2023 VCE Sinhala oral external assessment report

Refer to the relevant [study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Languages-index.aspx) for full details on this study and how it is assessed.

Section 1: Conversation

What students did well

In 2023 students:

* engaged in a general conversation about their personal world, such as school and home life, family and friends, interests and aspirations. Most students demonstrated confidence when answering questions covering all areas of their personal world and were able to provide interesting and detailed responses.
* used a range of relevant information, ideas and opinions with an appropriate depth. There were only a few situations where the information provided was very brief and assessors had to ask more questions to continue the conversation.
* elaborated and reflected on information, ideas and opinions.
* interacted with assessors throughout the conversation so that they communicated effectively. High-performing students carried the conversation forward, readily providing appropriate information in response to the questions asked by the assessors.
* responded confidently and were able to advance the conversation. Most students readily provided relevant information in response to the questions. and were able to carry the conversation forward with confidence and spontaneity.
* used appropriate vocabulary and sentence structures accurately. Many students demonstrated a very good level of vocabulary that was appropriate for providing information and expressing opinions. There were not many situations where students needed to correct themselves, other than when inadvertently using an English word. Many students demonstrated the ability to use vocabulary appropriately within the conversation by, for example, using respectful terms when talking about their parents and teachers, and using equal terms when talking about siblings and friends.
* used clear expression and pronunciation. Pronunciation was at a very good level and there were not many instances for corrections.

Areas for improvement

In preparing for this exam, students could:

* prepare more adequately to support the conversation with information, ideas and opinions.
* practise answering a range of questions to be able to advance the conversation.
* build confidence through practising interactions.
* practise using more complex sentence structures and syntax.
* practise using repair-strategies.
* build vocabulary specific to their personal world.
* practise intonation, stress and tempo.

Section 2: Discussion

What students did well

In 2023 students:

* clearly introduced the focus of the subtopic chosen for their detailed study in less than one minute, alerting assessors to any objects brought to support the discussion.
* demonstrated in-depth research of their subtopic. The subtopics selected by students were relevant to the discussion. It was evident that many students had a very good level of preparation on their subtopic.
* engaged in a discussion using relevant information, ideas and opinions. Most students presented appropriate information on their subtopic and were able to support ideas and opinions using a range of sources.
* elaborated and reflected on information, ideas and opinions. Students who had researched a variety of resources had formulated their own opinions on the subtopic and were able to provide a range of information to carry the discussion forward. There were very few instances where students needed help from the assessors to carry on the discussion for the required period of time.
* communicated effectively with assessors throughout the discussion.
* used appropriate vocabulary and sentence structures. Most students used high level and appropriate vocabulary when providing information.
* used clear expression, including pronunciation, intonation, stress and tempo.

Areas for improvement

In preparing for this exam, students could:

* prepare with an appropriate number of quality sources, for example a combination of aural and visual, as well as written texts, to explore the subtopic in sufficient depth.
* choose an appropriate subtopic to suit ability and interests.
* avoid listing facts without expressing a point of view, or presenting general knowledge as research.
* convey information learnt from their sources but also express an opinion about it.
* avoid relying on pre-learned responses that do not address an assessor’s question.
* practise using repair-strategies.
* make reference to the sources or text studied for the detailed study.
* build vocabulary specific to their in-depth study.
* practise pronunciation, intonation and stress and tempo. Some students need to improve intonation and stress when discussing important points to make the discussion more interesting.