2022 VCE Vietnamese First Language oral external assessment report

General comments

The examination had two sections: a presentation of approximately three minutes and a discussion of approximately seven minutes. This was the first year of the revised Language oral examination structure.

Students were assessed on:

* the capacity to present the information appropriately and effectively
* the capacity to maintain and advance an exchange appropriately and effectively
* relevance, breadth and depth of information, ideas and opinions.

Specific information

Section 1 – Presentation

Students presented for three minutes on an issue related to the subtopic that they had selected for their extended study of language and culture, drawn from one of the prescribed subtopics found under the theme ‘Tradition and change in Vietnamese-speaking communities’. The prescribed subtopics are ‘Literature and the arts’, ‘Stories from the past’ and ‘Youth issues’. Refer to the table ‘Prescribed themes and topics, and suggested subtopics’ found on page 8 of the *VCE Vietnamese First Language Study Design 2022–2026*.

Students who made higher-scoring presentations:

* communicated information, ideas and opinions very effectively
* were highly engaged with the assessors and effectively used appropriate style and register
* used sophisticated vocabulary and grammatical structures accurately and appropriately
* had excellent pronunciation, intonation, stress and tempo
* presented an extensive range of highly relevant information, ideas and opinions related to the subtopic
* effectively elaborated and reflected on information, ideas and opinions presented on the issue
* presented a very clear stance on an issue related to the chosen subtopic
* effectively used evidence from the texts studied to support their stance.

With the new study design applied, the topics chosen to present this year focused strongly on the prescribed subtopics. Most students understood the new structure and the requirements of the oral examination. Students had very good control over the time to complete their presentation within three minutes.

Some students prepared well for their examination. These students had a deep knowledge about the chosen subtopic and presented it with confidence and fluency. They elaborated on ideas related to the subtopic presented with appropriate use of evidence from the texts. Other students did not show a good level of preparation for the examination. Many students either relied heavily on the cue cards or read the presentation directly from these cards. Some students tried to memorise chunks of information without understanding it, or practising the presentation, which, in turn, resulted in a rough or broken presentation. These presentations did not have a clear and coherent plan; the same ideas were repeated multiple times throughout the presentation, which demonstrated superficial or unclear content.

Most students used accurate but simple vocabulary with good intonation. Some cliches were used without understanding of their meaning. There were examples given that did not match the idea presented, for example, *gái Sài Gòn khó ghẹo lắm anh ơi* (Saigon girls are hard to tease, my brother) was used to refer to the honesty of the Southerners. Many students did not have topic sentences for their presentation, making it more difficult for the assessors to follow and understand what they wanted to say.

A small number of students could engage assessors with a clear, natural voice and appropriate body language. This helped students to deliver an interesting and attractive talk.

In general, students presented a range of information related to the subtopic. The contents were broad but not in-depth. Students who chose the same topic often presented similar content.

Many students who chose to present a poet and their works limited their presentation to only one poem or just a very short extract of a poem. The lack of background knowledge on the topic and the lack of evidence from the author’s works resulted in poor content of the presentation. In many instances, students did not remember the verses of the poem presented.

A small number of students elaborated well on their ideas related to the topic. They were able to clarify ideas and issues, and had a clear stance on the chosen subtopics with evidence from the learned texts. Others demonstrated limited ability to elaborate and reflect on information, ideas and opinions. This resulted in the contents of the subtopic not being illustrated properly, or even illustrated contrary to the ideas presented.

It was clear that students who achieved a high score had thoroughly researched the chosen subtopic and their presentation was based on a variety of sources. Students should seriously and carefully consider the subtopic to be examined. It is also important that the subtopic presented should have sufficient and relevant information upon which to effectively deliver a clear stance on the chosen subtopic. Practising presentational skills also contributes to a successful oral examination.

Section 2 – Discussion

Following the presentation, each student discussed aspects of their selected issue with the assessors and clarified the points they presented.

In general, students did not prepare well for the discussion. Many students did not seem to prepare for the predictable questions and therefore could not answer basic questions that related directly to the presentation.

A small number of students effectively responded to assessors with clear evidence and in-depth answers. Very few students were able to answer questions beyond their presentation.

Students used simple language when responding to the questions. Some students could not explain or clarify the words used in their presentation, such as *mộc mạc* (simple) and *sinh động* (lively).

Superficial content was a hindrance to a transparent and coherent discussion. This resulted in students tending to be hesitant, and the expressions became unclear.

Students who were well prepared communicated confidently and with liveliness. They responded readily to the assessors and were able to influence the direction of the discussion to their mastered areas.

There was a small number of excellent responses with highly relevant information and evidence. Students who had a thorough understanding of the topic demonstrated the ability to handle unexpected and challenging questions that were beyond the chosen subtopic. Very few students could answer inferential or complex questions.

Many students failed to give correct answers to basic questions. The responses were either incomplete, or explanations did not link to the context of the discussion, or the same ideas were repeated as had been presented earlier, which in turn, indicated a limited understanding of the topic discussed.

It was clear that, with a deep and thorough understand about the topic presented, students could engage in the discussion and effectively defend their stance on issues presented.

More information

Refer to [VCE Vietnamese First Language study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/vietnamesefirstlanguage/Pages/Index.aspx), [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Languages-index.aspx) and the [Revised First Language Oral examination video](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Vietnamese-First-Language.aspx) for full details on this study and how it is assessed.