Video transcript

Revised First Language Oral Examination

**Presenter:**

The First Language Oral Examination has been revised. The following languages will follow this format; Chinese First Language, Indonesian First Language, Japanese First Language, Korean First Language, Vietnamese First Language.

The examination will consist of two sections: Section One Presentation and Section Two Discussion. The specifications have been published on the Victorian Curriculum and Assessment Authority website.

The presentation must be based on an issue related to the subtopic that the student has selected for their extended study of language and culture, drawn from one of the prescribed topics found under the theme. 'Tradition and change in language speaking communities' Refer to the table; 'Prescribed themes and topics and suggested subtopics' found in the relevant Language Study Design 2022 to 2026 in the VCAA website.

The prescribed topics are Literature and the Arts, Stories from the past and youth issues. The presentation should include a clear stance on the issue selected, relate clearly to the subtopic chosen for extended study and be supported by evidence. The student will be expected to refer to texts they have studied for this presentation. Following the presentation, the student will discuss aspects of the issue selected, with the assessors and should be prepared to clarify the points that they have presented.

The student should also expect the discussion to go beyond the issue selected. The discussion may include reflection on experiences, speculation on further developments, or a discussion of unfamiliar issues. The assessors may also expect the student to answer general questions on the subtopic that they have selected for their extended study of language and culture. The examination will be conducted by two assessors and will be audio recorded.

In the examination room the recorder will be placed in the middle of the table between the assessors and the student. Students must bring a copy of the student advice slip to the examination venue. Student advice slips are generally released in August by the VCAA. Schools will provide their students with a copy of the advice slips. There is no requirement to bring anything into the oral examination room, however, students may wish to bring an object and or cue cards to support their presentation.

If a student decides to bring an object, it is important to select an object that is suitable in terms of supporting their discussion or selected stance about the selected issue. These objects may include photographs, diagrams, maps, and brief speakers notes. The notes should be in point form and on a small card, no more than 20 centimeters by 12.5 centimeters.

Dictionaries are not permitted in the oral examination room. The object and or cue cards will not be assessed.

Inside the examination room

One of the assessors will collect the student from outside the examination room and ask the student to enter the room. The other assessor will begin the MP3 recorder as soon as the student enters the room. Students may choose to sit or stand during their examination. A chair will be provided in the examination room for the student to use, located opposite the two assessors.

Once the student enters the room, as a courtesy, they should greet the assessors in a culturally appropriate way. One assessor will ask the student in the language for their student number. The student will then provide their student number in English. This is the only time the student will speak in English, in the examination room.

The student number is located on the student advice slip. The student number is made up of eight numbers and a letter, for example 89123456X. Sometimes assessors may ask the student to repeat the student number and or letter for clarification. After the assessors have confirmed the student number one assessor will ask the student to indicate the subtopic that they have selected for that extended study of language and culture.

Then, in the language being assessed, the student will indicate their subtopic that they have selected for the extended study of language and culture, drawn from one of the prescribed topics found under the theme; 'Tradition and change in language speaking communities'. For example, the student can say “My subtopic is...” Students should then alert assessors to any objects and or cue cards if they have been brought to support their presentation.

This introductory information will not be assessed. Once the student has indicated their subtopic in the language, one assessor will then indicate to the student when to start the section one presentation. For example, the assessor will say in the language; 'Let's start the presentation now.' Or 'Can you start your presentation?' Then the student can start their presentation. As mentioned earlier, the presentation must be based on an issue related to the subtopic that the student has selected form the extended study of language and culture, which is drawn from one of the prescribed topics found under the theme: 'Tradition and Change in Language Speaking Communities.' More information on themes and prescribed topics can be found in the relevant VCE Language Study Design.

The presentation should include a clear stance on the issues selected, relate clearly to the subtopic chosen for extended study and be supported by evidence from texts studied in class. The student will be expected to refer to the texts they have studied for this presentation.

The quality of the text will not be assessed. Assessors may make a written note of the issue and any points presented by the student during the presentation. The presentation should be approximately 3 minutes long. If the presentation exceeds 3 minutes, one assessor will politely interrupt the student at the earliest appropriate point and move on to section two. When the presentation is finished, one assessor will indicate to the student that it is time to move to section two. For example: 'Let's move to section two.'

Section 2: Discussion

In section two, the student will discuss aspects of the issue selected with the assessors and should be prepared to clarify the points that they have presented. The focus of the discussion will be on exploring aspects of the issue selected, including information, opinions, and ideas.

Students will be asked to clarify points raised in their presentation and may go beyond the issue selected. This may include reflecting on experiences, speculation on further developments or a discussion of unfamiliar issues. The student may also expect the assessors to ask general questions on the issue and text that they have studied for that extended study of language and culture.

It is strongly advised that students do not memorise chunks of information or speeches. Students are advised to prepare strategies to respond to unexpected questions. There is no prescribed number of questions for this section. This will vary between students and assessors. The assessors will ask open ended questions like; 'What is the author trying to say? What attracted you to...' etc.

Students should also be prepared to support the discussion with examples. At the end of the discussion, approximately 7 minutes, one of the assessors will indicate to the student the oral examination has come to an end. Students should collect any objects or cue cards if they have been brought into the examination. As a courtesy the students should then leave the examination room in a culturally appropriate way.

Section one and section two will be assessed using the assessment criteria and expected qualities published on the VCAA website. Students should familiarise themselves with the assessment criteria and expected qualities. The language examination specification and assessment criteria can be found on the VCAA website; vcaa.vic.edu.au