2020 VCE Chinese First Language oral examination report

General comments

The majority of students completed the 2020 VCE Chinese First Language oral examination with confidence. They demonstrated thorough preparation with an excellent understanding of the requirements of VCE language oral examinations and VCAA examination procedure.

A small group of students came to the examination without adequate preparation. They were unable to present a clear stance on the subtopic chosen for the Detailed Study or to clarify ideas and opinions using the evidence studied from the texts. A number of students attended the telephone examination without any understanding of the format and requirements of this VCE oral examination. Teachers should consult the specifications for oral examinations in the VCE Chinese First Language Study Design, available on the [Chinese First Language study webpage](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chinese-firstlanguage/Pages/Index.aspx) of the VCAA website.

Students’ control of timing was appropriate, with most students able to complete their presentation within four minutes.

A number of students used speaker’s notes without a clear understanding of the requirements stated in the study design. The speaker’s notes should be in point form and no more than 20 cm x 12.5 cm. During both sections of the examination, it is important that the student has practised the skills needed to engage with the assessors instead of just reading from their notes.

Section 1 – Presentation

The presentation should embody a clear stance on the issue selected, relate clearly to the subtopic chosen for detailed study and be supported by evidence. Students are expected to refer to the texts studied.

Students who scored highly:

* demonstrated thorough research of the Detailed Study subtopic
* demonstrated an excellent understanding of the aspects chosen and the texts studied
* presented a fluent, well-timed presentation with an impressive range of highly relevant information; the content of the presentation was highly logical
* demonstrated an excellent control of style and register, using an extensive range of expressions with excellent pronunciation, intonation and tempo
* used an extensive range of vocabulary and sentence structures
* engaged with assessors effectively.

Students who did not score well:

* did not demonstrate a clear understanding of the subtopic and the texts chosen
* did not show a good level of preparation.

Section 2 – Discussion

During the Discussion, the student is expected to discuss aspects of the nominated issue with the assessors, and the discussion may go beyond the issue selected. The student should be prepared to discuss unfamiliar issues.

Students who scored highly:

* demonstrated thorough research of the Detailed Study subtopic
* demonstrated an excellent understanding of the aspects chosen and the texts studied
* responded to questions fluently and confidently
* responded to questions logically with a range of highly relevant information
* demonstrated the ability to take initiative, to advance the exchange and to elaborate
* demonstrated the ability to defend their own stance with evidence
* demonstrated strong adaptability when faced with unexpected questions
* demonstrated the ability to handle challenging questions ranging beyond the issue selected.

Students who did not score well:

* lacked full understanding of the subtopic chosen
* lacked understanding of basic concepts
* lacked strong arguments for their chosen topic
* were unable to defend their own stance
* did not demonstrate a clear understanding of the texts chosen
* lacked background knowledge of the topic and texts chosen
* delivered sections of content that appeared to be rote-learned
* gave irrelevant or contradictory answers
* responded without logic
* did not show evidence of preparation.