

2022 VCE Sinhala oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

- communication (the capacity to maintain and advance the exchange appropriately and effectively)
- content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
- language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

- demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried the conversation forward with spontaneity
- presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
- used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
- used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
- had excellent pronunciation, intonation, stress and tempo.

In 2022, most students performed well above the average level in both the conversation and discussion. Only a few students were unable to elaborate and expand on the information, ideas and opinions and often required prompting by the assessors.

Specific comments

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

In 2022 most students scored highly in content.

Communication

Most students were able to advance the conversation and communicated confidently with assessors. In some instances rote learning was evident, but in most cases the students were still able to answer the question asked by the assessors.

Most students carried the conversation forward, answering the questions asked using simple language. There were a few instances where the assessors had to use prompt words to help students complete the sentence. It is important for students to become familiar and comfortable with words that are often used in different subtopics of the conversation, and to regularly use language covering day-to-day situations.

Content

Many students provided relevant and detailed information, using very good and appropriate vocabulary about their family, school, friends, hobbies and future aspirations. They were able to express their ideas and opinions and support them with evidence. In a few instances students provided limited information on these subtopics, had difficulty clarifying or elaborating on opinions and ideas and used simple language and limited vocabulary. They responded only when the assessors asked a question and often were unable to advance the conversation as they did not have a good range of information and/or ideas.

Language

Students mostly used correct vocabulary and grammar and were also able to self-correct when required. One area that required attention was intonation and stress. This was particularly the case with students who responded to questions with pre-prepared answers.

In most instances students used a variety of vocabulary accurately.

Section 2 – Discussion

Each student gave a one-minute introduction of their subtopic to their assessor, who then engaged the student in a discussion exploring their subtopic. Students also provided assessors with visual materials, such as photographs, maps or diagrams, brought along to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Sinhala is spoken.

In 2022, all subtopics chosen for the discussion were appropriate and most students were well prepared on the subtopic they had chosen. They presented a very clear introduction on the subtopic and were able to support and elaborate on information, ideas and opinions.

Communication

Most students communicated very effectively by answering the questions and elaborating on their responses with ease.

The high level of preparation was evident in the way students presented the information and the confidence with which they communicated with assessors.

There were a few instances where students could not advance the discussion forward and required assistance from the assessors. In some cases, the assessors had to repeat the questions so that the students could understand what they were expected to answer. These students were not able to communicate adequately and mostly provided brief answers as they had a limited range of information and/or ideas on their subtopic and a limited grasp of vocabulary and structures.

Content

Students presented information that was appropriate for the chosen subtopic. Some students referred to the resources from which they'd obtained their information during the discussion. These students were able to explore the subtopic by using and referring to the texts studied and making links between the texts to support their ideas.

Language

Most students used very good and appropriate vocabulary, as well as the correct grammar structures in the discussion.

One area in which students can improve the clarity of their information is to change the intonation when they want to stress points that they think are important.

More information

Refer to the [VCE Sinhala study design](#) and [examination criteria and specifications](#) for full details on this study and how it is assessed.