

# 2019 VCE Chinese Language, Culture and Society oral examination report

## General comments

In the 2019 Chinese Language, Culture and Society oral examination, students showed a range of knowledge and skills in using spoken Chinese language. Overall, the language skills were of a high standard. 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 communication style, applying effective repair strategies, the ability to self-correct and return the Conversation back to the topic, and providing relevant responses to questions.

Students are encouraged to further practise their listening and responding skills.

## 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. The majority of students discussed more than one topic and displayed some breadth and depth in their responses.

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 maintained a natural flow to the Conversation and provided relevant and original content in their responses. They demonstrated thorough preparation for their chosen topics by giving reasons, examples and evidence, and presenting an excellent range of information, opinions and ideas. Many students attempted to use a variety of sentence patterns and grammatical structures, and some were able to accurately and appropriately convey their preferences and reasoning for things through the clear use of simple grammatical structures.

Students who do not understand a question are encouraged to ask the assessors for clarification rather than pause for long periods. Students who did not score well provided irrelevant or rote-learned responses that did not address questions asked.

### 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).

Most students were able 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 with confidence.

Most students brought images as the visual stimulus for Section 2. Most images were informative, providing enough content for discussion. The chosen visual stimulus was expected to provide adequate opportunity to support the second section of the examination, which lasts for eight minutes.

High-scoring performances were recognised for their structured presentation and the students’ ability to conduct a spontaneous discussion according to the visual stimulus of their choice. Some further demonstrated the students’ ability to address details, summarise information and make logical links between ideas.

It is essential that students familiarise themselves with their visual stimulus before the examination and to have the flexibility to present a range of information about the prescribed topics. Most students were able to describe the factual information presented in their images.