2020 VCE Chinese Second Language Advanced oral examination report

General comments

2020 was the first year this study was delivered according to the newly accredited *VCE Chinese Second Language Advanced Study Design 2020–2024* and examination specifications. It is important that students and teachers familiarise themselves with the[specifications for oral examinations](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Chinese-Second-Language.aspx), available on the VCE Chinese Second Language Advanced examinations webpage of the VCAA website. Students and teachers should also refer to the [series of videos](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/RevisedSecondLanguageOralExaminationVideos.aspx) that has been produced to help with preparation for the oral examinations; these are also available on the Chinese Second Language Advanced examinations webpage of the VCAA website.

It should be noted that during the oral examination:

* students may be asked a variety of questions of varying levels of difficulty. Questions may also be asked in a different order from the one students anticipate
* assessors may interrupt students to ask questions during either section of the examination; this should be regarded as a normal process in a discussion
* assessors may also repeat or rephrase questions
* normal variation in assessor body language is acceptable.

Specific information

Section 1 – Conversation

Students generally performed better in the Conversation than in the Discussion component of the examination. Students are expected to give more in-depth responses to open-ended questions. Students who could explain, elaborate on and clarify their answers to unexpected questions usually performed better.

Students who scored highly interacted successfully by responding readily and communicating confidently with the assessors. They contributed actively to the conversation instead of responding to questions in a passive manner. Their conversations explored the subtopic in depth, including a range of information, ideas and opinions that were highly relevant to the subtopic. They used a variety of expressions, vocabulary and sentence structures, and were able to elaborate and provide examples to enhance their explanation.

Most students responded well to the theme of ‘The Chinese-speaking communities’ in this section.

Students should pay close attention to the subtle differences in meaning in the Chinese language to avoid misunderstandings or inaccuracies. Examples of incorrect expressions included 高数难上加难， 雪上加霜 (special mathematics subject is fairly difficult) and 我的性格很鲜明 (I have cheerful personality).

Section 2 – Discussion

Students were required to discuss their chosen subtopic on the themes of ‘The Chinese-speaking communities’ or ‘The world around us’. Students did not always provide visual material relevant to their subtopic. Students who selected an image that clearly supported them to elaborate and reflect on information, ideas and opinions based on their subtopic performed at a higher level in this section of the oral examination. Subtopics that offered sufficient depth and scope for discussion and therefore lent themselves well to this section of the oral exam included, but were not limited to, Rubbish classification in Shanghai（上海生活垃圾分类）; Earthquake in Wenchuan（汶川地震）; Left-behind children in China（中国留守儿童）; Express delivery industry in China（中国快递产业）.

The discussion should focus on exploring a range of aspects of the subtopic by including information, elaborating on or defending opinions and explaining ideas. It is important to select an image that relates directly to aspect/s of the subtopic and will therefore provide more opportunity for students to be able to offer a greater depth and range of information, ideas, opinions and reflections about the subtopic

Some students chose wide-ranging subtopics, which were difficult to discuss in depth. For example, ‘the differences between Chinese and Western cultures’（中西文化的差异）is quite hard to elaborate on within an eight-minute timeframe. Some subtopics were either too abstract to discuss or too narrow to expand on.

It is recommended that students extend their answers beyond presenting factual information on their chosen subtopic to explaining and analysing its significance within the context of the general topic. They should be prepared to respond to a range of questions related to their subtopic.