

2018 VCE Chinese Language, Culture and Society oral examination report

General comments

In the Chinese Language, Culture and Society oral examination, students showed a range of knowledge and skills in using spoken Chinese language. Students who scored well demonstrated their ability to elaborate on simple answers with meaningful content in both sections of the examination. Most students attempted to advance the Conversation with various strategies. The characteristics of top performances included a natural and genuine communication style, applying effective repair strategies, the ability to self-correct and providing relevant responses to questions.

Students are expected to understand basic instructions, question patterns and relevant vocabulary, such as ‘请说一说’ (please describe), ‘介绍一下’ (introduce), ‘什么’ (what), ‘为什么’ (why), ‘哪’ (where), ‘谢谢’ (thank you) and ‘再见’ (goodbye).

It is recommended that students further practise their listening skills in order to better understand assessors’ questions. Most students were able to recall prepared sentences and vocabulary during the Conversation; however, the responses were not always relevant to the questions. It would be helpful for the students to prepare for the examination by concentrating further on listening skills.

Notes and cue cards are not permitted in either section of the examination.

Specific information

Section 1 – Conversation

The Conversation included topics about the student’s personal world, including family and friends, school and home life, interests and aspirations.

Students who scored well demonstrated their ability to build connections with the assessors, using a range of strategies such as appropriate body language and clear pronunciation. They demonstrated relevant and original content in their responses. Many students attempted to use a variety of sentence patterns and grammatical structures, and some students were able to accurately and appropriately convey their preferences and reasoning for things through the clear use of simple grammatical structures. ‘我喜欢我的学校，因为它很大’ (I like my school, because it is big) was such an example, showing the student’s preference and reasoning.

Other effective communication strategies included eye contact, natural gap fillers during pauses and phrases to request clarification. For example, ‘请再说一遍’ (please repeat it) was commonly used by students.

Section 2 – Presentation of a visual stimulus in Chinese

The content of this section needed to be within the prescribed topics of Chinese Language strand for Unit 3 (leisure, lifestyles, entertainment) and Unit 4 (youth issues, world of work). Out-of-range topics were not awarded marks for content.

The students were expected to understand the instructions from the assessors to move from Section 1 to Section 2, ‘请介绍一下你带来的图片/东西’ (please introduce the picture/artefact that you have brought), and to start their presentation.

High-scoring performances were recognised for their structured presentation and the student’s ability to conduct a spontaneous discussion. Most students were able to use sign-posting phrases such as ‘首先’ (firstly), ‘其次’ (then) and ‘最后’ (at last) when presenting different aspects of the visual stimulus. A few students were able to use ‘这就是我的介绍，谢谢’ (this is my Presentation, thank you) to conclude the Presentation.

Most students brought images as the visual stimulus for Section 2. The chosen visual stimulus was expected to provide adequate scope and depth to sustain the second section of the examination, which lasts for 8 minutes. Some items, such as a simple picture did not provide enough content for discussion and therefore limited the student’s opportunities to demonstrate their full language potential.