2024 VCE Filipino oral external assessment report

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

Section 1: Conversation

What students did well

In the 2024 examination, students:

* engaged in a general conversation about their personal world, such as school and home life, family and friends, and plans after completing Year 12. This year, students’ performance in the conversation ranged from very good to excellent
* provided a range of relevant information, ideas and opinions with appropriate depth. For example, some students talked about aspects studying in the Philippines, including time schedules, daily assignments from different subjects, and daily and monthly tests, and compared them with the schedules, assignments and tests in Australia
* clarified, elaborated on and defended ideas and opinions. For example, some students elaborated on and defended their choice of friends by arguing that a friend may positively or negatively influence their success in study
* demonstrated an excellent level of understanding by responding readily, communicating confidently, and carrying conversation forward with spontaneity. Students demonstrated understanding of the language and the ability to express, elaborate on and explain their ideas fluently. Most students demonstrated very good understanding of the language. They responded readily to questions asked, and elaborated on their answers. For example, when asked about their plans after completing Year 12, most answered by naming the university course they planned to study, explained why they chose the course and who influenced this choice. Some students added their objectives for studying the course and what they planned to do after completion of the course
* responded confidently and were able to advance the conversation fluently, including the use of appropriate repair strategies as needed. For example, students who knew they had said a sentence incorrectly applied their repair strategy by saying, ‘*Pasensiya na po. Mali ang sinabi’* (‘Sorry sir/ma’am. I said it incorrectly’). Then they corrected their statement
* used appropriate vocabulary when conversing with the assessor. They responded readily to the questions asked by the assessors
* used appropriate grammar and sentence structures, such as compound, complex, and compound-complex sentences with correct grammar: for example, ‘*Ang sampaguita ay pambansang bulaklak ng Pilipinas at ito ay hindi lamang pangdekorasyon kundi gamit pa ito sa paggagamot*.’ (The sampaguita is the national flower of the Philippines and is not only used for decoration but also used medicinally)
* used appropriate expressions, including pronunciation, intonation, stress and tempo.

Areas for improvement

In preparation for the examination, students could:

* ensure adequate preparation to enable them to converse with relevance, depth and range of information, ideas and opinions. Discussing a topic can be more convincing and interesting if students have prepared authentic visual materials related to the topic to use as a conversational cue
* practise answering a range of questions to advance the conversation. Students should be exposed to different questions about family life, school life, memorable experiences as a student and their aspirations, to make the conversation more spontaneous
* build confidence by practising interactions in Filipino. Exposure to interactions helps students build confidence in sustaining, maintaining and responding in conversation, and provides an opportunity for them to practise repair strategies. Some students were cautious when answering questions posed by the assessors, even though they understood the language
* practise using more complex sentence structures and syntax. Students should be able to answer open-ended questions that require them to use complex sentences with correct syntax. This will help students’ confidence and fluency in conversation
* practise using repair strategies to advance the conversation when needed. In this year’s examination, most of the students applied repair strategies by using the phrase ‘*Pasinsiya na po, mali ang nasabi ko’* (Sorry sir/ma’am, I said it incorrectly) and then correcting themselves
* revise grammar. Most students were fluent in the language but had not revised their sentences grammatically
* build vocabulary specific to the student’s personal world and their interactions with the language and culture as learners
* practise pronunciation, intonation, stress and tempo. Some students spoke with the same tone throughout the conversation. Students are encouraged to read aloud conversational texts containing emotive words to practise using intonation during conversations.

Section 2: Discussion

What students did well

In the 2024 examination, students:

* clearly introduced the focus of their subtopic, alerting assessors to any objects brought to the support discussion. Almost all students introduced their discussion by giving an overview of the subtopic
* demonstrated in-depth knowledge of their subtopic
* used images to support discussion of the subtopic. Students used visual materials taken from the internet and books to help their discussion
* engaged in a conversation using relevant information, ideas and opinions. Almost all students discussed their chosen subtopic spontaneously. Subtopics were researched and supported by visual materials
* clarified, elaborated on and defended opinions and ideas by citing examples, using statistical data and expressing opinions
* communicated effectively with assessors throughout the discussion. Most students demonstrated excellent understanding of the language by responding readily to the assessors when asked
* used appropriate vocabulary in connection with their chosen subtopic
* used appropriate grammar and sentence structures, including compound-complex sentences. They consistently used an appropriate style and register
* used appropriate expressions, including pronunciation, intonation, stress and tempo.
* demonstrated an excellent level of understanding of the language, demonstrated excellent preparation by presenting a researched topic, used a sophisticated range of vocabulary, and used an appropriate style and register. They were articulate and had excellent pronunciation, intonation, stress and tempo.

Areas for improvement

In preparation for the examination, students could:

* choose an appropriate subtopic to suit their ability, interests and understanding. While they should choose their topic of discussion, it should be within the study design
* prepare an appropriate number of quality aural, visual and written sources to explore the subtopic in sufficient depth. One of the criteria for assessment is the content of the subtopic. While students may have sufficient resources and audiovisual materials on their subtopics, assessment was based on how they discussed, explained and elaborated on the ideas
* make reference to the sources or texts considered for the detailed study. Some students used Philippine literature to support ideas and opinions about their chosen topic, while other students referenced their discussion with a film
* convey information learnt from sources but also express an opinion with an original perspective on the subtopic
* use images to support their discussion of the subtopic. All students presented pictures related to their topic
* avoid relying on pre-learned responses that do not address an assessor’s question
* revise grammar. Some students did not apply repair strategies if they made errors in grammar or sentence structure
* build vocabulary specific to the subtopic selected for the detailed study
* practise pronunciation, intonation, stress and tempo. Some students discussed their topic using the same tone throughout. It is suggested that students practise expressing words with feeling.