

2018 VCE Chinese First Language oral (NHT) examination report

General comments

The Language oral examination assesses students' knowledge and skills in using spoken language. The examination has two sections:

- a Presentation (of approximately five minutes)
 - The student will introduce the Presentation in approximately one minute, briefly outlining the issue selected. The student should also alert assessors to any materials they have brought to support the Presentation.
 - The student will then begin the Presentation, which should last no longer than four minutes. A clear stance on the issue selected should be taken and the student should support the ideas in the Presentation with relevant evidence. The student may use the support material to illustrate points. If the Presentation exceeds four minutes the student will be reminded by the assessor that they should conclude.
- a Discussion (of approximately five minutes)
 - Following the Presentation, the student will discuss with the assessors aspects of the chosen issue. The student should be prepared to clarify points presented and expect the Discussion to range beyond the issue selected. This may include reflection on related issues, speculation on further developments or discussion of related and possibly unfamiliar aspects. The student may also be expected to answer general questions on the Detailed Study.
 - Assessors will indicate when the examination is drawing to a close. The student should take leave of the assessors in a culturally appropriate way.

Students are reminded that they need to be prepared to use language spontaneously and not rely on rehearsed dialogue. Students should not memorise chunks of information or set statements that they expect to be able to use verbatim during the oral examination.

Students are not expected to be 'experts'. They are expected to have learnt strategies in order to respond to the questions asked. 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 or topic but I know...'. Students need to use strategies to advance the Discussion and continue to engage with assessors.

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 expect
- 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.

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.

Teachers and students should refer to the *VCE Chinese First Language Study Design* for further information regarding the oral examination.

Specific information

Section 1 – Presentation

Students with high-scoring performances:

- demonstrated thorough research of the Detailed Study topic and an excellent understanding of the aspects chosen and the texts studied
- presented a fluent, well-timed Presentation with excellent pronunciation, intonation and tempo
- demonstrated an excellent control of style and register, using an extensive range of expressions.

Students with low-scoring performances:

- chose a topic that lacked strong arguments
- did not demonstrate a clear understanding of the topic and the text chosen
- used incorrect style (informative or evaluative instead of persuasive)
- were unable to deliver the presentation without frequent hesitations and lengthy gaps
- lacked depth of ideas or opinions and a clear stance
- were either unable to finish the presentation within four minutes or gave a presentation that was well under four minutes.

Section 2 – Discussion

Students with high-scoring performances:

- demonstrated thorough research of the Detailed Study topic and an excellent understanding of the aspects chosen and the texts studied
- responded to questions confidently and logically
- demonstrated the ability to defend their own stance with evidence
- demonstrated the ability to take the initiative, to advance the exchange and to elaborate
- handled challenging questions ranging beyond the issue.

Students with low-scoring performances:

- did not demonstrate a clear understanding of the topic and the text chosen
- lacked historical background knowledge of the topic
- lacked depth of ideas or opinions and a clear stance
- were unable to make links between opinions and supporting evidence or examples
- demonstrated rote-learning, including mini speeches
- contradicted themselves in their responses.