2023 VCE Vietnamese First 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: Presentation

What students did well

In 2023, students:

* did well with time-management skills in their presentation. A small number of students presented with a clear stance and were well practised on their chosen topic.
* spoke clearly with correct pronunciation. A small number of students completed their presentation within the given time; however, many students rushed their presentation and, at times, this resulted in language inaccuracies and a lack of coherency.
* communicated information, ideas and opinions very effectively
* The outline of the presentation was clear.
* Presented with a confident voice and at a moderate pace.
* Topic sentences were used at the beginning of each main point.
* Main points were supported by details or quotes from the work/novel.
* Used rhetorical questions.
* presented an extensive range of highly relevant information, ideas and opinions related to the subtopic
* The content was based on a variety of resources and had abundant information. For example, when presenting an author and their exemplary works, students mentioned how their study and work influenced their literary works.
* Students did not only mention a work or a character related to the chosen subtopic to clarify their point of view, but were also able to mention and quote from a range of the author’s works, from related proverbs to folk songs.
* were highly engaged with assessors
* They used body language.
* Did not use cue cards.
* Made eye contact.
* responded confidently and were able to advance the conversation
* It was evident that students who were well prepared presented their topic with clear ideas and convincing viewpoints, supported with examples and evidence from the work chosen.
* had excellent pronunciation, intonation, stress and tempo
* demonstrated excellent control register
* used a wide range of expressions with excellent pronunciation, intonation and tempo.
* presented a very clear stance on an issue related to the chosen subtopic
* The main points were clearly stated in the introduction.
* The main points were followed closely and gradually developed in the presentation.

Areas for improvement

In preparation for the examination, students could:

* carefully plan their script so that it can be delivered in three minutes. When students tried to present as much information as possible it resulted in either their presentation not being finished within the given time or the pace being too fast, creating a feeling that students were re-reading something memorised without interacting with the assessors. On the other hand, there were presentations that lasted less than two minutes, which resulted in incomplete or inaccurate content. Students without thorough research did not have a clear and coherent plan for their presentation.
* practise their presentation, to help them control the speed, intonation, stress and tempo of their presentation. This will also help students to interact confidently with assessors.
* prepare more adequately to support the presentation with information, ideas and opinions
* Students should learn and research their topic under the teacher’s guidance.
* Students should be careful of the appropriateness of resources on the internet.
* The presented subtopic should be explored thoroughly, and the content of the presentation must be logical and substantial. With adequate preparation, students tend to be less nervous and to be able to present and discuss their material in a confident, calm and fluent manner.
* A small number of students presented their speech without providing supporting evidence from the texts studied. Some students referred to texts that did not meet the requirements of the study design.
* practise making eye contact and relying less on cue cards
* Students who diligently practised the presentation did not rely on cue cards at all and therefore they were able to constantly make eye contact and use body gestures with assessors.
* There were students who made use of the cue cards but also tried to make eye contact with the assessors.
* Students who were not confident with their exam preparation were very nervous. They did not make eye contact with assessors at all.
* build confidence through practising interactions
* Preparing well and practising the presentation script will build students’ confidence throughout the examination.
* practise using more complex sentence structures and syntax
* Most students used simple vocabulary and sentences. Students should practise using more sophisticated words and more complex sentence structures.
* build vocabulary specific to ideas related to the subtopic and use more complex sentences
* Students should avoid repeating similar ideas, words and expressions in their presentation.

Section 2: Discussion

What students did well

In 2023, students:

* performed moderately well in their discussion. Many students could answer basic questions to clarify some ideas in the presentation but could not go any further. There was a small number of students who responded excellently to extended questions. The interaction between students and assessors was livelier and students controlled their voice better in this section.
* communicated information, ideas and opinions very effectively
* Students addressed the focus of the questions and gave examples from their own experience.
* Students made good use of topic sentences and evidence to clarify ideas and to respond to extended questions.
* were highly engaged with the assessors and effectively used appropriate style and register
* In general, most of the students used appropriate style and register when interacting with assessors. They engaged assessors with a clear, natural voice and sometimes with appropriate body language.
* Students responded to the questions with confidence and without hesitation, confusion or long pauses.
* had excellent pronunciation, intonation, stress and tempo
* It was clear that students who prepared well were able to maintain a natural voice with excellent pronunciation, intonation, stress and tempo.
* A deep understanding of the presented topic underpinned students’ confidence, and this helped students to control their voice, pronunciation, intonation, stress and tempo.

Areas for improvement

In preparation for the examination, students could:

* practise answering questions spontaneously with evidence or supporting details. Thorough preparation for the examination is crucial to gain a deep understanding of the topic presented, and therefore engage in a smooth and meaningful discussion with the assessors.
* research subtopic in-depth to ensure an excellent range of information, ideas and opinions
* Thorough and diligent research will help students to answer questions in depth with clear and detailed information.
* Students should carefully choose the topic to present; it should be in the students’ interest.
* practise elaborating on ideas and opinions, and being able to respond to unanticipated questions
* Students should be able to link the texts studied to their topic, analysing resources and elaborating on the topics chosen rather than recounting information from their resources.
* Some could not answer the general questions that encapsulated ideas within the content of their presentation.
* Many students failed to answer basic questions to clarify the points presented, or the responses were a repetition of their presentation.
* study their script well, predict questions from different directions that may be asked, and practise answering those questions and be able to cite text references to support answers where appropriate
* In general, most students prepared some quotes to support their presentation but could not recite more quotes in the discussion.
* avoid relying on pre-learned responses that do not address an assessor’s question
* The lack of a thorough understanding of the subtopic undermined students’ confidence in their performance as they could not expand or discuss the assessors’ questions fully.
* It was noted that many students responded to the assessors’ questions by repeating the information given in the presentation.
* be prepared to discuss beyond the topic selected. The discussion may include reflection on experiences, speculation on further developments or of unfamiliar issues.