

2020 VCE Filipino oral examination report

The Filipino oral examination assesses students' knowledge and skills in using spoken language. The examination has two sections – a Conversation of approximately 7 minutes, during which students converse with the assessors about their personal world, and a Discussion of approximately 8 minutes.

Following the Conversation, the student will indicate to the assessor(s) 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. Suitable objects include photographs, maps or diagrams and should include no text or very little text. The support material must have minimal writing, which includes only a heading, name or title.

The one-minute 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.

The focus of the Discussion is to explore aspects of the language and culture of communities in which Filipino is spoken, with the student being expected to make reference to texts studied.

The choice of subtopic for the Detailed Study is very important. It should be an engaging topic that motivates students to become familiar with the content and vocabulary needed, and thus be more skilled at supporting and elaborating on information, ideas and opinions. 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 in Filipino 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. Students should be able to draw on the texts they have studied and make links between the texts to support, expand on and explore opinions and ideas on the subtopic and different aspects of the texts. Students should be able to relate this to the Filipino-speaking community.

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 but I know ...'.

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.

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.

Specific information

Generally, students performed well in the 2020 VCE Filipino oral examination. They displayed an understanding of the language and were able to elaborate on their chosen subtopic with ease and clarity, although some students made small errors in grammar and pronunciation.

Most students used the correct register and a wide-ranging and sophisticated vocabulary in complex sentences and were able to apply repair strategies to carry the conversation and discussion forward.

Section 1 – Conversation

Students demonstrated they had prepared well for the Conversation, carrying it forward with spontaneity and animation and demonstrating a good command of the language. Familiarity with a range of subtopics relevant to their personal world enabled students to converse with the assessors with ease and confidence.

Section 2 – Discussion

Subtopics for the Discussion were very varied and demonstrated that students and teachers had made full use of the opportunities to explore subtopics that were of interest to the students and offered them scope for discussion. Students used pictures effectively to support the discussion of their chosen subtopic. Most students demonstrated they had used a range of texts to inform their views on their subtopic, and their fluency in the language enabled them to carry the discussion forward spontaneously and effectively. They used relevant terminology and grammatical structures and the appropriate style and register.

Although most students displayed fluency in the language, areas for improvement include:

- incorrect pronunciation and stress, due to regional Filipino language variations or English language influence
- incorrect use of verb prefixes with UM and MAG verbs. For example, '*umaawit kami*' and '*nag-aawit kami*' both mean 'we are singing'. However, '*nag-aawit kami*' needs a direct object, '*nag-aawit kami ng kanta*', 'we are singing a song'.

It is important that students choose their subtopics and the related texts carefully. Selecting a single text as the only source for their detailed study does not provide students with the opportunity to elaborate on information, ideas and opinions.