2024 VCE Sinhala oral external assessment report

Refer to the relevant [study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/sinhala/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Sinhala.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; for example, school and home life, family and friends, interests and aspirations. Most students confidently answered questions about their personal world and provided interesting, detailed and extended responses
* provided a range of relevant information, ideas and opinions with an appropriate depth. The majority of students were able to present a range of information, ideas and opinions on various aspects of their personal world
* clarified, elaborated on and defended ideas and opinions. In higher-scoring conversations, students were able to defend their ideas and opinions in an excellent manner
* demonstrated an excellent level of understanding by responding readily and communicating confidently, and carrying the conversation forward with spontaneity. Most students were able to understand and respond to questions and communicate effectively with assessors. In higher-scoring conversations, students carried the conversation forward very confidently, readily providing appropriate information in response to the questions asked
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed. There were not many situations where students needed to correct themselves. The majority of students carried out the conversation very confidently and were able to use appropriate repair strategies where needed
* used appropriate vocabulary. Most students had a very good level of vocabulary when providing information, presenting ideas and expressing opinions. Many students were able to use vocabulary appropriately within the conversation. They used respectful terms when talking about their parents, elders and teachers and equal terms when talking about siblings and friends
* used appropriate grammar and sentence structures. All students used appropriate grammar and sentence structure during the conversation
* used appropriate expression, including pronunciation, intonation, stress and tempo. Most students performed well with clear pronunciation and intonation. In higher-scoring conversations, students also used correct stress and tempo.

Areas for improvement

In preparation for the examination, students could:

* ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinions. If a student is unable to provide a range of information regarding their family because they don’t have siblings or they live with only one family member, they could provide more information on other aspects of their personal world, such as school, extra-curricular/leisure activities and future aspirations, etc.
* practise answering a range of questions to be able to advance the conversation. Some students were not prepared for some of the questions, such as how they help their parents at home or what they would like to do in future
* build confidence through practising interactions in the language assessed
* practise using more complex sentence structures and syntax
* revise grammar. Students should follow Sinhala sentence structure, i.e. subject-object-verb, and should use informal language throughout the conversation
* build vocabulary specific to the student’s personal world and their interactions with the language and culture as learners
* practise pronunciation, intonation and stress and tempo.

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 support the discussion of the subtopic. The majority of students clearly introduced the focus of the subtopic chosen for their detailed study and, in less than one minute, referred to the sources they gathered information from
* demonstrated in-depth knowledge of their subtopic. The majority of students demonstrated in-depth knowledge of their chosen subtopic. Students presented a range of subtopics that were appropriate, sophisticated and interesting
* used the image to support the discussion on the subtopic. In higher-scoring discussions, students brought in objects (for example, postcard-sized images) to support the discussion and were able to use the image effectively to form their own opinions on the subtopic
* engaged in a discussion using relevant information, ideas and opinions. Students who had researched a variety of resources had formulated their own opinions on the subtopic and were able to provide a range of information to carry the discussion forward. There were very few instances where students needed help from the assessors to carry on the discussion for the required period of time
* clarified, elaborated on and defended opinions and ideas. Overall, students were able to clarify and elaborate on ideas. In higher-scoring discussions, students were able to elaborate and defend opinions and ideas by answering higher-order questions
* communicated effectively with assessors throughout the discussion. The majority of students demonstrated effective repair strategies, and the degree of support necessary to maintain the exchange was minimal
* used appropriate vocabulary. In high-scoring discussions, students used sophisticated vocabulary during the discussion, including, for example, words like ‘fundamentally’, ‘essential’, ‘significant’, ‘beneficial’, ‘traditional’ and ‘conventional’
* used appropriate grammar and sentence structures. Almost all students presented ideas using correct 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 ability and interests
* 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
* make reference to the sources or texts studied for the detailed study
* avoid listing facts without expressing a point of view, or presenting general knowledge as research
* convey information learnt from sources, but also express an opinion with an original perspective on the subtopic
* use the image to support the discussion on the subtopic
* avoid relying on pre-learned responses that do not address an assessor’s question
* practise using repair strategies
* revise grammar
* build vocabulary specific to the subtopic selected for the detailed study
* practise pronunciation, intonation and stress and tempo. Some students needed to improve intonation and stress when discussing important aspects of their chosen topic in order to make the discussion more interesting.