2022 VCE Chin Hakha oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
* language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried conversation forward with spontaneity
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

Students performed well in the 2022 VCE Chin Hakha oral examination. It was evident that most students had prepared thoroughly and were familiar with the specific requirements of both sections of the examination. Most students engaged effectively with the assessors, provided a range of relevant information, ideas and opinions and used language that was accurate and appropriate.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

Most students prepared well for the conversation about aspects of their personal world. It was evident from their responses that they had practised effectively and were able to respond to questions and comments.

Communication

Students who scored highly carried the conversation forward with spontaneity and demonstrated an excellent level of understanding by responding readily and confidently. They also did not need any support from the assessors. Students who did not score as highly were not able to elaborate on their ideas and opinions and often communicated with hesitations and pauses.

Areas for improvement include:

* maintaining eye contact with the assessors
* becoming familiar and comfortable with words that are often used in different subtopics of the conversation
* practising repair strategies
* using lead-in statements that respond directly to the assessor.

Content

Students who scored highly prepared and provided responses that demonstrated breadth and depth. They presented an excellent range of information, opinions and ideas and elaborated on these by giving reasons, examples and evidence.Students who did not score as highly responded with a limited level of information and were not able to clarify or defend opinions and ideas.

Areas for improvement include:

* avoiding one-sentence answers
* avoiding irrelevant answers
* preparing for more elaboration of any points they were discussing with the assessors
* practising conversing about a wide range of possible subtopics that reach beyond the suggested examples.

Language

Students who scored highly had excellent pronunciation, intonation, stress and tempo. They demonstratedan outstanding range of Chin Hakha vocabulary and complex grammatical structures, such as the passive form, past participle tense and past tense. Even when responding to unrehearsed questions, most students spoke with clarity and with an accurate range of grammatical structures. Students who did not score as highly used English words in their conversation and a limited range of vocabulary and structures.

Areas for improvement include:

* avoiding Burmese and English words
* expanding vocabulary.

Students incorrectly used the following English words instead of Chin Hakha.

|  |  |
| --- | --- |
| **Incorrect use** | **Correct use** |
| police | *palek* |
| summer | *ṭhal* |
| nurse | *sii sayama* |
| soccer | *pumpululh* |
| beach | *rilikam* |
| court | *biaceihzung* |
| quarantine | *erhkhumh* |
| electricity | *mei* |
| holiday | *i dinh can* |
| officer | *bawi* |
| music | *ringawn* |
| private | *pumpak* |

Section 2 – Discussion

Each student gave a 1-minute introduction of their subtopic to their assessor, who then engaged the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps or diagrams, brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Chin Hakha is spoken.

In 2022 students chose a range of subtopics, including migration and its impact, impact of technology on lifestyles, and identity and culture.

Most students had prepared well and practised effectively for the discussion and did well in all three areas –communication, content and language.

Communication

Students who scored highly discussed their chosen subtopic~~s~~ with confidence. They demonstrated an excellent level of understanding and were therefore able to carry the discussion forward. They did not need any support from the assessors and often had highly effective repair strategies. Students who did not score well needed support from the assessors, lacked good repair strategies and were not able to carry the discussion forward with confidence.

Content

Students who scored highly had researched their chosen subtopic and prepared well for possible questions they might be asked. They presented an excellent range of information, ideas and opinions and provided highly relevant responses. They were able to elaborate on and defend their opinions effectively. Some students demonstrated a satisfactory level of preparation but there were some gaps, as they were not able to provide a range of information and had difficulty clarifying or defending ideas and opinions.

Language

Students who scored highly demonstrated an excellent control of vocabulary and structures which were used accurately and appropriately. These students used sophisticated vocabulary that was relevant to their chosen subtopic. For example, in the subtopic ‘migration and its impact’ some students used vocabulary such as *pem a ṭhanak cu* (advantages of migration are) rather than *pem a ṭhatlonak cu, pem a ṭhatnak le ṭhalonak a cuaithlai tikah* (if compared advantages and disadvantages of migration).

They also demonstrated a very good awareness of style and register and had excellent pronunciation and intonation. Some students used simple language and little awareness of style and register.

Students incorrectly used the following English words instead of Chin Hakha.

|  |  |
| --- | --- |
| **Incorrect use** | **Correct use** |
| refugee | *ralzam* |
| internet | *maivan* |
| social media | *zatlang thawngzamhnak* |
| Like | *cu bantuk / le* |

Students should also note the following language issues.

|  |  |
| --- | --- |
| **Incorrect use** | **Correct use** |
| *nazi* (clock) | *suimilam* (clock) |
| *sanpiah* (model) | *zohchunhmi* (model) |

More information

Refer to the [VCE Chin Hakha study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chin-hakha/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Chin-Hakha.aspx) for full details on this study and how it is assessed.