2024 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 2024, students:

* engaged in a general conversation about their personal world and their interactions with the language and culture as learners. Topics could be family, school, friendship, hobbies, and their experience as learners of Vietnamese
* provided a range of relevant information, ideas and opinions with an appropriate depth, such as aspects of Vietnamese culture that impressed them like cuisine, culture and festivals
* elaborated on, clarified and defended ideas and opinions. Students, for example, elaborated on how to resolve conflicts with siblings or parents
* demonstrated an excellent level of understanding by responding readily and confidently, and carrying the conversation forward with spontaneity. Conversations ran fluently 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 vocabulary. Students were able to use compound, sophisticated Sino-Vietnamese 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, including pronunciation, intonation, stress and tempo. Students used appropriate expression with good choice of vocabulary, including pronunciation, accurate intonation, tonal marks, 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. For example, a student should be able to support their opinion on which New Year traditions should be maintained
* practise answering a range of questions to be able to advance the conversation, as assessors may proceed from simple questions to more in-depth questions
* build confidence by practising interactions in the language. For example, maintaining eye contact and confidently expressing themselves can be achieved with practice and self-rehearsal
* practise using more complex sentence structures and syntax. For example, answering ‘why’ and ‘how’ questions can help students learn to use complex sentences
* practise using repair strategies to advance the conversation when needed. For example, students may ask assessors to clarify a question or ask them to rephrase a question
* revise grammar. For example, using the S+V+O structure with conjunctions can ensure the transition of ideas
* build vocabulary, such as compound nouns and adjectives, that is specific to the student’s personal world and their interactions with the language and culture as learners
* practise pronunciation, intonation, stress and tempo. For example, the accuracy of tonal marks in pronunciation is important for avoiding confusion between words.

Section 2: Discussion

What students did well

In 2024, students:

* clearly introduced the focus of their subtopic, alerting assessors to the image brought to support the discussion. Students could clearly relate the focus of their subtopics chosen from either the prescribed theme of ‘The Vietnamese-speaking Communities’ or the prescribed theme ‘The World around Us’, and explain how the image supported the discussion of the selected subtopic
* demonstrated in-depth knowledge of their subtopic, such as the Vietnamese New Year traditions, and the difficulties experienced by Vietnamese migrants as well as their success stories
* used the image skillfully to support the discussion of the subtopic. Most students brought well-chosen, appropriate images to support the discussion and could answer questions about the images
* engaged in a discussion using relevant information, ideas and opinions. For example, most students could state what they knew or had learnt about New Year traditions and their significance, or the contributions and difficulties experienced by Vietnamese migrants in Australia
* clarified, elaborated on and defended opinions and ideas. For example, some students demonstrated an ability to defend their opinions about New Year taboos, which Year New practices should be observed and maintained, migrants’ success stories, historical events or social media
* communicated effectively with assessors throughout the discussion, including the use of repair strategies. For example, most students could self-correct their tonal marks or compound nouns
* used appropriate vocabulary. Most students made very good use of Sino-Vietnamese vocabulary and abstract compound nouns
* used appropriate grammar and sentence structures. Most students were familiar with simple sentence and compound sentence structures
* used appropriate expression, including pronunciation, intonation, stress and tempo. Most students pronounced words accurately, and spoke naturally without showing signs of rote learning.

Areas for improvement

In preparation for the examination, students should:

* choose an appropriate subtopic to suit their abilities and interests, as well as an image that helps them to expand on key points they would like to make to support the subtopic. Some students chose subtopics on historical figures but needed to provide more depth. Most students chose to speak on aspects of Vietnamese New Year but used the same wording, which gave the impression that they were from the same class. Some 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. More depth is required when interpreting historical facts or discussing the significance and observation of New Year traditions
* avoid listing facts without expressing a point of view, or presenting general knowledge as research. Students should be able to interpret the reasons why Vietnamese migrants fled Vietnam in the 1980s
* practise not just conveying information learnt from sources but also expressing an opinion with an original perspective on the subtopic. For example, students should be able to state how Vietnamese migrants contributed to Australia culturally, economically, educationally and politically
* use the image to support the discussion of the subtopic. Students should be able to make some comments about the image
* avoid relying on pre-learnt responses that do not address an assessor’s question. Students should respond to the assesor’s questions, rather than recite answers from memory
* practise using repair strategies. Students should confidently ask assessors to repeat or rephrase questions as needed
* revise grammar. Students should confidently use accurate connective words to ensure the conversation runs fluently
* build vocabulary specific to the selected subtopic. Students should build their list of specific Sino-Vietnamese vocabulary to ensure accurate understanding of the questions and the sophistication of their answers
* practise describing the relevance of the image to the subtopic. This could include describing why they chose that image, and using the image to expand on key points that they would like to make to support the subtopic
* practise pronunciation, intonation, stress and tempo. In particular, students should practise pronunciation and tonal marks; for example, *KỸ SƯ* (engineer) should not be pronounced *KÝ SỰ* (chronicle).