

The accreditation period for VCE Chin Hakha has been extended and expires 31 December 2024.

VCE Chin Hakha

2016–2024

Oral examination – October

Examination specifications

Overall conditions

The examination will be sat at a time and date to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). VCAA examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.

The examination date, time and location for each student will be made available by the VCAA directly to education providers with students enrolled in VCE Chin Hakha for the year in question in Term 3 as a VASS download.

The examination will be marked by a panel appointed by the VCAA.

The examination will contribute 12.5 per cent to the study score.

Content

The *VCE Chin Hakha Study Design 2016–2024* is the document for the development of the examination. All outcomes in Units 3 and 4 will be examined.

All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable.

Format

The examination will consist of two sections.

Section 1 – Conversation (approximately seven minutes)

The examination will begin with a conversation between the student and the assessors. It will consist of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

Section 2 – Discussion (approximately eight minutes)

Following the conversation, the student will indicate to the assessors the subtopic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their subtopic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be on exploring aspects of the language and culture of Chin Hakha-speaking communities. The student will be expected to make reference to texts studied.

The student may support the discussion with objects such as photographs, diagrams and maps. Notes and cue cards are not permitted.

Criteria

Section 1 – Conversation

Section 1 will be assessed against the following criteria.

Communication

Criterion 1 – The capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

Marks	Expected qualities for the mark range
9–10	Demonstrates an excellent level of understanding by responding readily and confidently Uses highly effective repair strategies Carries conversation forward with spontaneity Needs no support
7–8	Demonstrates a very good level of understanding Has very good repair strategies Carries the conversation forward with confidence Needs minimal support
5–6	Demonstrates a good level of understanding Has good repair strategies Communicates well, with some hesitations and pauses Often needs support
3–4	Demonstrates a limited level of understanding and ability to advance the conversation Has limited repair strategies Is slow to respond, with frequent hesitation and false starts Needs frequent support
1–2	Has minimal ability to interact Needs a great deal of support
0	Provides no evidence of meeting this criterion

Content

Criterion 2 – Relevance, breadth and depth of information, opinions and ideas

- relevance of information and ideas
- range of information and ideas
- capacity to support/elaborate on ideas/opinions with reasons/examples/evidence/new ideas

Marks	Expected qualities for the mark range
9–10	Presents an excellent range of information, opinions and ideas clearly and logically with highly relevant responses Is able to clarify, elaborate on and defend opinions and ideas very effectively Demonstrates excellent preparation
7–8	Presents a very good range of relevant information, opinions and ideas, which are usually relevant Is able to clarify, elaborate on or defend opinions and ideas most of the time Demonstrates a very good level of preparation
5–6	Presents a good range of information, opinions and ideas, which are generally relevant Has the ability to clarify or elaborate on opinions and ideas some of the time Demonstrates a good level of preparation with some gaps
3–4	Presents a limited range of information, which is not always relevant Has difficulty clarifying or elaborating on opinions and ideas Does not appear to have prepared adequately
1–2	Presents a very limited range of information Shows little evidence of preparation
0	Provides no evidence of meeting this criterion

Language**Criterion 3 – Accuracy of vocabulary and grammar**

Marks	Expected qualities for the mark range
9–10	Uses sophisticated vocabulary and structures accurately and appropriately Usually self-corrects
7–8	Has very good control of vocabulary and structures and uses them accurately and appropriately Usually self-corrects
5–6	Has good control of simple vocabulary and structures Is able to express meaning despite errors Tends to rely on rote-learned language and anglicisms
3–4	Has limited control of simple vocabulary and structures Makes frequent and intrusive errors Relies on rote-learned language and anglicisms
1–2	Uses very limited vocabulary and structures Relies heavily on rote-learned language and anglicisms
0	Provides no evidence of meeting this criterion

Criterion 4 – Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

Marks	Expected qualities for the mark range
9–10	Uses an excellent range of vocabulary, structures and expressions Consistently uses highly appropriate style and register
7–8	Uses a very broad range of vocabulary, structures and expressions Demonstrates a good awareness of appropriate style and register
5–6	Uses a good range of vocabulary, structures and expressions Generally demonstrates an awareness of style and register

3–4	Has control of simple structures and a narrow range of vocabulary Often uses inappropriate style and register
1–2	Uses a very limited range of vocabulary and structures Demonstrates very little awareness of style or register
0	Provides no evidence of meeting this criterion

Criterion 5 – Clarity of expression

- pronunciation, intonation, stress and tempo

Marks	Expected qualities for the mark range
9–10	Excellent pronunciation, intonation, stress and tempo
7–8	Very good pronunciation, intonation, stress and tempo
5–6	Good pronunciation, intonation, stress and tempo, with minor problems
3–4	Limited pronunciation, intonation, stress and tempo, with significant problems
1–2	Often unintelligible
0	Provides no evidence of meeting this criterion

Section 2 – Discussion

Section 2 will be assessed against the following criteria.

Communication

Criterion 6 – Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

Marks	Expected qualities for the mark range
9–10	Demonstrates an excellent level of understanding by responding readily and confidently Carries the discussion forward with some original input Uses highly effective repair strategies Needs no support
7–8	Demonstrates a very good level of understanding by responding readily Carries the discussion forward with confidence Has very good repair strategies Needs minimal support
5–6	Demonstrates a good level of understanding and is able to advance the discussion most of the time Communicates well with some hesitations and pauses Has good repair strategies Often needs support
3–4	Demonstrates a limited level of understanding Is slow to respond with frequent hesitations and false starts Has limited repair strategies Needs frequent support
1–2	Has minimal ability to interact Needs a great deal of support
0	Provides no evidence of meeting the criteria

Content

Criterion 7 – Capacity to present information, ideas and opinions on a chosen topic

- capacity to support and to elaborate on information, ideas and opinions with reasons, examples, evidence and/or new ideas

Marks	Expected qualities for the mark range
9–10	Presents an excellent range of information, ideas and opinions clearly and logically with highly relevant responses Is able to clarify, elaborate on and defend opinions and ideas very effectively Demonstrates excellent preparation of the topic
7–8	Presents a very good range of information, ideas and opinions, which are usually relevant Is able to clarify, elaborate on or defend opinions and ideas Demonstrates a very good level of preparation
5–6	Presents a good range of information, ideas and opinions, which are generally relevant Is usually able to clarify or elaborate on opinions and ideas some of the time Demonstrates a good level of preparation with some gaps
3–4	Presents a limited range of information, which is not always relevant Has difficulty clarifying or elaborating on ideas and opinions Does not appear to have prepared the topic adequately
1–2	Presents a very limited range of information Shows little evidence of preparation
0	Provides no evidence of meeting this criterion

Language**Criterion 8 – Accuracy of vocabulary and grammar**

Marks	Expected qualities for the mark range
9–10	Uses sophisticated vocabulary, structures and expressions accurately and appropriately Self-corrects
7–8	Has very good control of vocabulary and structures and uses them accurately and appropriately Usually self-corrects
5–6	Has good control of simple vocabulary and structures Is able to express meaning despite errors Tends to rely on rote-learned language and anglicisms
3–4	Has limited control of simple vocabulary and structures Makes frequent and intrusive errors Relies on rote-learned language and anglicisms
1–2	Uses very limited vocabulary and structures Relies heavily on rote-learned language and anglicisms
0	Provides no evidence of meeting this criterion

Criterion 9 – Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

Marks	Expected qualities for the mark range
9–10	Uses an excellent range of vocabulary, structures and expressions Consistently uses highly appropriate style and register
7–8	Uses a very good range of vocabulary, structures and expressions Demonstrates a good awareness of appropriate style and register
5–6	Uses a limited range of vocabulary, structures and expressions Generally demonstrates an awareness of style and register

3–4	Uses a limited range of vocabulary and structures Occasionally uses appropriate style and register
1–2	Uses a very limited range of vocabulary and structures Demonstrates little awareness of style or register
0	Provides no evidence of meeting this criterion

Criterion 10 – Clarity of expression

- pronunciation, intonation, stress and tempo

Marks	Expected qualities for the mark range
9–10	Excellent pronunciation, intonation, stress and tempo
7–8	Very good pronunciation, intonation, stress and tempo
5–6	Good pronunciation, intonation, stress and tempo, with minor problems
3–4	Limited pronunciation, intonation, stress and tempo, with significant problems
1–2	Often unintelligible
0	Provides no evidence of meeting this criterion

Relevant references

The following publications should be referred to in relation to the VCE Chin Hakha oral examination:

- *VCE Chin Hakha Study Design 2016–2024* (Units 3 and 4)
- *VCE Chin Hakha – Advice for teachers 2016–2024*
- *VCAA Bulletin*