2024 VCE Karen oral external assessment report

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

Section 1: Conversation

What students did well

In 2024, students:

* engaged in a general conversation about their personal world, for example, school and home life, family and friends, and hobbies and interests. The majority of students engaged freely in a general conversation about their personal world, discussing, for example, their future profession, school and subjects studied
* provided a range of relevant information, ideas and opinions with an appropriate depth. Overall, students engaged enthusiastically in the conversation and responded to questions effectively with detailed, interesting and relevant information, ideas and opinions
* clarified, elaborated on and defended ideas and opinions. Most students were well prepared and able to converse effectively with assessors about interesting and in-depth ideas and opinions
* responded confidently and were able to advance the conversation, including with the use of appropriate repair strategies as needed. Most students were able to respond promptly to the questions they were asked. Some students did not understand the question and politely asked the assessors to repeat it
* used appropriate vocabulary. Most students used vocabulary appropriate to the topic of conversation
* used appropriate grammar and sentence structures
* used appropriate expression, including pronunciation, intonation, stress and tempo. Most students spoke naturally, using appropriate expression and pronunciation, when responding to questions.

Areas for improvement

In preparation for the examination, students could:

* prepare adequately for the conversation with relevance, depth and range of information, ideas and opinions. Students are encouraged to support their answers with detail and reasons. They should avoid responding primarily with short or one-word responses
* practise answering a range of questions to be able to advance the conversation. Students should think of possible topics and subtopics that could be part of the conversation and should practise regularly to develop their ability to maintain a conversation, and to use interesting examples or information to support their opinions and ideas
* build confidence through practising interactions in Karen. Students should practise interacting with their classmates, teacher, family and friends
* practise using more complex sentence structures and syntax
* build vocabulary specific to their personal world and their interactions with the language and culture as learners.

Section 2: Discussion

What students did well

In 2024, students:

* clearly introduced the focus of the subtopic chosen for their detailed study in less than one minute, alerting assessors to any objects brought to support the discussion of the subtopic. All students presented their subtopic and made reference to texts studied
* demonstrated in-depth knowledge of their subtopic. Some of the highest-scoring discussions featured subtopics that students appeared to be passionate about
* used the image to support the discussion on the subtopic. Students used photographs and other visuals to support the ideas and information they shared
* engaged in a discussion using relevant information, ideas and opinions. Students who scored highly had researched their subtopic thoroughly and were able to support their ideas and opinions with specific examples and reasons
* communicated effectively with assessors throughout the discussion. Students who scored highly had prepared thoroughly for their discussion on their subtopic. They spoke without hesitation and used properly framed words and phrases to elaborate on their ideas and opinions
* used appropriate vocabulary
* used appropriate grammar and sentence structures
* used appropriate expression, including pronunciation, intonation, stress and tempo.

Areas for improvement

In preparation for the examination, students could:

* choose an appropriate subtopic to suit their ability and interests. While most of the subtopics were well chosen and allowed students to express their opinions, others were too challenging or specific, which limited students’ ability to develop an in-depth understanding of the topic and effectively address assessors’ questions
* prepare with an appropriate number of quality sources, for example, a combination of aural and visual, as well as written texts, to explore the subtopic in sufficient depth. Some students appeared not to have studied their subtopic in depth by researching a variety of resources. Therefore, they were unable to elaborate on and discuss their opinions and ideas with complexity
* make reference to the sources or texts studied for the detailed study. This is important as it supports the ideas presented by the student on their chosen subtopic and indicates that students have undertaken sufficient research
* avoid listing facts without expressing a point of view or presenting general knowledge as research
* avoid relying on pre-learned responses that do not address an assessor’s question. Some students only provided general comments and did not elaborate on or defend their ideas. They relied on what appeared to be memorised responses and provided superficial answers
* build vocabulary specific to the subtopic selected for the detailed study.