2024 VCE Chinese Language, Culture and Society oral external assessment report

Refer to the [Chinese Language, Culture and Society study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chineselanguage-cultureandsociety/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Chinese-Language-Culture-and-Society.aspx) for full details on this study and how it is assessed.

Section 1: General conversation in Chinese

What students did well

In the 2024 examination, students:

* engaged in a general conversation about their personal world, for example, their school and home life, family and friends, and/or leisure and future aspirations. Most students actively engaged with the assessors with eye contact and natural gestures. High-scoring students showed interest in understanding the assessors accurately and responding directly to their questions
* demonstrated a high level of understanding by responding readily and communicating confidently, advancing the conversation fluently with spontaneity. Most students provided relevant information in response to the general conversation questions. High-scoring students demonstrated their familiarity with questions covering all areas of study and elaborated with interesting details
* used highly effective repair strategies, when required. For example, students seeking clarification and repetition used sentences such as 对不起，请再说一遍 (Sorry, please repeat that again) or 对不起，……是什么意思? (Sorry, what does … mean?) and were able to keep the conversation moving forward. Students who could self-correct also demonstrated their awareness of appropriate vocabulary and knowledge of grammar.

Areas for improvement

In preparation for the examination, students could:

* ensure adequate preparation for the conversation with information, ideas and opinions
* practise answering a range of questions so they can advance the conversation. Students who provided brief answers or repeated simple ideas limited their opportunities to demonstrate their language abilities
* build confidence through practising interactions in Chinese. It would be helpful for students to practise general conversations with teachers and peers in Chinese under timed conditions to give them a sense of timing and flow. Long, memorised responses were not always relevant or engaging. However, students are required to elaborate on some of their responses with details and/or opinions. This needs to be prepared and practised prior to the exam
* practise using repair strategies to advance the conversation when needed. It is very useful for students to learn some self-correction techniques and use phrases such as ……是这个意思吗？(do you mean … ?) or 我是说…… (what I meant is …) to move the conversation forward
* build vocabulary specific to the student’s personal world and their interactions with the language and culture as learners.

Section 2: Presentation of a subtopic and supporting visual material in Chinese

What students did well

In the 2024 examination, students:

* clearly introduced the focus of their subtopic, alerting assessors to the image brought to support the discussion of the subtopic. High-scoring students were able to start the two-minute description of the supporting material that they brought to the examination with signposting phrases such as 老师们好，我要演讲的题目是…… (Dear assessors, the subtopic of my presentation is …), and advance their presentation with reference to the image, for example, 第一张图片是关于……，上面有……，离我们比较近的是……，远处是…… (the first image is about …, there are …, closer to us is …, the [thing] in the distance is …)
* used the image skilfully to support the discussion of the subtopic. High-scoring students were able to effectively discuss the relevance of the visual to the subtopic of choice. They included some original ideas during their two-minute speech to interpret the images and the subtopic, and provided descriptions and/or opinions about the visual material during the discussion
* engaged with the assessors in an exchange of authentic observations and opinions on the subtopic of choice. There were some repetitive subtopics such as China’s local cuisine, tea culture and traditional festivals, but some other examples of good subtopics included the following:
* 中国人的直播间 (Chinese live broadcast room shopping)
* 广东农村饮食文化 (country food culture in Guangdong villages)
* 特种兵旅游 (special forces style tourism)
* 中国饮食的南北差异 (the different cuisines in northern and southern China)
* 中国饮食中的辣文化 (spices in Chinese cuisine)
* 节庆食物 (festive food).

Areas for improvement

In preparation for the examination, students could:

* choose an appropriate subtopic to suit their ability and interests and an image that supports discussion of the selected subtopic. Some students chose a subtopic that was too broad or included too many images, which made it harder for them to give appropriate descriptions and engage the assessor with highly relevant information. Such subtopics included 中国饮食文化 (Chinese food culture) and 中国人的休闲活动 (Chinese leisure activities). On the other hand, some students chose a subtopic that was too narrow, which did not provide enough information to last the six-minute discussion, especially when the visual materials did not provide sufficient details: for example, 东方明珠电视塔 (the Shanghai Oriental Pearl TV Tower), 下棋 (chess) or 筷子 (chopsticks), with simple images of the item. However, students who chose a relatively narrow subtopic could have developed it effectively. For example, rather than using a single image of chess, a student could have had a photo of people playing chess with others around them observing. The student could have then talked about what the image shows, such as someone looking happy because they are winning
* prepare a wide range of information and ideas that link the visual material and the subtopic. Many students could not deliver a full two-minute speech presenting the images. Students should practise their speech under timed conditions. Students are encouraged to include various sentence structures in their prepared presentation and learn the details of their images in preparation for the discussion
* build vocabulary specific to the selected subtopic. It is a learnt skill to describe the visual in detail. Some possible approaches include describing the images from the main theme to the details, from the left to the right side of the images, and/or describing the characters as children or elderly, teacher or students, wearing certain clothing and doing activities, and then the environment/surroundings. Therefore, students should build their vocabulary specific to their visual materials and selected subtopics, which may include colours, shapes, appearance, positioning and the specific names of the items and activities shown in the images. For example, if a student chooses to talk about Chinese people playing badminton as their leisure activity, they need to be able to identify the items in the image and learn the vocabulary, for example of 球拍 (racquet) and 羽毛球 (shuttlecock).