular verbs, did not always go beyond the present tense. It is worth their while to present non-regular verbs correctly as it enhances all elements of the examination. Culturally, students used appropriate language and style. Students should also remember that the examination is a formal exchange and they should not use slang words.

2018 VCE German oral examination report

General comments

Many students showed a good level of preparation for the German oral examination and responded well to a variety of questions about their personal world and their chosen Detailed Study. The students who scored most highly had prepared a wide range of information, ideas and opinions on many topics, could respond readily and fully to all questions asked, and used a variety of repair strategies to keep the Conversation flowing. These students also spoke clearly, with a fluent and natural tempo and authentic pronunciation.

The area in the oral examination that required the most improvement was grammar. Students should see the examination as an opportunity to showcase what they can say and be aware that they should use a variety of tenses, use modal verbs correctly and use fairly sophisticated grammatical structures and vocabulary. Students who scored well also included appropriate German idioms and linguistic devices to make the exchange a more natural one.

Common grammatical errors were made, including incorrect pronouns chosen, mixing up subject and object pronouns, not knowing the correct gender of nouns, inability to use modal verbs correctly and lack of matching case after prepositions. To reduce these errors, students should regularly practise responding to Conversation questions, focusing on grammatical accuracy.

Specific information

Section 1 – Conversation

Preparation and practice was key, with students who scored well responding to each question at length and including interesting and fresh content. Careful attention to grammar was evident. Some students used carefully constructed responses such as '*Ich habe eine Schwester, die sehr abenteuerlustig ist*', which told the assessors much more than '*sie heisst Sandra*', and opened up opportunities to keep the Conversation flowing.

Students who had prepared well found ways of exploring questions rather than merely listing factual information, for example, talking about the challenges/advantages of being the eldest in the family rather than just listing the ages of siblings.

Being aware of topics that lend themselves to particular types of grammar can also be useful in students' preparation, for example, future tense for aspirations and plans, past tenses for recalling previous events/pastimes, subjunctive mood for wishful thinking and hypotheticals. Students should aim to include as much variety of grammatical constructions and vocabulary as they can.

Section 2 – Discussion

The selection of a suitable topic for the Detailed Study is very important. Students must select a topic that is both manageable but that also showcases their abilities – a topic that contains enough

factual information but that also allows for varied opinions with reasonable depth. The Discussion must also demonstrate 15 hours of study and include reference to several sources, from which the student selects a few to concentrate on, for their particular interest/aspect of the topic.

Some topics can make it difficult for the student to express sufficient relevant content to sustain an in-depth discussion for seven minutes. The mere listing of facts is not a discussion. Many good topics enabled comparison and contrast between Australia and Germany or between different time periods and provided scope to express a variety of opinions.

Students must also be aware of their pronunciation (including tempo) in this part of the examination, as the topics often necessitate particular vocabulary that can be mispronounced and misunderstood by assessors if spoken too quickly. Topics and resources should be stated clearly and slowly. Students should avoid rote-learning as it can lead to them not being sure what they are saying. Students who scored well shared information confidently and naturally and gave their own (and others') opinions about the issues inherent to the topic.

2018 VCE Greek oral examination report

General comments

Students showed a very good level of preparation and competence in using the Greek language to communicate with assessors. They used repair strategies well and gave a wide range of information, ideas and opinions. Well-prepared students were able to maintain and advance the exchange effectively and confidently. A few students, however, struggled in both sections of the examination as a result of inadequate preparation.

Overall, students must focus on the ability to elaborate on information and offer opinions and ideas on a range of issues within the topics presented and ensure that they use sophisticated vocabulary and structures.

The grammar used required improvement. While all students controlled simple grammatical structures well in both sections of the oral examination, some basic grammatical and syntactical errors were made, including:

- errors with common verbs: *πρέπει*, *χρειάζομαι*, *προσπαθώ* and *με αρέσει*
- incorrect words used (*άνθρωπος* instead of *άντρας*)
- incorrect stress (*διάσπορα*)
- incorrect use of articles and gender (*ένα γυναίκα*, *τα αγώνες*)
- incorrect plural forms of nouns and adjectives (*πολλές έλληνες*)/lack of agreement between nouns and adjectives (*καλό άνθρωπο*)
- incorrect use of the genitive case (*του αδελφός μου*)
- incorrect use of verb tenses (*έχω διαβάσω*, *Θέλω να πηγαίνω στο πανεπιστήμιο* instead of *Θέλω να πάω στο πανεπιστήμιο*, *να μεταναστεύουν* instead of *να μεταναστεύσουν*)
- using English words or anglicisms
- translating expressions from English

In order to maximise their exposure to well-modelled Greek, students may listen to Greek radio or watch Greek television programs.

Most students displayed good clarity of expression and had excellent pronunciation, intonation, stress and tempo.

Specific information

Section 1 – Conversation

Most students were able to successfully discuss more than one topic and develop more than one aspect with breadth and depth, expressing opinions effectively. They needed minimal support and had good repair strategies.

Students who achieved high scores used an excellent range of vocabulary and grammatical structures accurately. Students who achieved low scores had good control only of simple vocabulary and structures. Although they were able to express meaning, these students made

errors with vocabulary they should have learned for this part of the examination, for example, *τα εξετάσεις, ένα αδελφή, έχω πάω έξω*.

To improve their performance, students should avoid listing facts on a topic and be prepared to elicit opinions that will display higher-level language.

Section 2 – Discussion

Most students used the one-minute introduction well to direct assessors towards areas they could discuss with confidence. Some students gave a prepared introduction and merely retold the content of the texts studied. Well-prepared students spoke confidently and elaborated on ideas and opinions and examples or comparisons, gave possible solutions, made interesting comparisons and supported them with appropriate evidence from the texts studied. These students had a high degree of interaction with the assessors and advanced the Discussion using a wide range of vocabulary and complex sentence structures. Students who were less well prepared were not able to successfully demonstrate the range and variety of vocabulary needed to carry the Discussion forward and demonstrate good repair strategies.

Topics for Detailed Study should suit the linguistic ability of students but should not be too narrow in scope as they can restrict the Discussion to mere descriptions of people and events. While a class may study a specific topic, the subtopic should interest the students as they are more likely to engage with it and therefore be more successful in their exchange with assessors. This year there was a wide variety of topics and subtopics handled well by students.

2018 VCE Hebrew oral examination report

General comments

Students who were adequately prepared for the examination were aware of the criteria for each section. These students spoke confidently and showed good control of the language, and therefore achieved high marks.

Good preparation for all students should include independent and relevant thinking, thus enabling them to respond to the content that arises during the examination itself.

Students should adequately prepare their topics and should be familiar with the criteria for the two sections of the examination.

Students who used appropriate vocabulary in suitable registers expressed themselves well in Hebrew; however, for students who did not use appropriate vocabulary in suitable registers, this sometimes affected their marks more than their grammatical competence.

Specific information

Section 1 – Conversation

When assessors asked questions that extended beyond basic areas, students who achieved high scores were able to use these questions as a springboard to express their opinions, delve deeper into a topic and engage the assessors in relevant and effective conversation.

Examples of topics that arose and enriched the conversations included: opinions about the environment, the social ties between young people today, advanced technology and its uses, the role of the family in the lives of young people, learning processes at school and outside school, and different aspects of art and sport as a personal means of expression and their social implications.

Section 2 – Discussion

Students' choice of topics enabled them to research and study different aspects of the language and culture of the Hebrew-speaking community. It is important that students research and study topics that are of interest to them, to encourage them to express an opinion about what they have learnt from the resources, to deal with contradictory opinions, to suggest solutions and to understand the subtopic that they have studied.

Students deeply involved in the topic achieved good results on the criteria that require a range of information, ideas and opinions. They were able to clarify, elaborate on and defend opinions and ideas very effectively.

Students who did not achieve high marks presented material from their resources without trying to analyse or debate it.

2018 VCE Hindi oral examination report

Specific information

Section 1 – Conversation

The overall performance of the students, including correct usage of pronunciation, gender and grammar, was good.

Most students communicated very well in this section. They understood simple and analytical questions and responded with a variety of sophisticated words, accurate grammar, and appropriate and relevant sentence structures. Some students described and elaborated on their responses using appropriate proverbs. They demonstrated a very good knowledge of grammar and a range of vocabulary, for example, लयुक्त, होनहार, उत्कृष्ट, कर्णप्रिय, वाक-विकार, दुष्प्रभाव, अनुकरण, सृजनशीलता, बहिर्मुखी, चित्रमुद्रण, आदि

However, some students struggled to explain their responses due to limited vocabulary and basic sentence structures. For example (the correct versions are given in brackets):

- incorrect sentence structure:

'मेरे मित्रो और मुझे को' (मैं और मेरे मित्र), 'किले पर मैंने गई' (मैं किले में गई), 'एकजुट होके जाते हैं' (एकत्रित होकर जाते हैं), 'अबकी सदी में' (अगली सदी में), घमसार युद्ध (घमासान युद्ध), आदि

- inappropriate use of proverbs/vocabulary:

'नीचे की पीढ़ी' (अगली पीढ़ी), 'संयुक्त रह सकती हूँ' (संलग्न रह सकती हूँ), 'मनप्रिय' (मनपसंद), 'मेरे साथ वो मत हो' (मेरे साथ ऐसा न हो)

- incorrect use of gender:

'हिन्दी पढ़ा था'(हिन्दी पढ़ी थी), आदि

- incorrect pronunciation:

'विद्यालय' (विद्यालय), 'शौक' (शौक), 'नरीतय' (नृत्य), 'सर्वेष्ठ' (सर्वश्रेष्ठ), 'अच्छा है' (अच्छा है), 'पद्मोषण' (प्रदूषण)

- basic/common words students did not understand:

'प्रिय' 'अवकाश' 'चलचित्र' 'आर्थिक कारण' आदि

Section 2 – Discussion

Overall, most students performed very well and were able to demonstrate their knowledge and skills in using the language.

Despite some students' limited knowledge of the language, their communication was good and they used appropriate basic sentence structures.

Most students prepared their topic very well; however, it appeared that some students had rote-learned their material.

- Examples of excellent vocabulary, good sentence structures and pronunciation included:
'निरूपण', 'जटिल है', 'गैरवान्वित', 'लिंग पर आधारित पक्षपात', 'सतही', 'दूरगामी प्रभाव', 'व्यक्तित्व', 'पाश्चात्य', 'अंकुश लगा दिया जाता है', 'जीवन के उत्तरदायित्व होते हैं', आदि
- Examples of idioms and proverbs included:
'कंधे से कंधा मिला कर चल रही है', 'जहा चाह वहा राह', 'एक अनार सौ बीमार', आदि

A few students found it difficult to explain their responses because of limited vocabulary and instead relied on English words when answering assessors' questions. The students' limited knowledge of the language was reflected in the examples below (the correct versions are given in brackets):

- incorrect pronunciation:
'भादायें' ('बाधायें'), 'दूसरी भाषा का ज्ञात हो' ('दूसरी भाषा का ज्ञान हो'), 'थता' ('तथा'), 'खट्टिनाइयों' ('कठिनाइयों'), 'रेतिल्या काग़ज़' ('रेतीला काग़ज़'), 'भर्भर आक्रमण' ('बर्बर आक्रमण'), आदि
- incorrect use of gender:
'सबसे बड़ी त्योहार' ('सबसे बड़ा त्योहार'), आदि
- incorrect use of sentence structure, grammar and vocabulary:
'अज्ञा करते हैं' ('अज्ञा मानते हैं'), 'वस्त्र धारित होकर' ('वस्त्र धारण कर'), 'साज-शिंगार होके' ('साज-सिंगार कर के'), 'दिल दहलाने वाली' ('दिल लुभाने वाली'), 'शिव के विनाशक', ('शिव के उपासक'), आदि

2018 VCE Hungarian oral examination report

Section 1 – Conversation

Communication

Students prepared for the oral examination quite well; however, some students had some difficulties engaging in a meaningful conversation with assessors. These students demonstrated a limited ability to advance the Conversation. Some students attempted to ask assessors the same question the students had been asked. This is not a strategy that should be used.

Language

Pronunciation in some cases was inexact – the ‘t’ sound was either weak or ‘swallowed’, and the ‘r’ sound was often incorrect, rather than descending at the end of the sentence as is the case in Hungarian.

Another commonly recurring feature was the grammatical confusion of the indicative verbal form with that of expressing command, for example, ‘mutatják’ with ‘mutassák’, ‘meglássák’ instead of ‘meglátják’. The sign of the imperative is the sound ‘j’ inserted at the stem of the verb. However, this sound changes with certain terminal sounds of the verb.

Students should use the correct Hungarian word ‘tanulom’ and not ‘csinálom’. Some students used a variety of vocabulary, but other students were less able to do so. Further attention needs to be given to grammar. Often the ‘t’ of the accusative was omitted and the case ending -ba, -be or -hoz, -hez was interchanged, for example, somebody ‘üzletbe megy’ not ‘üzlethez jár’, and ‘moziba megy’ not ‘mozihoz megy’.

Section 2 – Discussion

Students, in no more than one minute, must briefly introduce the main focus of their chosen subtopic.

Content

Some students presented an excellent range of information and ideas. These students demonstrated an excellent level of understanding by responding easily and confidently and carrying the Discussion forward with original input.

Language

Some students used a limited range of vocabulary and sentence structures. Some presentations were very hard to follow as the vocabulary did not match the information.

Gyilkos is not the same as *öngyilkos*.

Some students translated English words literally into Hungarian but this was not appropriate; for example *diétetika*, *látványtervezet*. Students are reminded that in Hungarian, when a woman

marries (*férjhez megy*) a man a different word is used than when a man marries (*felségül vesz*) a woman.

Some commonly used English words and the Hungarian translation are included below.

- innovation – *újítás, feltalálás*
- project – *terv, tervrajz, beruházási feladat*
- information – *felvilágosítás, tájékoztatás*
- emigration – *kivándorlás, bevándorlás*
- pro – *mellette* or con – *ellene*

2018 VCE Indonesian Second Language oral examination report

General comments

In general, students appeared to be well prepared for the Conversation. Many students were able to understand and answer the questions asked.

In the Discussion section, there were numerous interesting topics that reflected a fresh approach to this section of the oral examination. Nevertheless, students' lack of familiarity with their topics affected their overall performance as they were unable to explore the issues or the views studied in depth. Students should familiarise themselves with various aspects of the topic. Reading a wide range of texts on the topic should lead to a more detailed understanding of the issues relevant to the topic. Furthermore, students should use resources that reflect a range of writing styles as well as different opinions that provide a rich bank of appropriate phrases.

Specific information

Section 1 – Conversation

Overall, students were quite well prepared for the Conversation. The majority of students handled the assessors' questions with reasonable ease. While most answers were pronounced with relative clarity, further attention to correct pausing and intonation would have enhanced the flow of the delivery and enabled students to speak with greater fluency.

Students who were very well prepared were able to provide answers that were comprehensive and articulated a wide range of vocabulary and structures. Students are encouraged to explore the range and depth of aspects of their personal world so that they can express their points of view in multiple ways to avoid repetition of words and ideas. Their preparation should include responses that clarify as well as elaborate.

Anglicised words are to be avoided, for example, 'berlatih' is preferred over 'praktis' (to practise). Colloquialisms should also be avoided, for example, 'berkata' or 'mengatakan' should be used instead of 'bilang' (said), 'mempunya' rather than 'punya' (to have). Students need to learn to differentiate between words that sound similar such as 'belanja' (to shop) and 'belajar' (to study), 'mudah' (easy) and 'muda' (young), and the appropriate use of 'belajar' to indicate that you are studying. For example, 'Saya biasanya belajar di kamar tidur.' (I usually study in the bedroom.) instead of the incorrect 'Saya biasanya bekerja di kamar tidur.' (I usually work in my bedroom.)

Section 2 – Discussion

Students with high scores presented information that was relevant and coherent, with ideas logically sequenced and articulated in appropriate statements that demonstrated a thoughtful approach to their preparation. Students who had prepared thoroughly explored their topic from multiple angles so that they were able to substantiate their opinions and ideas as well as to

maintain and move the Discussion forward. In-depth knowledge of the topic can facilitate not only a more comprehensive understanding of the issues associated with the topic but can also expose students to a range of expressions.

Some students struggled with the passive voice. For example, differences between '*memberikan*' (to give) and '*diberikan*' (is given), and '*mengantarkan*' (to drop off) and '*diantarkan*' (is dropped off). Often the incorrect verb form was used in the passive, for example, '*Bahasa Indonesia yang saya belajar ...*' instead of the correct '*Bahasa Indonesia yang saya pelajari ...*' (the Indonesian that I learn ...). Students are encouraged to work on the passive in a more consistent way.

Familiarity with the passive construction could enhance their ability and skills in manipulating the language.

2018 VCE Italian oral examination report

General comments

Students who achieved high scores demonstrated an excellent command of the linguistic requirements of the examination. These students interacted with assessors competently and confidently, linking effectively and addressing all aspects of the task.

In the Conversation section, students displayed the ability to respond to questions in a relevant and extended manner using authentic pronunciation, stress and tempo. Equally, in the Discussion, effective linking was made with the assessors, and students were able to successfully carry the Discussion forward through a detailed analysis of their text resources, in order to critically discuss their ideas. In addition, these students correlated their resources to support their understanding and opinions of the topic being discussed. This was achieved through the use of an extensive range of relevant and accurate vocabulary and grammar. Contributing to the successful performance was the choice of topic being discussed and the variety and quality of text resources used. Successful topics enabled students to effectively analyse, evaluate and explore the issue and provided adequate opportunity to discuss the topic in a comprehensive manner.

On the other hand, many students presented to the examination inadequately prepared and this impacted on the overall success of the exchange.

Specific information

Section 1 – Conversation

In the Conversation section, some student performances were hindered by a lack of ideas in discussing their personal world. These students were unable to expand on their comments or link effectively with the assessors. Their use of the Italian language was basic and often inaccurate. They lacked a mastery of agreements and tense knowledge, which often made the exchange difficult to follow. Another contributing factor was the delivery of the information, with students demonstrating poor pronunciation and tempo.

In preparation for the Conversation, students must be aware that questions posed by assessors may be presented in a variety of ways, and therefore they should listen carefully and provide relevant responses. It was noted that many students focused on a key word and then proceeded to respond in an irrelevant manner.

Section 2 – Discussion

Many factors had an impact on the success of the Discussion. Careful consideration should be given to the choice of topic, as the topic should give students the opportunity to explore a wide range of related issues and demonstrate their learning. The use of substantial, high-quality resources facilitates students' ability to explore the topic in depth. Students who struggled in this section of the examination were unable to elaborate on or make effective use of the texts

presented. The quality of their ideas and opinions was often shallow. They were further hindered by an overall weakness in the language. Key linguistic concerns included: lack of agreements, vocabulary knowledge, conjugation of verbs, and inaccurate use and sequencing of tenses.

2018 VCE Japanese Second Language oral examination report

General comments

Generally students prepared well for the Conversation and Discussion sections of the Japanese Second Language oral examination in 2018. Students were familiar with a range of vocabulary and grammatical structures in both sections.

Students who achieved high scores listened carefully to the questions and responded appropriately. These students linked well with the assessors, spoke with spontaneity and provided responses that carried the conversation forward.

Conversely, students who achieved scores in the mid or lower ranges relied on rote-learned responses and struggled to respond to unexpected questions or questions that probed a particular topic or issue. This made advancing the Conversation and Discussion challenging. A limited understanding of basic vocabulary and grammatical structures also hindered the progress of students in this range.

Students should ensure that they have mastered the basics of Japanese grammar as they prepare for the oral examination. This includes particle usage, verb tenses and the correct agreement of adjectives.

Pronunciation, intonation, stress and tempo were handled well by most students. However, students need to focus on the accurate pronunciation of katakana words. High frequency katakana words such as オーストラリア (Australia), メルボルン (Melbourne) and ジャンル (genre) were mispronounced.

Specific information

Section 1 – Conversation

It is important to note that students should be prepared for a range of topics to be covered in the conversation and that there is no set order of topics.

Students need to ensure that they use a range of grammatical structures accurately during the course of the seven-minute Conversation. Common errors were with the use of particles, counters (for example, 二人), use of あまり, joining adjectives with くて and errors in grammatical structures: と思う、～たことがある.

Having comprehensive vocabulary knowledge is also important for the Conversation section. Some students did not understand the following vocabulary: ひまな時に、ひきます、ふきます、最近、兄弟、じきゅう、がつき、とくい.

Students need to listen carefully to the vocabulary in the questions, and respond appropriately. In some instances students did not listen carefully to the question and responded with irrelevant information. Students who scored well were able to provide highly relevant and detailed responses that included a range of grammar and vocabulary, rather than providing short, one-sentence answers.

Section 2 – Discussion

Generally students introduced their topic clearly; however, some did not refer to their resources during the Discussion. Referring to resources throughout the Discussion assists in strengthening responses. Examples of good resources include YouTube clips or documentaries, books and online resources from reputable websites, for example, government sites.

It is important that the one-minute introduction is used effectively to clearly articulate what the student has studied. This assists the assessors greatly in forming appropriate questions to discuss the chosen topic in detail. Students should know the meaning of every word they include in their introduction as some students when asked about a particular word were not able to explain its meaning.

Topics for the Detailed Study discussion should be chosen carefully to ensure there is an issue for students to discuss and research in detail, and that it provides adequate scope to sustain the seven-minute discussion. The information that is presented should be current and students need to formulate their own opinions based on what they find during their research. Students should also be prepared to explain key vocabulary in detail if asked. For example, 入学しけんは何ですか。

Useful vocabulary and grammar for the Discussion includes: くらべる、かいいけつほうほう、人気がある、いけん and comparative structures.

2018 VCE Karen oral examination report

General comments

Overall, students performed well in both sections of the 2018 VCE Karen oral examination. It was evident that they were well-prepared to demonstrate their knowledge and skills. Students were able to communicate effectively using the appropriate style and register and using respectful forms for addressing people. Most students engaged well with the assessors and listened carefully to the questions. The influence of English on intonation, pronunciation, stress and tempo was evident in some students. These students also had difficulty applying accurate grammar and vocabulary and needed prompting and clarification.

Students need to take every opportunity to practise speaking Karen at school as well as outside of school.

Specific information

Section 1 – Conversation

In the Conversation section of the examination, most students showed a very good level of understanding and gave relevant and meaningful responses to the questions. They maintained the Conversation with the assessors. Students used culturally appropriate language and were able to elaborate on their point of view when they discussed their family life, their school and study experiences, their future aspirations and personal interests, leisure activities, travel and hobbies. Some students used a broad range of vocabulary and could express their opinions using both simple and complex grammatical structures. Some students were able to recognise and correct their mistakes promptly and had good repair strategies, while other students spoke too slowly and were hesitant, or spoke too fast with excitement. A few students experienced difficulties and needed to be prompted by the assessors.

Overall, most students performed very well in the Conversation section of the examination.

Section 2 – Discussion

Many students were well prepared to discuss their topic and their readiness enabled them to have a thorough discussion and elaborate on ideas and opinions appropriately. They spoke confidently and advanced the Discussion using a wide range of vocabulary and complex sentence structures.

A small number of students had not prepared sufficiently for the Discussion section of the examination. They lacked information about their topic and were not able to give relevant details required for the task. Such students struggled to discuss their subject in detail and found it difficult to respond to unexpected questions and had problems participating in the Discussion due to lack of knowledge and due to inadequate vocabulary. They frequently paused, repeated and rephrased, so they were not able to engage with the assessors in a meaningful exchange.

Some students linked their topics to their own experiences, while others used both online resources and personal experiences. Some students prepared posters, flashcards and photos to support their Detailed Study topic.

Students who had excellent language skills but had not prepared well were limited in their discussion. Therefore, it is important that students prepare and research their topic adequately for the Discussion and ensure that they are ready to present their ideas.

2018 VCE Khmer oral examination report

General comments

Most students were well prepared and maintained a high standard in both the Conversation and the Discussion sections of the examination. Students demonstrated an excellent ability to present relevant information and an excellent range of opinions and ideas with reasons and examples. In some cases, students chose to bring objects to support the Discussion. However, many students were unprepared and had memorised passages of information, which resulted in an unnatural style of communication. These students' pronunciation was unclear as they used the inappropriate register and terms. Some students needed to elaborate further on their opinions and ideas, and avoid using English words and terminology they were unsure of.

Specific information

Section 1 – Conversation

In the Conversation section, students covered a wide range of topics such as personal background, family, current studies, future career, hobbies, travelling, part-time employment, household chores, social activities and sports. The majority of students interacted with assessors confidently, and responses were direct and spontaneous. A few students gave minimal responses and waited for the assessors' next questions, rather than expanding on their responses. Students should be encouraged to expand on their responses to advance the Conversation. Students needed to extend their opinions and ideas further and avoid repeating words or sentences.

Section 2 – Discussion

In the Discussion section, students' chosen topics were varied and very informative. Most students were well prepared and had studied a variety of sources. They were able to give specific examples with reasons to support their topic and could expand on their topic without being prompted. Students who scored highly were those who impressed assessors with original thoughts and who were able to elaborate on and support their opinions and ideas with an excellent range of vocabulary, structures and expressions.

Many students who seemed unprepared had memorised the Detailed Study and became stuck during the Discussion and needed prompts to continue. These students presented their topics without a clear structure and ended their topic without a conclusion. The Discussion section is eight minutes' long, including the time for assessors to ask questions, so students should ensure that their topic is not too broad. A few students' topics were too broad, whereas others did not prepare enough information to discuss. Students should ask for clarification if they are unsure of the assessors' questions to ensure that they give relevant information that answers the questions.

In general, students prepared their topic for Discussion very well and were able to respond to all questions asked. Only a few students needed further preparation and a more in-depth

understanding of the topic. Most students used a wide range of vocabulary, structures and expressions and compared ideas in an appropriate way. However, a few students demonstrated unclear pronunciation such as the following (The correct words or phrases are given in brackets): ចំណាំ (ចំណោះ), ចំណោះ (ចំណោះ), ហេរូន (ហេរូន), ទំនើង (ទំបូង), and used inappropriate terminology such as ការជួនី (ជួនី), ការក្រុង (ក្រុង/ការខ្សែ), លោកសញ្ញាអីជិមណ្ឌាត (លោកសញ្ញាអីមនុចិមណ្ឌាត), នូវSydney (នូវីសិដី, Sydney). Effective communication requires clarity, well-selected vocabulary, familiarity with the terminology, clear pronunciation and a natural flow of speech.

2018 VCE Korean Second Language oral examination report

Specific information

Section 1 – Conversation

Overall, students performed well and demonstrated a good level of preparation. Most students presented appropriate responses to questions and comments focusing on their personal life. Students who scored well carried the Conversation forward spontaneously in a confident manner. These students were able to elaborate on information by including relevant reasons or examples. In contrast, students who did not score well tended to give minimal answers, waited for the assessors' next question and hesitated throughout the Conversation.

Students demonstrated a good control of vocabulary and grammar. However, a significant number of students made errors by using inaccurate words in their expressions. For example, 의심이 가는 일이었다 (The happening was suspicious) was incorrectly expressed as 의지가 가는 일이었다 (The happening was willing). The error occurred by misusing two similar words, 의심 and 의지, which have very different meanings. The same errors were shown with other words, such as 재배하다 (je-be-ha-da, meaning 'cultivate') and 배제하다 (be-je-ha-da, meaning 'exclude'); 인정하다 (in-jeong-ha-da, meaning 'admit') and 인식하다 (in-sik-ha-da, meaning 'recognise').

Another grammatical error was occasionally noticed when subject particles ㅇ / 가 and object particles 을 / 를 were misused. For example, 땀이 많이 나서 (with a lot of perspiration) was incorrectly spoken as 땀을 많이 나서; 키가 컸기 때문에 (because the person was tall) was mistakenly expressed as 키를 컸기 때문에.

Section 2 – Discussion

Students had prepared for the Discussion with one of the following themes: Historical heroes or Issues in Korean society. 세종대왕 (King Sejong) and 이순신 장군 (General Yi Sun-sin) were introduced as the historical heroes. Various issues in Korean society were also introduced, such as 여성의 지위 (Female status), 소통의 부재 (Absence of interaction) and 물질만능주의 (Materialism).

During the introduction, students presented the resources they had studied from various genres that included novels, poems, biographies, films and song lyrics. It is important for students to ensure that their chosen resources offer sufficient points to allow them to analyse and discuss their chosen topic.

Students sometimes responded with incorrect information when referring to their studied texts. For example, when an event in a novel was quoted incorrectly. This shows the importance of preparing thoroughly and having good knowledge of chosen resources.

During the Discussion, students demonstrated their language skills in terms of vocabulary, grammar and clarity of expression. Some students used slang in their responses, for example,

기분이 꿀꿀해지고 (*kkool-kkool* meaning ‘feeling down’). It is important for students to remember that their expressions need to be appropriate for the formal setting.

Students occasionally mispronounced words, which affected the clarity of the utterance. For example, 뚜렷이 (*ttoo-ryeo-shi* meaning ‘clearly’) was mispronounced as 뚜렷치 (*ttoo-ryeo-chi*); 팔았고 (*pa-rat-go* meaning ‘sold’) was mispronounced as 파라고 (*pa-ra-go*). Such simple errors could be prevented by students being mindful of their pronunciation during the Discussion.

2018 VCE Macedonian oral examination report

General comments

Students showed a good level of preparation by responding well to questions about their personal worlds in the Conversation and their chosen Detailed Study in the Discussion. In the best oral examinations, students spoke with confidence, used repair strategies and gave a wide range of information, ideas and opinions. Their pronunciation was authentic and they spoke fluently.

Some students needed to vary their vocabulary and structures. Students need to practise speaking in a range of tenses (present, past, future and conditional).

Specific information

Section 1 – Conversation

In this section students needed to show their capacity to link and interact with assessors. They needed to focus on offering opinions and ideas at all times, which can be a good opportunity to demonstrate proficiency in using higher-level language. Students who scored well were able to discuss ideas, provide examples, make comparisons, and provide evidence and opinions.

Students generally maintained good eye contact. Students who did not score well offered little information and were unable to elaborate on ideas or opinions.

Students are encouraged not to rely on memorised responses as the oral examination requires spontaneous and free-flowing conversation; ideally the conversation should be exciting and lively. Students can take a leading role in the exchange but should not do so by simply reciting memorised material. At times students were surprised when they were interrupted by assessors and wanted to continue with their rote-learned material.

If students do not understand a question, they can ask for it to be rephrased or simply say that they did not cover that in their research; however, they should be prepared to answer questions on aspects they may not have considered.

Common errors included:

- the influence of English on intonation, stress and tempo
- the use of anglicisms or words/expressions in English
- errors with common verbs/subject–verb agreement
- Macedonian word order
- the gender of nouns/noun–adjective agreement
- limited vocabulary. This adversely affected the flow of conversation and general fluency
- mixing up possessives
- mispronunciation – students should practise pronouncing words they have difficulty with. The struggle to pronounce words correctly should be over by the time of the examination.

Section 2 – Discussion

Topics selected should allow students to give their own opinions as well as those of other people. The aim is to demonstrate higher-order thinking. Students should avoid topics that are mainly factual and informative; they should choose topics that enable them to make comparisons, and offer insights and opinions about the topic. Students should be encouraged to prepare a strong conclusion, to leave a final good impression.

Some of this year's topics included:

- Alexander the Great – students who scored well made comparisons with other leaders and analysed his contribution to world civilisation. Was he anything more than a brilliant strategist? Why do people need to have heroes?
- Women freedom fighters – students who scored well were able to discuss the role of women today in positions of power. Do we have equivalents of such women today?
- Literature – Kocho Racin. Students needed to discuss his relevance today and why he is still held in such high regard
- Galichka Svadba – What is the role of such ceremonies today? Have they become parodies themselves, a tourist commodity?
- Motornata Industrija Toyota/VW – This was a successful topic when students linked it to their personal world and family
- Ilindenskoto Vostanie
- Traditional musical instruments
- Lyrical poems: Vezilka, T'ga za Jug, Lenka

In the highest-scoring Discussions students not only shared information on their topic but gave a personal response and their own reflections; this made it original and authentic. Students need to link the topic to its relevance today. To make it easier to meet the opinion and idea criteria, capacity to present information, ideas and opinions on a chosen topic, students should consider using issues-based topics.

2018 VCE Maltese oral examination report

General comments

A thorough knowledge of the oral examination requirements was demonstrated by the majority of students. High-scoring students were extremely well prepared and demonstrated mastery of the language through a range of language structures, correct pronunciation and, at times, the use of sophisticated vocabulary.

Students gathered information and material for their Detailed Study by using various resources, such as video clips, online resources, books and articles written by contemporary writers and journalists.

Although most students showed proficiency in the language, minor grammatical errors were noted, such as the use of incorrect prepositions, the incorrect conjugation of verbs and lack of agreement between pronouns, verbs and adjectives such as ‘*tnejn*’ instead of ‘*zewgt*’ and ‘*hafna tajba*’ instead of ‘*tajba hafna*’.

Specific information

Section 1 – Conversation

In most cases, students communicated in a confident, effective and appropriate manner, and the Conversation was flowing. The students spoke with enthusiasm about their family, their school life and their plans for the future. Most students demonstrated the capacity to maintain and advance the exchange effectively; however, there were a few instances where students needed to be prompted by assessors. High-scoring students expressed their ideas and opinions by supporting them with relevant details and reasons. Overall, the students’ pronunciation was correct and tempo was quite natural.

Section 2 – Discussion

In general, the students were well prepared for the Discussion section of the examination and gave the names of three text types used for research. Most students were confident and some responded well to open-ended questions, expressing their own personal opinions. In some cases students did not demonstrate the ability to explore the information in depth by providing their own opinions. Students must provide more than a list of items with a small amount of extra information. Pronunciation and intonation were very good overall.

It is important that students prepare sufficient content to be able to include information, ideas and opinions on the topic chosen for their Detailed Study.

2018 VCE Persian oral examination report

General comments

Most students performed well in the 2018 VCE Persian oral examination. In general, they were able to link with the assessors effectively, elaborate on their comments and respond well to unexpected questions. Students should be encouraged to expand on their responses and not always wait for the assessors' questions.

Students' vocabulary, fluency and expression were of a good standard. Pronunciation was mostly accurate, and intonation, stress and tempo were generally good.

Students should remember to choose a Detailed Study topic that has an identified link with Persian-speaking communities.

All students used the correct greeting when entering the examination room.

Specific information

Section 1 – Conversation

Most students were well prepared for this section and had very effective communication skills. However, there were some hesitations and pauses. Many students carried the Conversation forward and elaborated on their ideas and opinions. Students should aim to expand on their responses and not give one-word answers to assessors' questions. Accurate vocabulary and grammatical structures were used most of the time. Students showed consistent use of style and register. Some students used English words instead of Persian words.

Section 2 – Discussion

In general, students were well prepared for this section. Students presented a wide variety of topics; however, the internet was used as the main source of information. Although the internet is a good source, students should also use other sources to ensure they have enough varied information to draw on for their Detailed Study.

The students who scored high marks for this section showed evidence of preparation of their Detailed Study and were able to discuss their chosen topic in depth. Students who did not score well had not completed sufficient preparation. These students used simple words rather than sophisticated alternatives and struggled to find the correct words.

Students should thoroughly research their topics and be prepared to discuss different aspects of their subtopics. They should practise responding to possible questions related to their Detailed Study so that they can expand on their chosen themes.

Students should pay attention to plural nouns and avoid using 'ل' at the end of an already plural noun. Some students used the wrong register and their language was too casual for the examination.

Many students supported their Discussion with posters containing images and charts and this worked well. Students should be aware that objects brought to support the Discussion should contain minimal writing.

2018 VCE Polish oral examination report

General comments

Students generally performed very well in the 2018 VCE Polish oral examination. The majority of students displayed very good research skills and performed very efficiently during the examination. Most students brought visual materials in order to support their Discussion and they mostly made very effective use of these.

Students' manner of delivery was of a good standard and most students displayed a high level of conversation skills and strategies such as maintaining eye contact, using body language, correcting mistakes, asking for clarification and pronouncing words properly and expressively. A few students occasionally used inappropriate informal language when addressing assessors.

The most common grammar mistakes were: a lack of agreement between the gender of nouns and adjectives (e.g. *dobry pogoda, dzielne żołnierze*), direct translation from English (e.g. using *artystyka* instead of *sztuka* or *trafik, sfundowac*), incorrect endings in the declination of nouns (e.g. *byli wielki patriotow*) and incorrect use of prepositions (e.g. *do Hawaje, interesuje z sportem*).

Overall, the accuracy and level of appropriateness in relation to the use of vocabulary, grammar structure and pronunciation were very good.

Specific information

Section 1 – Conversation

All students sustained dialogue by using appropriate interaction strategies as required, for example, taking turns, giving feedback, seeking clarification or asking follow-up questions.

The majority of students demonstrated a very good or excellent level of understanding assessors' questions and responded with a relevant and wide range of personal information or opinions.

Although the majority of students were very confident, a few students were unable to advance the Conversation adequately, due to limited vocabulary and/or inappropriate grammatical structures.

Section 2 – Discussion

Students used a variety of sources when researching for the Discussion. Students listed documentaries, articles, books, interviews and the internet as their sources for research.

Many students displayed a genuine interest in their chosen topic and informed the assessors of their personal reason for choosing their particular topic. Nearly all students presented their topic with a very individual personal touch. The majority of students performed very well, showing not only a good command of Polish but also that they were well prepared. They were able to discuss their topic in depth, comment on various aspects, express their own opinions and refer to the resources they had used.

2018 VCE Portuguese oral examination report

General comments

Most students had a good level of language skills. However, some students lacked language skills and had some difficulty, mostly with grammar. Some made mistakes with the conjugation of verbs, agreements, incorrect prepositions and anglicisms. Students' performances ranged from outstanding to those who struggled during the examination.

Students should have knowledge of the five criteria for both components of the oral examination and have a clear understanding that both sections are an exchange and not merely a question-and-answer session.

Specific information

Section 1 – Conversation

Students who scored well demonstrated fluency in Portuguese and were able to discuss familiar topics. These students had the capacity to express themselves in detail and interact well with the assessors. However, students who did not score well were not confident in using the language and struggled throughout the examination. These students' answers were brief and lacked depth.

Most students showed a very good level of understanding, communicated well and had the ability to maintain the Conversation. However, other students were not able to give detailed answers and waited for the assessors to ask further questions.

High-scoring students were able to present detailed information, giving their opinions confidently and expanding on their ideas. Students who did not score well were not able to adequately present the information and gave brief answers.

Some students spoke using accurate vocabulary and grammar. However, other students made some grammatical errors with verb conjugations, subject/verb agreements, the use of pronouns and prepositions. The most common vocabulary error related to false friends.

Students who scored well used a good range of vocabulary structures and expressions. Some students were able to use sophisticated vocabulary as well as complex grammar structures; however, other students used very basic vocabulary, made some grammatical errors and used poor sentence structures.

The majority of students had a good level of pronunciation and use of intonation, stress and tempo.

Section 2 – Discussion

Most students did not perform as well in the Discussion as they did in the Conversation. Some students had prepared their topic well. However, some students did not have sufficient information on their topic and were not able to provide depth of information.

Students should select a topic that they are comfortable with and that is interesting to them, as the majority of students did not know their topic well enough or had not chosen a topic that was interesting to them. They were not able to engage with the assessors in a discussion. Some students struggled to deal with unexpected questions. Students are advised to have strategies in place to deal with unexpected questions or questions for which they have forgotten an answer.

Some students produced confident responses during the Discussion, giving their opinions and ideas and expanding on their thoughts. These students were able to carry the Discussion forward. Other students were unable to defend their ideas and opinions and could not discuss the topic in depth.

Some students were able to elaborate on the Discussion, extend ideas and provide opinions that displayed great depth of information. Other students were not able to do this as they did not have the linguistic capacity or knowledge and interest in the topic.

2018 VCE Punjabi oral examination report

General comments

Overall, the majority of students were well prepared for the Punjabi oral examination. The students began with appropriate greetings and were able to engage confidently with the assessors. However, some students were not well prepared and used English words, for example, ‘mum’ and ‘dad’ instead of ‘*mata ji*’ and ‘*pita ji*’ and the names of their school subjects. Students who were well prepared were able to use many idioms and Punjabi phrases. These students were also able to justify and explain why they chose to study Punjabi by providing examples, for example, to communicate with family when travelling overseas.

Specific information

Section 1 – Conversation

Most of the well-prepared students were able to carry on the Conversation, speaking about their home life, family and friends, elaborating on ideas and justifying their opinions. They were able to discuss local community services and amenities. Some students provided impressive responses about their idols and why they were inspired by them. Students also talked about their roles within their household and domestic life in general, and they were able to converse intelligently about balancing part-time work, studies and their social life. The majority of students were aware of the appropriate conventions for speaking in Punjabi during the Conversation with assessors, and most students were able to self-correct when English was accidentally spoken.

Section 2 – Discussion

Students prepared a variety of topics for the Detailed Study. These ranged from historical events, people and places, to books, Punjabi-speaking communities, popular figures and social issues. After an introduction of approximately one minute, students were expected to continue the Discussion about their chosen topic for seven minutes. Well-prepared students were able to carry the Discussion forward without any prompting and were able to actively answer questions for all aspects of their topic. These students appeared confident and comfortable, and expressed passion and emotions when speaking about their chosen topics. They also used good quotations, proverbs and examples from history to justify their points of view. At the conclusion of the allocated time, well-prepared students still had much information to present, while students who had not prepared well had limited knowledge about their Detailed Study topic. These students required much prompting and support to continue the Discussion. Students are advised to choose topics that they can easily discuss with assessors and answer questions about. Students are encouraged to choose their Detailed Study topics based on their level of understanding. Students should not rely on memorised content that is not relevant but allow the discussion to flow freely. Students should spend more time thoroughly preparing their Detailed Study topic by covering all aspects of that topic. A small number of students were unaware of the need to mention the name of the topic for discussion at the beginning of the Discussion section of the examination.

2018 VCE Romanian oral examination report

General comments

Students were generally well prepared for the 2018 Romanian oral examination and were able to communicate well with the assessors. Most students used the correct formal register when interacting with the assessors, which is recommended in an examination.

All students engaged well with the assessors; however, more in-depth preparation is recommended for students to achieve higher scores.

Specific information

Section 1 – Conversation

Students confidently responded to the assessors' questions and talked about themselves and their families, friends, plans for the future, schools, pets, music, travel, sport or competitions, aspirations and current interests. Some students demonstrated a high capacity to understand and use Romanian effectively in conversation. These students had very good control of communicative strategies and carried the Conversation forward with spontaneity, using a wide range of vocabulary and grammar.

All students were able to present a very good range of information, opinions and relevant ideas. Most students had very good control of vocabulary and grammar, but only some students were able to self-correct errors. Common errors included:

- incorrect agreement between nouns and adjectives, such as *persoană sportiv* instead of *persoană sportivă* or *jucător bune* instead of *jucător bun*
- incorrect plurals of nouns (*filmuri* instead of *filme*, *competiți* instead of *competiții*)
- inaccurate use of indefinite articles (*o că*țel instead of *un că*țel)

On some occasions, students resorted to anglicised words (such as *chess* or *determinație*).

Most students spoke with correct pronunciation, intonation, stress and tempo. Students should endeavour to speak Romanian outside of school and, when possible, interact with Romanian native speakers, listen to Romanian radio programs and watch Romanian television programs.

Section 2 – Discussion

In the Discussion section, students presented their chosen Detailed Study topic. Some students brought pictures to support their Discussion topic.

While most students prepared their Discussion topics in depth and were able to give an excellent range of information and engaging ideas, present them logically and with detailed arguments, some students lacked the ability to effectively elaborate on their ideas and opinions. Occasionally

they relied on retelling the content of their chosen texts rather than using them to support their ideas. These students often required support from the assessors in order to continue the Discussion. It is recommended that students choose a topic that they are not only interested in, but one with which they have the linguistic capacity to elaborate on.

Most students demonstrated good control of language structures and vocabulary. It is recommended that students focus on the main ideas they wish to discuss, provide opinions and well-thought-out arguments using complex sentences and correct grammar. Some students struggled to use the appropriate grammatical structures. Occasionally, grammatical errors and a lack of specific vocabulary affected the clarity of ideas. The most frequent grammatical error was the use of the subjunctive, for example (correct forms are given in brackets) *să joacă* (*să joace*), *să merge* (*să meargă*), *să face* (*să facă*), *să are* (*să aibă*).

The majority of students had a good level of pronunciation and use of intonation, stress and tempo.

2018 VCE Russian oral examination report

Specific information

Section 1 – Conversation

Most students were well-prepared and performed well in the 2018 VCE Russian oral examination. They demonstrated fluency in spoken Russian, the ability to link with the assessors and to talk about familiar topics such as: family and friends, school, the importance of education and learning languages, future aspirations and how they intend to achieve them, and favourite activities. Students who scored well were able to elaborate on ideas, to express opinions and to provide reasons and examples. The range of vocabulary that was used varied. Clarity of expression, intonation, stress, pronunciation in general was appropriate and did not interfere with meaning and comprehensibility. Some students, however, had difficulty analysing and evaluating information. They struggled to answer such questions as: 'Could you compare...?', 'Do you agree with ...?', 'How would you explain...?', 'How would you solve the problem?'.

Improvements could be made in word formation, use of pronouns, prepositions, agreements, verb tenses (especially conditional tenses), noun cases, endings, use of complex sentences, complex structures, word order and culturally appropriate vocabulary.

Section 2 – Discussion

Many students linked well with the assessors and carried the Discussion forward with minimal help. They presented relevant information, expressed ideas, presented points of view and supported these with reasons. In some cases, the chosen topic was not broad enough or did not have enough scope. In these cases, an issue could not clearly be articulated, which made it difficult for the students to carry the discussion forward and to elaborate on ideas. In some cases, sources were not chosen carefully and students relied on personal experiences rather than on information researched through texts.

In Section 2 – Discussion, one of the criteria relates to the range of information, ideas and opinions, and students' ability to elaborate on ideas and to defend opinions. Some students were not awarded high marks for this criterion because they did not demonstrate sufficient levels of preparation and research skills and instead relied on their language skills and general knowledge.

Well-chosen topics led to an interesting discussion. However, some topics were not suited for discussion, because they simply involved content that was factual or informative and there were therefore no issues or problems to discuss in depth.

2018 VCE Serbian oral examination report

General comments

In general, the standard of student performance in the 2018 Serbian oral examination was very good. The majority of students were well prepared, and some brought supporting resources such as maps and photographs that assisted them to carry on a conversation.

This year it was observed that the accuracy of grammar was the weakest criterion. Further improvement is needed in this area.

Students whose language skills were at a higher level were able to correct themselves quickly after realising that they had made mistakes.

Specific information

Section 1 – Conversation

Students demonstrated the ability to communicate effectively with the assessors. Most students responded promptly and accurately to a variety of questions related to the topics. Students were able to elaborate on their statements by giving reasons, examples and evidence, presenting an excellent range of information, opinions and ideas.

Overall, the capacity to communicate effectively was evident, with students demonstrating an excellent level of understanding.

Use of a formal register (pronoun ‘*t*’ instead of ‘*Vi*’) when addressing assessors was a common issue, where some students were unable to distinguish between the formal and informal register.

Those who scored highly used extensive vocabulary that enabled them to deliver engaging and relevant responses. However, some students with limited vocabulary struggled to express their views in a meaningful way or misunderstood what the assessors asked, which led to an inaccurate response.

Students should be aware that they can ask assessors to repeat a question if they do not understand. Students should be reminded that they need to carry the Conversation forward with spontaneity and not provide one-sentence answers, expecting assessors to continue asking questions.

Students should be familiar with the criteria for the examination.

Section 2 – Discussion

Most students prepared well and provided a range of information and confident responses. Those who scored highly presented topics that were carefully researched, rich in detail and well structured. The majority of students supported the Discussion with posters containing images and

maps, and these assisted students to better structure their information and served as a prompt for their discussion points.

Students used a wide variety of accurate language and vocabulary. Some students tended to focus on relating facts and information and had difficulty moving the discussion forward.

An important aspect of the Discussion is for students to show how well they can use the researched information to establish and support their own opinions.

2018 VCE Sinhala oral examination report

General comments

Students' overall performance on the 2018 Sinhala oral examination was at a very high level. Some students were able to score well, while others experienced some difficulty. Most students performed at higher level in the Discussion than in the Conversation.

Specific information

Section 1 – Conversation

Most students responded to the questions appropriately. However, students should have provided more information expressing their ideas and opinions and supporting them with relevant examples. Some students gave very descriptive responses when asked about their school or extracurricular activities. The students who performed at high to excellent levels were able to elaborate on their information and present their opinions.

Most students' vocabulary was at a very high to excellent level, was appropriate and demonstrated a very high level of style and register. Some students demonstrated stress and tempo appropriately. Students are reminded that this part of the Conversation is about their personal world and should refer to the *VCE Sinhala Study Design* for further information.

Section 2 – Discussion

Most students demonstrated a very good level of preparation for the Discussion. Students should understand that the Discussion is not a prepared speech and that they may be asked some unexpected questions. In many instances rote-learning was evident at the beginning of the Discussion but did not continue when students started responding to questions. Students should be mindful about body language in the Discussion.

Most students showed very good to excellent preparation and had a very good understanding of the topic they selected.

Many students elaborated on their opinions, providing evidence to support them and suggestions of solutions relevant to the topic they had selected. These students used an excellent range of vocabulary that was relevant to the topic.

On the other hand, the few students who were not very well prepared needed the support of the assessors to complete the Discussion.

Intonation, stress and tempo were quite appropriate and there were few errors in pronunciation.

2018 VCE Spanish oral examination report

Specific information

Section 1 – Conversation

Most students were well prepared for this section of the examination. They were able to adequately respond to the assessors' questions. For example, 'What is your favourite school subject and why?', 'Can you describe a typical weekend at home?', 'What are the benefits of practising a sport?', 'What are the advantages of speaking a second language?', 'What will you do when you finish Year 12?'.

In general, most students were able to recognise when they had made a mistake and used appropriate repair strategies.

Common speaking errors included:

- lack of agreement between article and noun: *la tema* instead of *El tema*, *el canción* instead of *la canción*, *el mente* instead of *la mente*
- use of reflexive pronouns: *gustamos* instead of *nos gusta*
- incorrect use of verbs and tenses: *Nos diga* (subjunctive) and *Nos dice* (indicative), *fue* (indicative past simple) and *era* (imperfect tense)
- confusion between *saber* and *conocer* (to know): *Saber hablar un idioma* (to know how to speak a language) and *Conocer un lugar* (to know a place)
- confusion between *mover* (to move something) and *mudarse* (to move or change residence)
- lack of agreement between the auxiliary verb and the main verb using the present perfect
- *Yo ha pintado* instead of *Yo he pintado* (I have painted)
- uses of *ser* and *estar* (to be): *es bien ser flaco* instead of *esta bien ser flaco*
- correct use of the imperfect subjunctive: *No tan buena como quisiera* instead of *No tan buena como quisiera*

Section 2 – Discussion

Many students had prepared Detailed Studies on different aspects of the topic of migration and chose a number of contexts, for example, the issues affecting many Venezuelans who leave their homeland. Some students analysed the issue of migration from Central American countries and México towards the USA. There was also analysis of the migrant experience in Australia, and some students interviewed a migrant in Melbourne. Other topics included Frida Kahlo as part of art and entertainment, her life and art and expressing how her personal experience is reflected in her paintings.

Many students were able to communicate well and contribute their ideas and opinions. They were able to advance the Discussion and respond to the assessors with confidence and interest in the topic. Students were very well prepared for this section of the examination.

Some students were accurate in their use of vocabulary and grammatical structures. It is recommended that throughout the year students read as much literature as possible; this will benefit their vocabulary as well as their expression and oracy.

2018 VCE Swedish oral examination report

General comments

All students demonstrated a good level of language skills in the 2018 Swedish oral examination. Students responded readily to questions and required little support from assessors. They did not use anglicisms and were able to self-correct errors. Students were very keen to talk and had prepared well for both parts of the examination.

Specific information

Section 1 – Conversation

Students performed well in the Conversation section of the examination, demonstrating a high level of language skills and ease of expression. Some minor language problems were detected, including:

- difficulties with prepositions
- adverbs with different functions in English and Swedish, for example, *här/hit*, *hemma/hem*, etc.
- occasional problems with word order
- definitions of pronouns/adjectives/nouns.

In order to increase their fluency students could listen to Swedish podcasts or view films in the Swedish language.

Students are encouraged to explore aspects of their personal world in depth so that they can express their points of view in a range of ways and avoid repetition of words and ideas.

Section 2 – Discussion

Students succeeded in making their topics interesting and managed to explore ideas in some depth.

The same language problems that are noted above in the Conversation section occurred on occasion in the Discussion section of the examination. While the students performed very well, they would have benefited from deeper study of the vocabulary specific to the topic area. Students are also encouraged to consult a range of different texts on their chosen topic, including print, aural and audiovisual, to find a range of information, ideas and opinions and to increase their exposure to relevant vocabulary and grammar for the topic.

Students should be prepared to elaborate on information and offer opinions and ideas and more sophisticated vocabulary and structures.

It is important that students familiarise themselves with various aspects of their Detailed Study topic. Reading or viewing a wide range of texts on the topic will lead to a more detailed understanding of the issues relevant to the topic.

2018 VCE Tamil oral examination report

General comments

Students' oral performances were generally very good in 2018. Most students demonstrated careful pronunciation and used the language very fluently. They employed culturally appropriate facial expressions and gestures. Some students demonstrated their skills in intonation, stress and tempo, especially when responding to the questions. Most students also produced a variety of utterances to show joy or exasperation and succinct phrases in their Conversation and Discussion.

Many students readily and confidently participated in the Conversation. However, they did not appear to have prepared adequately the subtopics for the Discussion, offered limited information and were unable to elaborate on their ideas. When they were asked questions related to their subtopics, they repeated their limited information many times using the same vocabulary and grammatical structures.

Specific information

Section 1 – Conversation

Most students seemed suitably prepared to talk about their families, friends, schools and their future. Most students elaborated on their responses very effectively and were able to follow up with more detail. However, some students gave only one-word or one-sentence answers. Most students clearly articulated their ideas and opinions about their interests and future aspirations. They were able to link with assessors well when discussing family matters.

Some students rushed to answer questions and often used English words instead of simple Tamil words. When preparing for the oral examination, students should practise conversation only in Tamil so that they do not have to use English unnecessarily.

Section 2 – Discussion

Most students had chosen their subtopics from their personal interests or own experience. It was clear that they had researched deeply as they were able to discuss their subtopics using evidence from a range of different texts, displaying great understanding. These students were able to present their ideas and opinions clearly, logically and readily, and were able to respond confidently to the questions asked. Most students used an excellent range of vocabulary appropriate to their subtopics. If students brought an object to the examination, it should have had minimal writing on it. Bringing an article is not appropriate.

Students who did not score well gave memorised paragraphs in monologue style and presented their ideas very quickly, which did not allow the assessors to ask questions. However, when the assessors tried to answer questions, these students were slow to respond and tried to use different delaying tactics to try to conceal their lack of preparation.

2018 VCE Turkish oral examination report

Specific information

Section 1 – Conversation

In the Conversation, students converse with the assessors about their family life, friends, school life, future aspirations, hobbies and interests.

This year, students who scored highly showed an excellent level of capacity in paying attention or correcting their use of pronunciation. They were able to regularly self-correct, for example, the most commonly mispronounced word ‘*yüniversiti*’ (university) instead of ‘*üniversite*’, stressing the sound of ‘*ü*’ at the start; as well as ‘*turist*’ as ‘*türist*’, ‘*kuzen*’ as ‘*küzen*’ and ‘*piskoloji*’ instead of ‘*psikoloji*’.

Students must practise the pronunciation of the most commonly confused words, such as the ones containing *i, ü, ö* or *ğ*, which differ or contrast with the pronunciation of English sounds. Students who scored highly were also able to use complex and compound-complex sentences about their school life and future aspirations in Turkish.

Some grammatical errors included using English habitual fillers, such as ‘like’ or ‘so’, and overgeneralising the rule for the use of ‘-ci/-çı’ for occupations, for example, using ‘*kasapçı*’ and ‘*imamçı*’.

While most students were able to converse competently and convey the message and ideas accurately, some would benefit from practising the pronunciation of commonly used and confusing terms and phrases, and expressing their views and opinions.

Section 2 – Discussion

Students who scored highly for this section were able to discuss their subtopics and main topics in depth. They provided detailed information, opinions and ideas in a relevant impromptu fashion.

Students who did not score well made many errors in Turkish word order as well as vocabulary use. They used similar words inaccurately, for example, ‘*gitmenizi tercih ederim*’ instead of ‘*gitmenizi tavsiye ederim*’.

Students can prepare for the examination by generating and asking a variety of questions of differing levels of inquiry.

Students must ensure that they are aware of the requirements of this examination relating to revealing confidential information about themselves, their families and schools (including coming in school uniform). In addition, any support materials brought to the examination should contain minimal writing.

Many students expressed their views and some complex ideas using Turkish during the Discussion.

2018 VCE Vietnamese Second Language oral examination report

General comments

In 2018, students completed the oral examination successfully and demonstrated an outstanding level of preparation and practice. They listened carefully, were articulate and gave sophisticated responses. They showed a very good understanding of the oral examination requirements as prescribed in the study design.

In general, students were well prepared and demonstrated a good level of language skills, including intonation, tempo and pronunciation. Students are advised to invest more time in preparing for the oral examination. Students are expected to have learnt strategies in order to respond to the types of questions and demonstrate their skill in expressing their own ideas and opinions. Students should be able to draw on the texts they have studied for the Discussion section of the oral examination.

Specific information

Section 1 – Conversation

The majority of students were well prepared and performed to a high standard in this section of the examination. Most students communicated well and advanced the Conversation, but some students struggled to continue unless they were prompted by assessors' questions.

Most students used a range of vocabulary and a variety of sentence structures to converse meaningfully on topics related to their personal world, for example, family and friends, school and home life, future plans, interests and career aspirations. Many students engaged with the assessors confidently and their responses were direct, highly relevant and sophisticated. Some students had poor pronunciation, for example, *hoa* instead of *hòa*, *năm chු* instead of *năm củ*, *bán chුng* instead of *bánh chුng*. However, these students were still able to produce relevant information that was sufficient to maintain the Conversation.

Students are reminded that they must be prepared to use language in unrehearsed situations. They should be engaged with the assessors during the Conversation, using the correct register (*thưa thầy cô, dạ, vâng ạ, theo em nghĩ thì vấn đề này..*) and appropriate language.

Section 2 – Discussion

Most students were able to introduce their subtopics appropriately and refer to the resources they had studied. A wide range of texts was used, for example, textbooks, newspaper articles, interviews, documentaries, short stories, films and songs. These resources enabled the students to discuss a variety of issues connected to the topic they had chosen for their Detailed Study.

Most students used the one-minute introduction appropriately. They briefly stated their Detailed Study topic and subtopic.

Some students who scored highly demonstrated that they had prepared their topic thoroughly. They answered questions effectively, expanded their responses and advanced the Discussion using an excellent range of vocabulary and grammatical structures. Students who did not score well needed support when faced with unexpected questions, for example, *Bằng chứng nào cho thấy là...* (what evidence is there to show that ...) or *Làm cách nào mô tả* (how can you describe).

Students should be aware that relying solely on rote-learned answers prevents them from engaging in a meaningful discussion.