2024 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/vietnamesefirstlanguage/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Vietnamese-First-Language.aspx) for full details on this study and how it is assessed.

Section 1: Presentation

What students did well

In the 2024 examination, students:

* communicated information, ideas and opinions very effectively
* were highly engaged with assessors; they presented with confidence and maintained eye contact with assessors
* presented a wide range of new topics, including Phạm Duy và những ca khúc về quê hương (Pham Duy and song about his homeland), Sự bất công đối với người phụ nữ Việt Nam qua thơ Hồ Xuân Hương (Injustice against Vietnamese women in Ho Xuan Huong’s poetry), Nghệ thuật tả cảnh của Thạch Lam (Thach Lam’s art of depicting scenes) and Nhạc Bolero (Bolero music).

Areas for improvement

In preparation for the examination, students could:

* prepare more adequately to support the presentation with information, ideas and opinions. Students should research their topic in depth using various sources of material. They should refer to literature reviews by experts on the selected work/author if topics relate to literary work
* build vocabulary specific to ideas related to the topic. Students should enrich their vocabulary bank and use the correct terminology for the presented topic.
* practise pronunciation, intonation, stress and tempo. Students should avoid speaking too fast, which can result in unclear, slurred words and a lack of intonation or emphasis during the presentation of their topic.
* carefully select the topic they will present. Students should not choose a topic that is too broad or too narrow. They should avoid recycling topics that have been presented in previous years. They should use valid and appropriate materials from expert sources.
* avoid including arguments in the presentation that are not consistent with the main topic. Students are advised to add examples and consult their teacher to ensure that the presented content corresponds to the chosen topic.

Section 2: Discussion

What students did well

In the 2024 examination, students:

* were highly engaged with the assessors and effectively used the appropriate style and register; they were able to keep the discussion going despite having difficulty with some of the questions
* had excellent pronunciation, intonation, stress and tempo
* clarified, elaborated on or defended ideas and opinions related to the selected issue very effectively
* made excellent use of evidence from the text studied to support their discussion.

Areas for improvement

In preparation for the examination, students could:

* research their subtopic in depth to ensure an excellent range of information, ideas and opinions. Students should avoid repeating the same idea when answering different questions.
* practise elaborating on ideas and opinions, and being able to respond to unanticipated questions. Students should understand the material sufficiently well that they can anticipate questions that are likely to arise during the discussion. They should use this opportunity to demonstrate their understanding of the subtopic by discussing content that was not mentioned in their three-minute presentation
* ensure that they are able to refer to text references to support their answers where appropriate
* convey information learnt from sources but also express an opinion about it
* avoid relying on pre-learnt responses that do not address an assessor’s question
* avoid including details in the discussion that are not relevant to the chosen subtopic.