2022 VCE Chinese Language, Culture and Society oral external assessment report

General comments

The examination had two sections: a general conversation in Chinese of approximately seven minutes and a presentation of a visual stimulus in Chinese of approximately eight minutes.

In the first section, students were assessed on:

* their capacity to maintain and advance an exchange appropriately and effectively
* the relevance, breadth and depth of their information, opinions and ideas
* the accuracy of their vocabulary and grammar
* their clarity of expression.

In the second section, students were assessed on:

* their capacity to introduce, maintain and advance an exchange appropriately and effectively
* their capacity to present information, ideas and opinions on a chosen topic
* the accuracy of their vocabulary and grammar
* the range and appropriateness of vocabulary and grammar
* their clarity of expression.

In the 2022 Chinese Language, Culture and Society oral examination, students showed a range of skills in using spoken Chinese language. Students who scored highly were able to respond with relevant information and elaborate with interesting and detailed content in both sections of the examination. Most students were familiar with the procedure of the examination and were able to follow instructions such as ‘请用英文读一下你的学生考号’ (please read your examination slip number in English) and ‘请开始你的演讲’ (please start your presentation) for the start of the second session.

Specific information

Section 1 – Conversation

In this section of the examination there was a general conversation between the student and the assessors about the student’s personal world, for example, school and home life, family and friends, leisure and future aspirations.

Students who made higher-scoring presentations:

* demonstrated an excellent level of understanding by responding readily and confidently
* used highly effective repair strategies
* carried the conversation forward with spontaneity
* needed no support
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses
* were able to clarify, elaborate on and defend opinions and ideas very effectively
* demonstrated excellent preparation
* used sophisticated vocabulary and structures accurately and appropriately
* usually self-corrected
* used an excellent range of vocabulary, structures and expressions
* consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

In the Conversation section, 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) and ‘谢谢’ (thank you). Students are encouraged to learn relevant vocabulary for describing their personal world, including introduction of self, family, friends and school life based on their own experiences.

When providing extensive content, students are expected to ensure that responses are relevant to the questions asked.

Communication

Students who scored well demonstrated their ability to provide effective responses to the questions. They maintained a natural flow to the conversation and used appropriate phrases to ask for clarifications to keep the communication moving forward.

Students who scored highly presented a natural and effective communication style when responding to questions, respectful and inclusive body language, clear pronunciation and the ability to self-correct.

Useful phrases for seeking support and self-correction during the Conversation include ‘对不起，你可以再说一遍吗?’ (Excuse me, could you repeat that please?) ‘你刚才说…，请问是什么意思?’ (You just said …, could you please explain further?) and ‘谢谢，我明白了’ (Thank you, I understand).

Content

Students who scored highly were able to respond spontaneously. They demonstrated thorough preparation by giving facts, expressing opinions, providing reasons, examples and evidence. Some students shared with assessors interesting details about themselves.

It is useful to seek clarification when needed, rather than interrupt the flow of the conversation with long pauses or provide irrelevant or memorised responses. Students are encouraged to keep a collection of interesting experiences and stories in preparation for the examination throughout the year.

Language

Students who scored highly were able to use high-frequency vocabulary and the required grammar with accuracy. They demonstrated their abilities in mastering a range of vocabulary and expressions. Most students used their vocabulary and expressions appropriately for the task. Authentic pronunciations and tones were awarded high marks.

Most students attempted to use a variety of sentence patterns and grammatical structures, and some were able to convey their preferences and reasoning accurately and appropriately through the clear use of simple grammatical structures.

It would be helpful to practise speaking Chinese with native speakers whenever possible. Students are also encouraged to practise pronunciation and pay attention to various grammatical structures when listening to podcasts or watching films or documentaries in Chinese.

Section 2 – Presentation of a visual stimulus in Chinese

In this section of the examination, students provided a two-minute description of an item they had brought to the examination, such as a picture, a cartoon or an artefact. The item had to be related to the prescribed topics of the Chinese Language strand for Unit 3 (leisure, lifestyles, entertainment) and Unit 4 (youth issues, world of work). Students then responded in Chinese to a series of simple questions about the item provided.

Students who engaged in higher-scoring discussions:

* communicated information, ideas and opinions very effectively
* were highly engaged with the assessors and effectively used appropriate style and register
* used sophisticated vocabulary and grammatical structures accurately and appropriately
* had excellent pronunciation, intonation, stress and tempo
* provided an extensive range of highly relevant and original information, ideas and opinions on the issue selected
* clarified, elaborated on or defended very effectively ideas and opinions related to the issue selected
* effectively responded to general questions on the broad subtopic beyond the issue selected, including unfamiliar issues related to the subtopic
* made excellent use of evidence from the text studied to support their discussion.

In the Discussion, most students were aware of the requirements of the oral examination and came prepared to provide a two-minute description of an item they’d brought to the examination. Some students who did not prepare for this two-minute presentation were not awarded marks for this aspect. The majority of students had prepared their presentation based on the prescribed topics.

Communication

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) or ‘请开始你的演讲’ (please start your presentation), and to start their two-minute descriptive presentation.

Students who scored highly demonstrated effective communication and repair strategies. Useful self-corrections and interactive phrases that students can use when needed may include ‘对不起，请再说一遍’ (Excuse me, could you repeat please?) or ‘我没有想过这个问题，但是…’ (I haven’t thought about this question, but …).

Students are encouraged to engage with the assessors through natural body language, eye contact and simple inclusive questions, such as ‘您说呢?’ (And you?)，‘我觉得…，是这样吗?’ (I think…, isn’t it?). In the discussion, students who scored highly showed interest in the dialogue and responded to the questions with detailed descriptions and preferences.

Content

Students who did well in this area prepared their presentation on one of the prescribed topics. Their description of the artefact was informative and sufficient to last two minutes. In the discussion that followed, students who scored highly were able to confidently provide details about the artefact and further interesting descriptive information.

Students were expected to provide enough information about the stimulus to demonstrate their knowledge of spoken Chinese. Students who gave an introduction on the history of certain Chinese cultural symbols or Chinese festivals were not awarded marks for this content. Content that scored highly explored interesting aspects of the prescribed topics.

Language

High-scoring performances were recognised for their structured two-minute descriptive presentation and the students’ ability to conduct a spontaneous discussion with assessors around the visual stimulus of their choice. Some students further demonstrated their ability to address details, summarise information and make logical links between ideas based on the visual stimulus. Most were able to describe the factual information presented in their images.

It is recommended that students familiarise themselves with the details of their visual stimulus and prepare relevant Chinese vocabulary to enable them to describe those details effectively. The strategic use of various language structures, as well as the avoidance of repetition and redundancy, also contribute to a successful performance.

More information

Refer to [VCE Chinese Language, Culture and Society study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chineselanguage-cultureandsociety/Pages/Index.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.