

2019 VCE Languages oral examination reports – CCAFL studies

The following information applies to the 2019 oral examinations for the 24 Collaborative Curriculum and Assessment Framework for Languages (CCAFL) studies listed below. A separate report is provided on the 2019 oral examinations for the 12 Victorian 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.

- Armenian
- Bosnian
- Chin Hakha
- Croatian
- Dutch
- Filipino
- Hebrew
- Hindi
- Hungarian
- Karen
- Khmer
- Macedonian
- Persian
- Polish
- Portuguese
- Punjabi
- Romanian
- Russian
- Serbian
- Sinhala
- Swedish
- Tamil
- Turkish
- Yiddish

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 provide 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. This 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 Conversation. This section consists 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 briefly introduces the main focus of their subtopic, alerting the assessors to any objects brought to support the Discussion. The focus of the Discussion is 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 about seven minutes, the assessors 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 them 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 may be mentioned during the Discussion.

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 they 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 may 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.

Three criteria are used in assessing both the Conversation and the Discussion: communication, content and language. Details of 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.

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.

2019 VCE Armenian oral examination report

General comments

Performances in the 2019 VCE Armenian oral examination featured rich vocabulary, appropriate expressions and correct register, such as the plural of personal pronouns (դուք, ձեր) when addressing elders.

Achievement was quite high, with students demonstrating competent and fluent speaking ability. Pronunciation was audible and accurate with crisp consonants 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 no unnatural pauses. Only a few Anglicisms were used.

Specific information

Section 1 – Conversation

Family background, relationships and experiences were some of the topics covered in the Conversation. In addition, current studies, family structure, hobbies, career aspirations, future travel plans and current and future employment plans were explored. Students responded to questions with relevant ideas, elaborating on opinions with reasons and justification.

Sentence structure and expression were excellent, with good depth, breadth and complexity. All students engaged with the assessors confidently. False starts were rare, and self-correction, clarification and elaboration indicated excellent preparation. Nouns of kinship were correctly declined, for example հօրս, մօրս, քրոջս, եղբորս.

Section 2 – Discussion

Students were very well prepared and had mastered their chosen subtopics, using a wide array of sources for research. This allowed for a free-flowing discussion in which students demonstrated the capacity to engage the assessors by giving appropriate responses and the ability to influence the direction of the Discussion. As with the Conversation, little effort was needed by the assessors to maintain the exchange.

Students engaged the assessors with good expression and sentence construction and asked questions to clarify points discussed. Answers to open questions demonstrated students' affinity with the topic areas and mastery of most of the detail of the subject matter.

2019 VCE Bosnian Oral examination report

General comments

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

Many students spoke with confidence about their aspirations, intentions or views, both when talking about their personal life and when elaborating on the theme of their chosen topic.

Specific information

Section 1 – Conversation

Students who prepared well were able to communicate and advance the Conversation in a relaxed and spontaneous way, and responded to the assessors with confidence.

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

Communication

Many students presented an excellent range of information, ideas and opinions. They were able to maintain and advance the Conversation when interrupted by assessors, giving clarifications or defending their opinion.

A minority of students were hesitant in communicating their ideas and sometimes needed support to continue the Conversation.

Content

Students demonstrated a good level of preparation, presenting a wide range of information and elaborating on ideas clearly and logically. Some students, however, had difficulty in clarifying their opinions and required support from the assessors to continue.

Language

Many students demonstrated good control of vocabulary and sentence structure; some students, however, had limited vocabulary which caused them to misuse certain grammatical structures or lack clarity in their expression.

Section 2 – Discussion

Communication

Many students were able to carry the Discussion forward with confidence and original input. A few, however, were slow to respond and hesitated throughout the Discussion.

Content

Some students supported the Discussion with posters containing images relevant to their topic. Many were able to explain the images and justify why they had used them, but some students were not able to give adequate information or elaborate on the images.

Language

Many students demonstrated a high level of preparation, judging by the broad range of vocabulary they used.

Areas requiring attention included the use of numbers and prepositions. When using the dual form the number has to agree with the noun; for example, '**dvije žene**' instead of '**dva žena**' and '**dva mjeseca**' instead of '**dvije mjesece**'.

Using the correct preposition depends on the grammatical case; for example, instead of '*išla sam u Bosnu **za** pet sedmica*' the correct preposition is '*išla sam u Bosnu **na** pet sedmica*', and instead of '*ponosan **za** ove igre*', the correct preposition is '*ponosan **na** ove igre*'.

2019 VCE Chin Hakha oral examination report

General comments

Students performed well in the 2019 VCE Chin Hakha 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 of the examination.

Students who scored highly listened to questions and responded appropriately with spontaneity. They used sophisticated vocabulary, grammar and expressions such as *pumpululh chuih*, *lentecelh*, *pumpululh bengh*, *kanan*, *chawlehhrawlhak*, *phaisa umtuning cawnnak*, *sianghleirun*, *minung khuaruahning cawnnak*, *lentecelh lei cawnnak*, *pum cawlcanghnak* and *sii lei cawnnak*.

In contrast, some students relied heavily on prepared answers and struggled to cope with unexpected questions, which limited the flow and progress of the examination. These students had not mastered the common vocabulary and grammatical structures needed.

Grammatical errors occurred in lack of 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 *kan ti*, *kan huammi* instead of *ka huammi*), *a si* and *an si* (e.g. *ka huammi cu ... cu pawl cu a si*, *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*) and also lack of agreement in a phrase between the article and noun.

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

Most students demonstrated correct pronunciation, intonation and stress.

Specific information

Section 1 – Conversation

The majority of students had prepared well and practised effectively for questions about their personal world. They provided responses with some breadth and depth. They elaborated on their statements by giving reasons, examples and evidence, and 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 and ensure that they are ready to express opinions, 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 should endeavour to provide elaborated responses, rather than one-sentence answers.

Section 2 – Discussion

The majority of students spoke confidently in the Discussion, 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 and proposing alternative viewpoints. Many students used a wide variety of accurate language and vocabulary that enhanced their performance. These students demonstrated excellent pronunciation, intonation, stress and tempo. They were able to anticipate questions and at times were able to advance the Discussion with interesting comments.

Only few students displayed a limited ability to advance the Discussion due to a lack of preparation. These students found it difficult to interact with assessors and provide the required reasons, opinions and examples in support of their subtopic. They lacked basic repair strategies and presented a limited 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 attempted to present topics that were beyond their linguistic abilities and this had a negative effect on their performance.

Students may bring visual material to the examination to support the Discussion of their chosen subtopic. The visual material may include photographs, diagrams or maps and should include minimal writing. This can be a useful prompt, supporting a stimulating discussion and expression of worthwhile ideas and opinions.

2019 VCE Croatian oral examination report

General comments

In the 2019 VCE Croatian oral examination, some students' performances were of a high standard while others showed insufficient preparation and lack of knowledge of the topic and the language.

Specific information

Section 1 – Conversation

The majority of students successfully took part in the Conversation. Students who demonstrated a rich vocabulary, good knowledge of grammar, excellent preparation and an ability to lead the conversation forward were able to score well.

Students who did not score well:

- used very basic vocabulary
- made many mistakes related to cases, e.g. *'Moja mama je dovezla ja'*, *'Ja sam bila u Hrvatska'* (My mum drove me here, I have been in Croatia)
- used simple sentence structures, e.g. *'Moj tata voli'* (My dad likes), *'Ja učim'* (I study), *'Moja sestra ide'* (My sister is going), *'Ja mislim'* (I think)
- demonstrated a lack of understanding that pronouns, nouns and verbs must agree in terms of gender, e.g. *'Moj mama je rekao'*... instead of *'Moja mama je rekla...'*
- used the incorrect prepositions before days, months and years, e.g. *'U 1765. godine, na ponedjeljak.'*

Section 2 – Discussion

A few students did not have the relevant vocabulary or sufficient in-depth knowledge about their topic to discuss it in detail. It is important that students are aware of the depth of the information they are required to present in the Discussion.

It is advisable that students carefully choose topics and ensure an adequate level of research is completed so they are able to both respond to general questions and present more detailed information on the topic.

High-scoring Discussions used different sentence starters such as *'Po mom mišljenju...'*, *'Istraživanje je pokazalo...'* (The research showed...); *'Informacije koje sam pronašao potvrđuju...'* (The information I've found confirms...); *'Znanstvenici su dokazali...'* (Scientists have proven...); *'Povjesničari su pronašli...'* (Historians have discovered...). These students answered all questions and gave their own opinions. They had learnt vocabulary related to their topic and carried the Discussion forward without waiting for the assessors to ask questions.

Most students who made use of visual material scored more highly in the Discussion section than students who did not. The visuals served as prompts and reminded them of what they had to talk about.

2019 VCE Dutch oral examination report

General comments

Generally students had prepared well for the 2019 VCE Dutch oral examination and many were aware of using more sophisticated language and grammatical constructions in their responses. Some students had difficulties expanding on their answers. Expanding on answers is very important in the oral examination.

The Detailed Study was well researched and generally students were able to answer more complicated questions in detail.

Specific information

Section 1 – Conversation

Students on the whole engaged in a lively discussion with assessors and maintained good eye contact and body language.

It is advised that students be provided the opportunity to engage in Dutch conversations throughout the year. This will assist students in gaining greater confidence and fluency. A few students were not able to sufficiently expand on their answers. Grammatical errors included the use of incorrect tenses, inflection of adjectives, word order, the use of English words in Dutch and the correct gender of nouns.

Students should learn and be able to apply correctly a few typical and commonly used Dutch idioms to incorporate into their conversation (e.g. *alles is koek en ei*, *in de lappenmand zijn*, *een frisse neus halen*, *geen man over boord*). Knowledge of idiomatic usage will certainly assist students in using culturally appropriate language.

Section 2 – Discussion

Some students did not research their topic thoroughly and were not able to expand on or discuss fully their answers to the questions asked. Many students did not know the significance of the word '*tegendraads*' (against the grain, contrary), which applies significantly to the work of Annie Schmidt. Some students' answers lacked depth and detail as they had not sufficiently studied the necessary texts. Students need to understand that they should not wait for the assessors' next question but instead give a fluent and detailed answer to the question being asked. Students also need to be aware of the prescribed texts they should have studied. There were a number of grammatical mistakes made. Students should revise their grammar thoroughly throughout the year.

It is important for students to read widely and gain as much practice as possible throughout the year, for example, by watching Dutch programmes online, Dutch news and DVDs, and reading Dutch books.

2019 VCE Filipino oral examination report

General comments

In general, students displayed fluency in the Filipino language, although some students made small errors in pronunciation. Most students used a wide-ranging and sophisticated vocabulary in complex sentences and used the correct register, but made minor errors in grammar.

Familiarity with the topics enabled almost all students to sustain the Conversation. However, in the Discussion, many students struggled to support their chosen topic and repeated themselves. All students were able to apply repair strategies as well as discuss and explain their chosen topic with the aid of visual materials.

Specific information

Section 1 – Conversation

The topics of conversation focused on families, studies, interests, plans, aspirations and experiences. Students were able to sustain the Conversation and demonstrate good command of the language.

Section 2 – Discussion

The topics focused on social issues in the Philippines such as: poverty, malnutrition, minimum wage, climate change, rubbish disposal, effects of plastic, LGBTIQ+, cyber bullying, corruption, education and festivities. Students used visual aids to support the discussion of their chosen topics. However, some presented their visual aids without explaining them or making a connection to their topic. Students' fluency in the language enabled them to discuss and elaborate on their chosen topic spontaneously, though some students should have completed more thorough research to assist them in maintaining the Discussion.

Although most students displayed fluency in the language, there were a few areas for improvement:

- answering questions in Filipino mixed with English words, e.g. 'eight *sa umaga*' should be '*sa ikawalo ng umaga*' ('eight in the morning')
- incorrect verb prefix, e.g. '*Lumilinis ako ng bahay*,' instead of '*Naglilinis ako ng bahay*' ('I am cleaning the house')
- incorrect choice of verb focus and pronoun, e.g. '*Nagturo niya ako*' instead of '*Tinuruan niya ako*' or '*nagturo siya sa akin*' ('She/He taught me') – *Nagturo* is an actor-focus verb while *tinuruan* is goal-focus verb
- incorrect choice of word, e.g. '*apekto*' (affect) instead of '*epekto*' (effect).

2019 VCE Hebrew oral examination report

General comments

Students were able to converse about and discuss a broad range of topics in both sections of the 2019 examination. Students who spoke and responded in a natural manner enriched the conversation, thereby achieving higher scores.

Of all the skills of using Hebrew as a second language, it is verbal expression in the language that enables students to make connections between Hebrew and the culture it represents. When students were aware of this relationship the conversation became interesting and meaningful.

Generally, students had prepared for the oral examination thoroughly and diligently. Students who scored well were those whose preparation enabled them to respond creatively and spontaneously to the progress of the conversation. Conversation with these students flowed, as they did not rely on rehearsed sentences and expressions.

Specific information

Section 1 – Conversation

Students who scored well succeeded in moving from small talk to interesting and extensive conversations. All students responded satisfactorily to the opening ‘ice breaker’ questions, which tend to be closed questions.

Students who achieved higher scores used open-ended questions as an opportunity to broaden the content of the conversation, to express their opinion and to disagree with or support issues. For example, it is possible to converse about tourism and to explore the changes the world of tourism is undergoing rather than simply listing the countries one has visited.

It is advisable that students pay attention to the accurate use of adjectives because it is not always possible to translate the exact meaning of an adjective from English to Hebrew. For example, in Hebrew we do not say a מורה יפה (‘pretty teacher’) when we mean מורה נחמדה (a ‘nice teacher’). Furthermore it is necessary to be accurate in the use of words that are close in meaning such as: להקים/לקיים, כשרון אישי/קשר אישי. Similarly with words that are close in sound: לחיות/לגור; לצייר/לצבוע.

Section 2 – Discussion

The key to a successful Discussion is for the student to choose the right topic. A limited, narrow and/or closed topic does not lend itself to ‘discussion’ in the full meaning of the word.

Students who understood and absorbed the connection between the chosen subtopic and the topic studied in class were thereby able to engage in an extensive and deep discussion, to compare and to present a wide variety of concrete examples and therefore to be more convincing in their Discussion. Those students achieved excellent results.

Students who prepared their topic without connection or with a weak link to the topic studied in class were not successful in presenting an in-depth analysis of their topic. This caused these Discussions to be limited, which resulted in lower scores.

In addition, it is important that students choose a topic that they are interested in and that suits their level of language ability. Some students had not completed any research and used only their personal knowledge as a basis for their Discussion.

2019 VCE Hindi oral examination report

General comments

Overall, students tried their best to perform well in the 2019 VCE Hindi oral examination and did not need support from the assessors. Responses ranged in knowledge and skills from basic to advanced.

Specific information

Section 1 – Conversation

Most students communicated well in this section. Students who scored well were able to use a range of vocabulary, structures and expressions with meaningful idioms and phrases. They displayed competence and confidence in responding to more complex analytical questions and were able to give personal opinions with appropriate examples. In addition, they were able to engage in discussion about their future aspirations and could express supporting arguments regarding studying various subjects at school. In contrast, students who experienced difficulty in communicating had a limited ability to advance the Conversation and often responded in short or incomplete sentences. A few students had significant problems with pronunciation, stress and intonation. They did not seem to have prepared adequately as the Conversation did not have substance and was often irrelevant. These students also had difficulty elaborating on their responses due to limited vocabulary and sentence structures.

Examples of errors in gender and incorrect pronunciation: विध्यालय (विद्यालय), घ्यात (ज्ञात), सोची नहीं हूँ (सोचती नहीं हूँ), खेत्रफल (क्षेत्रफल), यह कारण से (इस कारण से), वास्तविकता की उदाहरण यह है (उदाहरण के रूप में), मेरी पिता है (मेरे पिता हैं), पराई की (पढ़ाई की), बरा भाई (बड़ा भाई), घांदीजी (गांधीजी) आदि

Examples of sophisticated vocabulary used to describe activities and emotions: उपरांत, प्रेरित, स्नानादि, पीड़ाओं का समाधान, अनुशासन, आदि

Section 2 – Discussion

Generally students were prepared for the Discussion. Students who achieved high scores demonstrated a readiness to advance the Discussion with examples and expressed opinions when challenged by analytical questions.

Examples of excellent vocabulary, good sentence structure and pronunciation: 'वित्त होते थे', 'मत्स्य', 'तरुणावस्था', 'आंतरिक सज्जाकार', अनूठापन, विघटन आदि

Examples of idioms and proverbs: 'आँख का तारा', 'जहाँ चाह वहाँ राह', आदि

On the other hand, it was evident that a few students had prepared their topics by rote-learning. These students experienced difficulties as they were unable to elaborate on their information. Their limited range of language structures and vocabulary prevented these students from advancing the Discussion successfully. They also found pronunciation, stress, intonation, sentence structure and

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appropriate use of words quite challenging, for example: पक्षिमी (पश्चिमी), गिर्ज (गिरजाघर), युवाओं आते हैं (युवा आते हैं), अधिकतम छात्र (अधिकांश छात्र) आदि

Some students selected diverse and interesting topics but some topics were descriptive and provided less opportunity for students to express their opinions.

2019 VCE Hungarian oral examination report

Specific information

Section 1 – Conversation

Most students were able to maintain a conversation with the assessors. However, a common error made in pronunciation was the near missing of 'R's and rather weak 'T's. In some cases the 'T' and 'R' sounds were either weak or 'swallowed' altogether.

There was a tendency in some cases towards an upward intonation of the voice at the end of an indicative sentence; however, this is not appropriate in the Hungarian language, which uses a descending mode, both in words and in indicative sentences.

Stress was not always on the first syllable of the word, which is a fundamental rule of the Hungarian language.

Grammar was appropriate to the audience and context of the examination. Greetings were culturally correct and all students were able to address assessors in a polite manner.

Anglicisms should be avoided. The most common instance is „*magyart csinálok*” instead of „*magyarul tanulok*”.

Students often gave the names of their subjects in English but should be familiar with the correct Hungarian name and pronunciation of subject names.

The instrumental *-val, -vel* was used by some students instead of using the assimilation with doubling the final consonant as in the case of final *-z, -s, -g* and others. For example, *Kézvel* instead of *kézzel* or *szüleimvel* instead of *szüleimmel*. The use of singular nouns following definite or indefinite numerals was often incorrect, e.g. *minden tárgyakat*.

Section 2 – Discussion

The grammatical and syntactical errors that occurred in the Conversation section also occurred in the Discussion.

The topic was the geography and history of Hungary prior to and after the treaty of Trianon. Each student talked about the past and present of a particular town or city. They spoke with feeling, using correct vocabulary. They discussed the people who live there now, the infrastructure, the schools, monuments, transport, and so on.

Some students did not answer assessors' questions and instead gave memorised answers.

Some students did not realise that the noun is always in the singular in definite or indefinite numerical adjectives, for example, *egy könyv, két könyv, több könyv, sok erdő van*, not *sok erdők vannak*.

Word order is flexible in Hungarian, so it is advisable to mix word order in sentences instead of using only subject/predicate structures, in order to avoid the Discussion becoming monotone. The vocabulary of students who scored highly was appropriate and of a good range.

Often students misused adverbs of place within an enclosed space. The three aspects of the adverb of place within an enclosed space (whither?, where?, whence?) are expressed by the following flexional suffixes:

- **hova?** whither? where? (direction), **-ba, -be** into (verb+) in (motion towards the inside of something)
- **hol?** where? (position) **-ban, -ben** in (position, action within an enclosed space)
- **honnan?** whence? from where? **-ból, -ből** out of (motion outwards)

Students who scored well presented an excellent range of information and opinions with clear and logical organisation of their ideas.

The following are examples of good expression:

- ... *ha nem jön össze*
- *hegyen-völgyön*
- *nyilván*

The following are examples of errors made by students:

- *az apája – apja*
- *ovoda néni – ovónő*
- *nagyon síkságos – nagyon lapos*
- *Gondoskodni* means take cares (of) or provides (for), look after, take charge (of), not *gondolkodni* think (about) of, which was the meaning applied by students.
- Comparisons caused some problems. A suggestion to make them more accessible to students is to use the *olyan mint. A helyzet olyan rossz mint egy harmadik világban.*

2019 VCE Karen Oral examination report

General comments

Students performed well in the 2019 VCE Karen Oral examination. They showcased their language skills, spoke Karen fluently and communicated effectively with confidence.

During the conversation some students made errors in using the correct terminology and grammar. Students are encouraged to read books in Karen and ensure that they practise their speaking skills regularly, whether at school or at home, as this regular exposure to the language is beneficial in improving oral communication skills.

Section 1 – Conversation

Most students performed better in the Conversation section, and were able to engage naturally with assessors. Students felt comfortable responding, and could address the topics and issues well. They were able to express their opinions and experiences effectively and in a culturally appropriate way.

Some students needed support from the assessors. A number of students provided responses that were inadequate, which suggested that preparation was lacking. Students are encouraged to prepare thoroughly for the examination.

Section 2 – Discussion

Overall, students performed well in the Discussion. In order to prepare thoroughly for this part of the examination, students needed knowledge and understanding of aspects of the language and culture of Karen-speaking communities through a range of oral and written texts in Karen related to the selected subtopic. Those who had prepared were able to respond well to questions and demonstrated thorough knowledge and skill on the selected subtopic.

In the Discussion section, students need both the language skill and knowledge of the subtopic to be able to respond well.

Students who did not prepare sufficiently found the Discussion more challenging. When further questions were asked and prompts were given about the topic, they could not explain or answer further due to their lack of knowledge and understanding of the topic.

The subtopic for the Detailed Study could be drawn from those provided in the study design, or a different subtopic may be selected. It was possible to select one subtopic for a whole class. It was important for teachers to select a sufficiently broad subtopic to accommodate a range of interests and perspectives. This means that students in the class were able to study the Detailed Study together, but there was still an opportunity for each student to provide an individual response.

2019 VCE Khmer oral examination report

General comments

Generally, most students were well prepared and maintained a high standard in both the Conversation and Discussion sections of the 2019 VCE Khmer oral examination. Students demonstrated an excellent ability to present relevant information with a good range of opinions, ideas, reasons and examples and were able to respond to assessors appropriately. However, some students were unprepared, so the tempo and flow of their speech was unnatural and their pronunciation was unclear. These students used inappropriate register and terminology mixed with English words. Some students should have elaborated on their opinions and ideas and avoided using a combination of Khmer and English terms and double nouns.

Specific information

Section 1 – Conversation

Students were able to cover 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. Some students interacted with assessors confidently and gave in-depth information. However, many students gave short answers and waited for the assessors' next questions, rather than elaborating on their responses. Students should be encouraged to broaden their responses to carry the Conversation forward with confidence. Students needed to clarify, defend and elaborate on their opinions and ideas with a broad range of information.

Section 2 – Discussion

Students' chosen topics were varied and informative, although many responses went over the allocated time because the topics were very broad. In preparation for the Discussion, students should allocate some time to allow for the assessors' questions, so that their responses can be fully developed.

It was evident that most students were well prepared. They had studied a variety of sources, gave specific examples and reasons to support their topic and could elaborate on their topic without being prompted. High-scoring students provided original thoughts and were able to elaborate on and support their opinions and ideas with visual materials, as well as an excellent range of vocabulary, structures, expression and pronunciation.

Students who had not planned well became stuck and struggled to carry the Discussion forward even after being prompted by assessors. These students presented their topics without a clear structure and ended their topic without conclusion. A few students had not completed enough research or prepared enough information to discuss so were unable to respond to assessors' questions. Higher-scoring Discussions demonstrated the student's capacity to maintain an effective spoken exchange.

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. A few students gave their own name and the name of their school, which should be avoided. 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): ញឹម (ឌឹម), ខ្ញុំធ្វើមុខមុខវិជ្ជា (ខ្ញុំរៀនមុខមុខវិជ្ជា), ពាក់សណ្ឋាន (ពាក់ឯកសណ្ឋាន), បានប្លុក (បានអាហារូបករណ៍) and used the combination of Khmer with English terms such as: ជិះ bus រៀនមុខ subjects, ចង់ធ្វើ business, ទៅបោះ camping, តាម internet, ហ្វូសដឺឡេ. Effective communication requires clarity, well-selected vocabulary, familiarity with the terminology, clear pronunciation and natural flow of speech.

2019 VCE Macedonian oral examination report

General comments

In general, students were well prepared for both parts of the oral examination. The main area of concern was lack of vocabulary with variations in grammar and expression.

Specific information

Section 1 – Conversation

Students were well prepared and able to maintain and advance the exchange by using effective communication techniques and appropriate language forms. Students were confident in their responses and ready to engage with assessors. Some students used repair strategies and carried the Conversation forward without hesitating. These students did not require any support from the assessors. They used the Macedonian language effectively and were able to give relevant in-depth information, opinions and ideas. Explanations were detailed and opinions were shared confidently. Students conversed about their education, aspirations, hobbies, interests, friendships, family, employment, visiting Macedonia and studying the Macedonian language.

Students used accurate vocabulary and grammar and were able to use sophisticated structures and a range of vocabulary. They were able to self-correct by stating *извини, сакав да кажам...* without overusing it. Students had very clear pronunciation and stress while conversing and intonation sounded natural.

Students were well equipped to answer questions about their family, school, travel and plans for life beyond school. Some spoke of the importance of maintaining their identity through learning the Macedonian language. Most students had a very good command of the language and vocabulary and employed effective repair strategies.

Use of grammar was varied, and some inaccuracies were evident. For example, verb conjugation and tenses (present, perfect, future, continuous etc.), mood and voice. The errors of concern were the indefinite and definite articles (*врата-вратата*) as well as noun gender (*учител – masculine, учителка – feminine, дете – neutral*). The latter two should be studied intensively, with understanding and lots of practice.

A few students demonstrated a lack of preparation and their responses were limited to a basic understanding of the language and ability to engage in conversation. They hesitated and paused and needed some support. These students did not use any repair strategies and were not able to carry the Conversation forward.

A few students had rote-learned information and this limited their performance to a more simplistic expression. Occasional anglicisms were evident. There were errors in grammatical structures and at times register and style were inappropriate.

Section 2 – Discussion

Overall, students performed well in the Discussion. They engaged with assessors and readily responded to prompts and questions. Students could carry the Discussion forward without much support, showed confidence in their knowledge and used repair strategies when needed. Some students could have prepared more thoroughly in order to advance the Discussion with fluent expression. Topics should not be studied by rote-learning as this limits access to higher scores.

An excellent range of sophisticated vocabulary appropriate to the topics was evident and used accurately. Some students had a limited knowledge of grammatical structures so their expression was at times inappropriate in style and register. Students had a good grasp of pronunciation and intonation but some had variations in tempo.

Students were able to describe their own personal experiences and opinions on the topic. They discussed a range of Macedonian traditions and rituals and these were well understood and elaborated on throughout the discussion. However, there were students who had not understood the depth of a particular custom and could only give brief information. The highest-scoring Discussions demonstrated the students' extensive knowledge and breadth of information. All students attempted, to some degree, not only to list information but also to analyse and interpret the meaning of certain traditions, give their opinions and compare the old with the new.

2019 VCE Persian oral examination report

General comments

In general, students performed well in both sections of the 2019 VCE Persian oral examination. Most students had prepared well and were familiar with both the language and the specific requirements of the two sections of the examination. It is important that students respond to questions fully and elaborate on their answers. Single-word responses, such as 'Yes' or 'No', generally prevent the communication from moving forward. All students used correct greetings when entering the examination room.

Specific information

Section 1 – Conversation

In this section, most students demonstrated a very good understanding of the topics covered and could converse with the assessors effectively.

Students who scored highly listened to questions carefully and used an excellent range of vocabulary and grammatical expressions. They avoided rote-learned responses and elaborated on their responses. Students who did not score well gave prepared answers and were unable to respond to unexpected questions. Sometimes English words were used when students struggled to find the equivalent Persian words. Students are reminded that they need to give the names of their school subjects in Persian, not in English. Most students used the official Persian language.

Section 2 – Discussion

A large number of students led the Discussion with confidence, and were able to engage with assessors and respond comfortably to the questions. Students who scored highly showed evidence of thorough preparation and presented their views clearly and logically. They had an excellent range of vocabulary and used a variety of sentence structures. Students who did not score well could have benefited from more in-depth preparation of their topic. A small number of students had difficulty clarifying or elaborating on their responses. It was important that students choose their topics carefully. As stated in the *VCE Persian Study Design*, the chosen topics should allow students to explore aspects of the language and culture of Persian-speaking communities.

Sometimes students added the plural sign 'ه' for plural nouns or used singular verbs for plural nouns and vice versa. Some students used a very informal register and conversational vocabulary for the formal discussion.

Students used a number of sources, including the internet, documentaries, short films and interviews. Some students supported the Discussion with posters containing images and maps. This assisted students to better structure their information and served as a prompt for their discussion points. Most students demonstrated good intonation, stress and tempo, and a very good level of pronunciation.

2019 VCE Polish oral examination report

General comments

The 2019 VCE Polish oral examination gave students the opportunity to demonstrate their language skills and knowledge. Most students displayed a high level of conversation skills and needed little support. They were able to correct their own mistakes by using effective repair strategies with confidence.

Overall, students used vocabulary and pronunciation appropriately. The majority of students pronounced key vocabulary and utterances with sufficient sound, clarity and stress and responded appropriately to requests for clarification.

The most problematic areas in grammar were: declination of nouns, pronouns, numerals and adjectives, for example: *z moja mama braty, ogladalam wiele film o sztuce* or *tez kilku dzieci mlodsi od ja*; a lack of gender agreement between nouns, adjectives and numerals, for example *mam jeden kotka i dwa pies* or *przyniesli dwoch miecze*; direct translation from English, for example *motory krosowe*; and informal language when addressing assessors, when a formal register was appropriate; for example, students should avoid informal phrases like *wiesz* (you know). Students should be aware of the proper form of address.

Specific information

The manner of delivery in both sections was generally of a very good standard and most students displayed a high level of conversation skills and strategies. Many students adopted good communicative strategies, such as eye contact, body language and expressive presentation. Generally, the level of language used in both sections was very high.

Section 1 – Conversation

The majority of students participated effectively and confidently in conversations with changing topics. They opened the Conversation appropriately using expressions for greetings and managed topic changes well.

The majority of students were very confident in this section. They presented a wide range of personal information and opinions. Most students provided highly relevant responses. The level of language used was mostly high, and students demonstrated good skills in self-correction.

Section 2 – Discussion

Students used a variety of sources when researching their topics, such as the internet, books, magazines, conversations and interviews with family members or personal diaries from visiting Poland. Many displayed a genuine interest in their chosen topic. The majority of students performed very well, showing not only a very good command of the Polish language, but also thorough research and preparation.

Most students brought a visual prompt to support their Discussion, which aided the smooth flow of communication between the students and assessors. Most students introduced their Discussion well and many developed it well. Many students were open and eager to express their own knowledge and opinions. In most cases, the students used an appropriate structure of introduction, content and conclusion. Most students linked their main ideas logically and cohesively and responded to questions appropriately.

Some students had learned facts and relevant information but were not prepared for an open discussion and therefore were not able to develop and expand on the Discussion adequately.

2019 VCE Portuguese oral examination report

General comments

The majority of students demonstrated a good level of language skills in the 2019 VCE Portuguese oral examination. However, some students had some difficulties, mostly with grammar, verb tenses and use of the masculine and feminine (*ele, ela*).

Students should be aware of the five criteria for both sections of the oral examination and have a clear understanding that in both sections the assessors and students are expected to engage in an exchange and not merely a question-and-answer session.

Specific information

Section 1 – Conversation

Most students had a high level of Portuguese language skills. They demonstrated a very good grasp of the language, were able to discuss familiar topics without problems, expressed their own ideas in detail and interacted well with the assessors. However, a few students gave only short answers and were not able to expand on them, showing a lack of knowledge or preparation.

High-scoring responses displayed accurate vocabulary and grammar. Lower-scoring responses included some grammatical errors with verb conjugations, subject-verb agreement, and the use of pronouns and prepositions. The most common vocabulary error was related to ‘false friends’.

Students are reminded that the Conversation is not a one-way presentation; students should try to expand on their responses while also interacting with the assessors.

Section 2 – Discussion

Most students showed a very good level of understanding, communicated effectively and were able to maintain the Discussion. Students who did not score highly provided brief answers and then waited for the assessors’ questions, showing a limited ability to move the conversation forward.

Students who scored highly in this section were able to provide depth of information and express their own ideas and opinions. However, some students did not have enough information on their topic or the topic chosen was not appropriate for their skill level.

Some students struggled to respond to questions they had not anticipated. Students are advised to have repair strategies in place in order to deal with unexpected scenarios or questions, or when they have a lapse in memory.

Students should choose topics that they are interested in and that they are able to talk about in depth. This year's topics were music, football, personalities and places in Portuguese-speaking countries in the past, present and future. Some students had limited in-depth knowledge about their chosen topic, which led to a poor performance. These students were able to talk for only a few minutes and when the assessors asked them for more information they were unable to expand on the points they had made.

2019 VCE Punjabi oral examination report

General comments

Students performed well in both the Conversation and Discussion sections of the 2019 Punjabi oral examination.

Well-prepared students were able to engage in conversation with the assessors and responded to questions with confidence. They presented a wide range of vocabulary, demonstrated clarity of expression, gave in-depth answers, and exhibited a broad range of knowledge during both parts of the oral examination.

On entering the assessment room, most students began with appropriate greetings and used appropriate language during their self-introduction and chosen topic.

Students who were not well prepared showed a limited range of vocabulary and reluctance to answer during engagement. They required support from assessors to continue the conversation.

Section 1 – Conversation

In this section, students talked about themselves, their friends, their families and their future aspirations. They were able to discuss their hobbies/interests in music, sports, travel and employment.

Many students confidently engaged in fluent conversation and provided well-thought-out responses to the questions. Well-prepared students expressed strong opinions with a rationale about their plans and choices for the future.

Students who were less well prepared presented a limited range of information and often provided brief answers. Some students had difficulty engaging with assessors when they were interrupted during conversation, or if the questions were not asked in the order they had anticipated. Students are advised to be prepared to be stopped/interrupted, and to be asked questions to elicit in-depth information.

Well-prepared students showed excellent pronunciation, vocabulary and grammar and spoke fluently in Punjabi. They were able to use repair strategies during the Conversation.

Section 2 – Discussion

In this section, students introduced their chosen topic, and at the start of the Discussion showed any aids brought in to support their discussion. A wide range of topics were chosen/prepared by students, such as historical topics, the arts and social issues.

Students exhibited their preparation through a broad knowledge of their chosen topics. Students who had prepared well demonstrated they had researched the topic and had a deep knowledge/understanding of it. They were able to express their opinions about the chosen topic.

2019 VCE Romanian oral examination report

General comments

Overall, students performed well in the 2019 VCE Romanian oral examination.

Specific information

Section 1 – Conversation

The majority of students were able to communicate their ideas and information, engage in the conversation and use very good repair strategies. Students discussed topics such as family, school life, aspirations and hobbies, and demonstrated a very good level of understanding and a varied vocabulary.

Some students were able to develop and elaborate on their ideas in great detail and gave relevant examples as evidence. For example, when discussing aspirations, they not only mentioned their chosen career path, but also linked it to the subjects studied at school and also to further studies and employment opportunities. High-scoring students had excellent pronunciation and intonation and demonstrated an exceptional level of grammar and vocabulary.

Most students were able to present a very good range of relevant information and opinions, covering a wide range of topics related to their personal world. Some students had good repair strategies and some were able to correct themselves. Common errors included translations of English sentences into Romanian, which resulted in the incorrect word order being used, such as *m-am gândit despre asta* instead of *m-am gândit la asta*, or the use of anglicisms such as *beneficial pentru mine* or *rezilientă* instead of *bun pentru mine* or *rezistentă*. Another common error was the incorrect use of indefinite articles such as *un sora* instead of *o soră*.

Some students were able to advance the Conversation most of the time, but with some hesitations and pauses.

Section 2 – Discussion

All students were able to introduce their subtopics and most stated the resources they had used. Topics for Discussion included famous Romanian sportspeople and cultural personalities.

The majority of students had prepared their Discussion topics in depth and were able to present detailed responses supported by examples and opinions. Students who scored well demonstrated excellent preparation, used sophisticated vocabulary (for example, *grafia latină, râvnă, ștregăriță, mentalitate, profesioniști*) and accurate language. Their pronunciation and intonation was exemplary and their responses denoted spontaneity and passion for the topics.

Some students demonstrated a very good level of preparation but presented only factual information and did not expand on their answers. These students presented sufficient information that was generally relevant, demonstrated good understanding of grammar and vocabulary, and were capable of carrying the conversation forward with some hesitations. They occasionally used ambiguous constructions and struggled to use correct verb forms, such as the subjunctive (*să joacă, să lucrează, să se comporte*, correct forms: *să joace, să lucreze, să se comporte*). Anglicisms were also present in the Discussion and it is recommended that students learn their Romanian equivalents.

2019 VCE Russian oral examination report

Specific information

Section 1 – Conversation

General conversation on personal topics, such as family and friends, school life, life at home, interests and aspirations, lifestyle, travelling, learning languages and new skills allowed students to demonstrate their language skills. Some students struggled to cope well with open-ended questions and therefore could not demonstrate critical thinking, or show their ability to summarise or elaborate on issues. Some students found it difficult to respond to questions such as ‘What conclusion could be made...?’, ‘How would you compare...?’, ‘How would you solve the problem...?’, ‘What changes could be made in the school system to prepare students for real life?’, ‘How would you behave in this or that situation and why?’ and ‘What does success in life mean to you?’

Most students answered closed questions well, recalling information and facts. Students who scored highly were able to elaborate on ideas, express opinions, provide examples and give reasons, summaries and comparisons.

The majority of students were able to communicate effectively with assessors and ask them to repeat or clarify questions when needed. They responded confidently and carried the conversation forward. In general, the students needed minimal support. They demonstrated good pronunciation, intonation and stress.

Some students displayed a limited vocabulary range, variety of structures and expressions, and had problems with the appropriateness of their style and register.

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.

Some recurring errors in the 2019 examination were:

- Anglicisms:
 - *Предпринимать предметы*
 - *Хочу сделать прогресс*
 - *Делаю французский*
 - *Ученик знает мораль*
 - *Взяла русский и методы*
 - *Имею хорошее чувство юмора*
 - *Делаем тестирование*
 - *В регуляции спорта*
 - *Статья аргументирует за применение*
 - *Играю в олимпиады*
 - *Хожу в 11 классе*

- *Парадирует (на параде)*
- *В Сити*
- Incorrect use of pronouns
 - *использовать ихнее время*
 - *Много что обсуждаю*
 - *Приехал оттудова*
- Pronunciation
 - *Мотовация*
- Incorrect word formation
 - *Были нахожены*
 - *Прилиплись к телефону*
- Incorrect usage of prepositions
 - *Изучать про эту тему*
 - *Уделять ко мне внимание*
- Cases
 - genitive (*Больше предметы, из шестеро человек, много дела*)
 - dative (*Учить качества(ам), научить нового(му)*)
 - accusative (*Пробовал много спорта*)
 - instrumental (*Который я пользовался*)
 - prepositional (*У семьи много детей, в годе, на берегу*)
- Style
 - *Неслушание родителей, я стимулируюсь, ты(вы), повтори вопрос, что ты имеешь в виду (обращение к экзаменаторам), повысит будущее*
- Stress
 - *В семьях(Я)*
 - *Прогресс(О)*
- Incorrect vocabulary
 - *У меня спортивная натура*
 - *Молодые дети*

Section 2 – Discussion

Overall, the students performed well. They presented a range of ideas and opinions, expressed them clearly and demonstrated a good level of preparation.

Student performance could have been improved through more careful choice of topics for discussion and choice of resources, as well as more thorough preparation, language accuracy and range of vocabulary.

Most students demonstrated a very good or good level of understanding, engaged with assessors well and carried the discussion forward with minimal help. Students who scored well presented excellent information and supported and defended their ideas and opinions. A very good level of preparation was demonstrated. However, some students presented a very limited range of information that was sometimes irrelevant and were not able to elaborate on ideas and opinions. In some cases there was a problem with their choice of topic. At times, issues were not articulated

clearly, and it was difficult for students to elaborate on ideas in order to carry the discussion forward. The sources were not chosen carefully and students relied on personal experiences rather than objective data.

Language usage, variety and appropriateness of style and register were issues for many students. This stopped them from expressing themselves effectively and carrying out an interesting and free-flowing discussion.

The majority of students had clear pronunciation, intonation, stress and tempo.

2019 VCE Serbian oral examination report

General comments

In general, the standard of students' performance in the 2019 VCE Serbian oral examination was good.

Students who scored highly had prepared a wide range of information, ideas and opinions on many topics, could respond readily, were able to elaborate on their responses and used a variety of repair strategies to keep the Conversation flowing. These students spoke fluently, with a standard tempo and authentic pronunciation.

The students who did not score highly demonstrated a lack of preparation as well as limitations in their language skills, which made it difficult for them to achieve high scores.

The areas that required the most improvement were grammar and sentence structure. Students should see the examination as an opportunity to demonstrate what they are capable of verbally, by using a range of tenses and modal verbs correctly and using sophisticated grammatical structures and vocabulary.

In order to maximise their exposure to the standard Serbian language, students should access Serbian TV programs, news items, documentaries and movies as well as listen to the radio in Serbian. Many students used informal language. Students are reminded to use formal language and modern standard Serbian in the oral examination.

Specific information

Section 1 – Conversation

A range of topics was covered in the Conversation section, including reasons for studying Serbian, future plans and aspirations, hobbies, travel plans, differences between Serbian and Australian lifestyles and Serbian traditions. The majority of students maintained some fluency of expression and made spontaneous comments. However, the Conversation did not always flow comfortably and some students required additional support from the assessors in rephrasing or simplifying questions.

Most students' range and accuracy of vocabulary and grammatical structures was satisfactory. Students who scored highly used idiomatic expressions and complex sentence structures. Some errors were made, in particular the use of an informal register (use of the pronoun 'ti' instead of 'Vi') when addressing assessors; however, overall awareness of style and register was evident in students' responses.

Students who did not score highly presented a limited range of ideas and information and had difficulty elaborating on their responses, which suggested inadequate preparation. These students also had limited control of simple sentence structures and made some intrusive errors (e.g. incorrect use of case endings and anglicisms).

Students should avoid rote-learning and reciting prepared content as this section of the examination is an interaction between them and the assessors and an opportunity to demonstrate their ability to maintain and advance the Conversation in Serbian. Students should be familiar with the criteria for the examination and work towards developing their oral skills in Serbian throughout the year.

Section 2 – Discussion

The majority of students were well prepared and the subtopics were broad enough to accommodate a wide range of opinions and viewpoints, allowing students to excel. Students demonstrated an ability to discuss a great variety of aspects of their topic in depth. The range of sources used enabled students to develop a good understanding of their topics. The sources included newspaper articles, history books, paintings, documentaries, movies, electronic texts and interviews.

Students who scored highly had completed thorough research about their subtopic and successfully presented information to the assessors. These students were able to support and explain their answers with evidence and their own opinions, using sophisticated vocabulary and sentence structures such as: *гледајући из данашње перспективе, из овога можемо да закључимо, према подацима који су доступни, историјске чињенице потврђују, ја лично мислим.*

Students who did not score well demonstrated a lack of preparation and provided very limited responses and a poor range of information. They also had limited language skills, which contributed to their inability to carry the Discussion forward.

The selection of a suitable topic for the Detailed Study is very important. The topics selected should be manageable for students, giving them the opportunity to demonstrate understanding of the content and to showcase in depth what they learnt. The topics should also allow them to express their views, and to compare and contrast ideas and opinions.

Texts and reference materials should be selected carefully so that students have adequate content, vocabulary and ideas to draw upon in the examination. For example, a picture or painting may not provide students with a satisfactory range for elaboration unless they convey a strong message. Some material may not offer enough opportunity for analysis, and may prevent students from being able to extract supporting evidence for their ideas and opinions. Resources should be only in Serbian and not in English as English language materials will not equip students with the appropriate vocabulary.

2019 VCE Sinhala oral examination report

Specific information

Section 1 – Conversation

Most students performed to a very good standard and a few to an excellent standard. The Conversation was performed mostly with prompting questions in an informal manner rather than simply asking the students to talk about their family, school, friends, hobbies and future aspirations. Most students carried on the Conversation very confidently and answered the questions appropriately. There were a few instances in which a student answered a question and then continued to talk about information they had prepared. Rote-learning was quite evident in these situations.

Students are advised to listen to the questions asked and provide relevant information, rather than attempt to relate everything they have learnt all at once.

Criterion 1

Most students responded to questions readily and carried the Conversation forward confidently. Students used highly effective repair strategies when they used inappropriate terms or terms in English.

Very few students needed the support of assessors to carry the Conversation forward when there were hesitations or pauses.

Criterion 2

Many students presented a very good to excellent range of information, elaborating on, clarifying and expressing their opinions and ideas.

In a few instances students gave irrelevant responses to the questions asked by the assessors. However, when the question was clarified, the student presented the information appropriately. Rote-learning was evident in these instances.

Criterion 3

Many students had good control of vocabulary and used it appropriately and accurately according to the context.

Criterion 4

Many students used a broad range of vocabulary and demonstrated a good awareness of style and register. There were a few students with an excellent range of vocabulary and highly appropriate style and register.

Criterion 5

Most students had good pronunciation but appropriate intonation, stress and tempo were not evident in some Conversations.

Section 2 – Discussion

The majority of students selected a very good topic for the Discussion and demonstrated a very good level of preparation. In a few instances, rote-learning was evident at the beginning of the Discussion. There were only a few instances in which a student needed the assessors' support to complete the Discussion.

Criterion 1

Most students were able to respond well to the questions asked and carried the Discussion forward with confidence. Most students used very good repair strategies when required. There were a few instances in which students did not directly answer the question asked. In cases such as this, students could explain that they had not completed research in that aspect or they had no information to answer the question, rather than avoiding answering the question and continuing to present the information they had prepared.

Criterion 2

In most instances students presented information clearly and elaborated on the facts logically. In most instances they expressed their own ideas and opinions on information they had collected and responded very promptly when asked about these.

Criterion 3

Most students were able to express their ideas and opinions very clearly with correct sentence structures, using simple but appropriate vocabulary. Only a few students used sophisticated vocabulary. This is an area in which students can improve in their preparation for the oral examination.

Criterion 4

The style and register used were highly appropriate to the Discussion and students used a wide range of appropriate but simple vocabulary.

Criterion 5

Most students' pronunciation was very good. Appropriate intonation and stress were also evident to a good extent in the Discussions.

2019 VCE Swedish oral examination report

General comments

The students taking part in the 2019 Swedish oral examination were all very well prepared and showed that they had acquired high-level skills in the language. They all expressed a great interest in their Swedish studies, and it clearly showed in the results, which were of a high standard.

Challenges for students of Swedish can include:

- the gender of nouns – there are only two genders in Swedish, but they can still present a stumbling block
- the six declensions of Swedish nouns – this tends to fall into place with time, as extended use of the language makes it more obvious where a noun belongs
- prepositions that are similar to English prepositions, yet different – practice makes perfect
- adverbs expressing location and direction – it is an easy rule, but it needs to be applied every time, so awareness combined with practice should be the solution
- word order in subordinate clause – an understanding of sentence building using main clauses and subordinate clauses is essential in order to get this right.

Some students seemed to have mastered most of the above challenges, whereas others have a little way to go to reach perfection.

Specific information

Section 1 – Conversation

Students showed great capacity to maintain and advance the oral exchange appropriately and effectively. They had clearly worked hard at this part of the exam. Some students needed more encouragement than others in expressing their opinions and ideas about their own lives and experiences.

The students had no problems moving on to a new area if prompted by the assessor, and questions and/or requests for additional information were answered readily.

Accuracy of vocabulary and grammar varied somewhat. Most errors were found in the areas of language transfer, such as occasional anglicisms, word order, definitions and adjective–noun agreement. Overall, the language was appropriate for the context, and there was good variation in expression as well as vocabulary.

Section 2 – Discussion

It was evident that the students had prepared their discussion segment well, using a mix of resources such as web-based articles, podcasts, Swedish government publications, television programs and films.

In some cases responses appear to have been geared towards searching for facts and presenting these well, rather than drawing conclusions and elaborating on new ideas, which should also be essential elements when discussing a topic.

In this context it is important that discussion topics are chosen that will give the students good opportunities to express ideas and opinions. Some topic areas that could work well would include debatable issues such as identity, gender equality, climate change, sustainability, migration and social media.

2019 VCE Tamil oral examination report

General comments

In 2019, students' oral performances were generally moderate. A small number of students presented an excellent range of information, opinions and ideas and responded readily and confidently to the questions. They used a range of vocabulary appropriately, with excellent pronunciation, and they employed suitable facial expressions and gestures.

Specific information

Section 1 – Conversation

Some students, who seemed to be habitual speakers of Tamil, were very fluent and confident in conversation but did not appear to have prepared the subtopics for the Conversation adequately. They offered limited information but were unable to elaborate on their ideas. When questions were put to them about their family, education, future careers, aspirations and friends they gave simple responses such as 'My parents said not to', 'My parents said to do it', or 'My parents don't like it'.

Some students gave extremely brief one- or two-word answers to the questions put to them (including to open-ended questions) and then waited for the next question. After confirming that the student would not elaborate further, assessors had to change the topic and ask different questions not related to the previous one; in these cases, the purpose of conducting a full conversational exchange was not met.

Section 2 – Discussion

This year, most students selected a famous person from a single online resource for the Discussion. Unfortunately, most students were unable to respond with more than a recitation of their chosen person's date and place of birth, places of education, etc. Some students included a list of films in which their chosen figure had acted or a list of books they had written. In other words, most students were not able to expand upon their topic with original ideas, or to present interesting evaluations or a logical argument, or to provide a wider context to what was supposed to be a discussion.

Almost all students supported their Discussion with a series of photos of their figures at different stages of their lives, their schools, etc.

When questions were put to students related to their subtopics, they often repeated the limited information they had, using the same vocabulary and grammatical structures. Assessors noticed that phrases such as 'மாற்றமடைந்துள்ளது' and '...உடலுக்கு மிகவுள் சிறந்தது' were used repeatedly.

Some students didn't give the assessors opportunities to ask questions, by delivering memorised paragraphs in monologue style and by presenting ideas very rapidly and continuously compared with the slower pace of the Conversation. Some students appeared surprised when questions were put to them, and it became apparent they had only prepared a memorised speech. Thus,

when they tried to answer questions, they were slow to respond and frequently used the following expressions:

- எப்படிச் சொல்லறது...*How can I say...?*
- வந்து... வந்து... *How do I put it?*

Some fluent speakers introduced English words in the Discussion, such as 'OK', 'sorry' and 'actually', instead of using the Tamil words. Other examples were: petition போட்டு முதலிலே, try பண்ணி, court case லே, stop போட்டுத்தான்...

Practising conversational skills solely in Tamil would remedy this.

2019 VCE Turkish oral examination report

General comments

Overall, many students performed well in the Turkish oral examination this year, particularly in the Conversation. For the Discussion, a few students were able to engage confidently with the assessors and took the discussion to a higher and more detailed level to achieve outstanding results.

Some students, however, relied very heavily on memorised information and were not always able to respond readily to the assessors' questions on the topic. Students need to remember that every student makes mistakes, but an over-reliance on formulaic language and information can lead to additional errors.

Specific information

Section 1 – Conversation

Most students were very confident in communicating in an appropriate and effective manner, thus meeting the requirements of Criterion 1. They were well prepared and felt at ease, which enabled them to effectively maintain the conversation until the end. Students were most comfortable talking about themselves, their family, interests and hobbies.

Students who achieved higher scores were able to advance the conversation and display more breadth and depth of information and ideas, supported by a wider range of relevant vocabulary.

Common errors made by students with lower scores included frequent use of English habitual fillers such as 'like', 'so' and 'you know'. Grammatical errors included the overgeneralised and inaccurate conjugation of the verbs 'yapmak', 'oyunmak' and 'almak'. For example, '*dans yapıyorum*' instead of '*dans ediyorum*'; '*spor oynuyorum*' instead of '*spor yapıyorum*' and '*kariyer almak*' instead of '*kariyer sahibi olmak*'.

Section 2 – Discussion

Students who scored highly in this section developed strong discussions on their subtopics. They were able to add their own ideas and opinions to the Discussion without assistance and without relying heavily on memorised information. Errors were infrequent and mostly self-corrected.

Some students who did not score well did not complete their sentences. Some used incorrect verb endings to indicate tense. In particular, the inferential (reported/hearsay) past tense suffix '*-miş*' was confused with the definitive past tense suffix '*-di*'.

Students need to prepare for the oral examination by participating in as many discussions as possible on their selected subtopic and other subtopics to avoid relying on formulaic sentences and language use.

2019 Yiddish oral examination report

General comments

Students performed very well in the oral examinations. Overall, students demonstrated excellent preparation and a solid grounding in the language. In general, a high level of comprehension was evident, with very few requests for further clarification. Strong command of the language enabled students to respond appropriately to assessors' questions, even where it was apparent that a question was unanticipated. This was complemented by a very good range of vocabulary. Students also demonstrated familiarity with language conventions, structures and expressions. Students were able to self-correct on the rare occasions when this was necessary. There was good clarity of expression overall, with most students having very good or excellent pronunciation and intonation, and employing appropriate stress and tempo.

Specific information

Section 1 – Conversation

Students were generally proficient in maintaining and advancing the exchange appropriately and effectively. Many demonstrated both comfort and confidence in this section, with very little support required. Students responded very well to a variety of conversation topics, highlighting a broad range of vocabulary within the student cohort, with higher-performing students introducing sophisticated vocabulary within their responses. Awareness of Yiddish grammar structures and syntax was evident. Students structured most sentences correctly with the verb as the second clause. In most instances, students used the correct auxiliary verb (*zayn* or *hobn*) in the past tense. This was impressive, as many learners of Yiddish have difficulty with this complex grammar convention. Students who scored highly expressed themselves clearly and fluently, utilising appropriate style and register, and advancing the conversation. The use of idiomatic language among the higher-performing students was notable. This lent an authenticity to their oral communication. Students who scored lower drew on a more limited vocabulary and mostly used simpler syntax and sentence structure. These students also demonstrated somewhat less accuracy in grammar and syntax. Students would benefit from greater revision of the accusative and dative cases, and of adjectival agreement with the noun. Nonetheless, overall the performance of students in the Conversation section of the Yiddish oral examination was very high.

Section 2 – Discussion

Students generally achieved excellent results, demonstrating outstanding and thoughtful preparation of the detailed study subtopic. Students used very interesting and original texts and were able to effectively convey the important points of each text. Most students were very articulate, summarising the main points of the subtopic clearly and succinctly. In general, student responses were very relevant and engaging. Students who scored highly responded confidently to the assessors' questions, using an appropriate tone and register, and carrying the exchange

forward as a discussion rather than an interrogation. In doing so, these students drew on a breadth of vocabulary that was pitched fittingly, in contrast with a more limited vocabulary utilised by those who scored lower. However, students tended to focus on summarising aspects of the subtopic studied, rather than analysing the selected texts and highlighting the text's relevance to the subtopic. Deeper analysis of the meanings and contexts of the texts would have yielded higher results, further raising the very high standard that was evident in this section of the examination. In general, students demonstrated linguistic proficiency and strong engagement with the requirements of language study at VCE level.