2023 VCE Vietnamese Second Language 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 2023, students:

* engaged in a general conversation about their personal world and their interactions with the language and culture as learners***.*** Topics included a day at school, favourite subjects, when they started learning Vietnamese and their experience as learners
* provided a range of relevant information, ideas and opinions with an appropriate depth, e.g. aspects of Vietnamese culture that impress them the most
* elaborated on, clarified and defended ideas and opinions. Students, for example, were able to elaborate on how to resolve conflicts with siblings or parents
* demonstrated an excellent level of understanding by responding readily and communicating confidently, and carrying the conversation forward with spontaneity. The conversation ran smoothly without constant prompting from assessors
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed; students were able to correct themselves if they mispronounced or misused words
* used appropriate grammar and sentence structures, such as the use of S+V+O structures and a range of compound sentences
* used appropriate expression with good choice of vocabulary, including pronunciation, accurate intonation, stress and tempo.

Areas for improvement

In preparing for the examination students could:

* ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinion. For example, a student should be able to support their opinion on what New Year traditions need to be maintained
* practise answering a range of questions to be able to advance the conversation; assessors may proceed from simple questions to more in-depth questions
* build confidence through practising interactions in the language
* practise using more complex sentence structures and syntax; for example, answering Why and How questions in order to learn complex sentences
* practise using repair strategies to advance the conversation when needed. For example, students may ask assessors for clarification on the question or ask them to rephrase the question
* revise grammar
* 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.

Section 2: Discussion

What students did well

 In 2023, students:

* clearly introduced the focus of their subtopic, alerting assessors to the image brought to support the discussion of the subtopic
* demonstrated in-depth knowledge of their subtopic, such as the Vietnamese New Year traditions, Vietnamese migrants’ difficulties and success stories
* used the image skilfully to support the discussion on the subtopic; most students brought their image to support the discussion
* engaged in a discussion using relevant information, ideas and opinions
* clarified, elaborated on and defended opinions and ideas; for example, some students demonstrated an ability to defend their opinions about New Year taboos
* communicated effectively with assessors throughout the discussion, including through the use of repair strategies
* used appropriate vocabulary; most students could use accurate compound nouns and compound adjectives
* used appropriate grammar and sentence structures; most students could use compound and complex sentence structures
* used appropriate expression, including pronunciation, intonation, stress and tempo.

Areas for improvement

In preparing for the examination, students could:

* choose an appropriate subtopic to suit ability and interests and an appropriate image that supports discussion on the selected subtopic. A small number of students chose subtopics that were too narrow, which limited the scope of the discussion
* prepare a wide range and depth of information, ideas and opinions with an original perspective on the subtopic. While many students had prepared a good range of information, ideas and opinions on their selected subtopic, many could not extend and develop their ideas
* avoid listing facts without expressing a point of view or presenting general knowledge as research. For example, some students could not express an opinion on whether they believed the New Year traditions should be observed or not
* convey information learnt from sources but also express an opinion with an original perspective on the subtopic
* use the image effectively and skilfully 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 selected subtopic
* practise describing the relevance of the image to the subtopic
* practise pronunciation, intonation and stress and tempo.