2023 VCE Chinese Language, Culture and Society 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: General conversation in Chinese

What students did well

In 2023 students:

* engaged in a general conversation about their personal world, for example, their school and home life, family and friends, and/or leisure and future aspirations. Students who did well actively used eye contact with the assessors to demonstrate their interest in the questions.
* demonstrated an excellent level of understanding by responding readily, communicating confidently, and carrying the conversation forward with spontaneity. High-scoring students showed familiarity with questions covering all areas of study and an ability to move the conversation forward, providing spontaneous responses.
* provided a range of highly relevant information, ideas and opinions with an appropriate depth. Students who did well were able to respond to the questions with relevant content including interesting details, such as a brief story of a family leisure activity, an interaction with a friend or an example of their learning challenges.
* used highly effective repair strategies, when required, such as asking for clarification, repetition or rephrasing of a question when it was not understood, with sentences such as ‘对不起，请再说一遍 (sorry, please repeat that again)’ and other self-correction phrases.

Areas for improvement

Students should:

* ensure adequate preparation for the conversation with information, ideas and opinions. Students are required to elaborate on their personal world and provide in -depth and interesting ideas and opinions. Repetition of ideas and opinions is not awarded marks for content.
* practise answering a range of questions to be able to advance the conversation. Some students only provided short, factual answers that showed lack of information or ideas. Students are encouraged to elaborate on their short answers with authentic details. For example, when asked ‘How many years have you learned Chinese?’, the students could, instead of answering ‘我学中文六年了(I have learnt Chinese for six years)’, respond with more information, such as ‘我从七年级就开始学习中文，已经六年了 (I started learning Chinese in Year 7; it has been six years)’ or ‘我觉得中文很难，但是中国文化很有意思 (I found Chinese language difficult but Chinese culture is interesting)’. This will move the conversation forward. Some of the students provided detailed answers to questions about their home and school life, but provided less content to questions regarding future aspirations and leisure. It might be helpful to practise a range of questions covering all possible areas.
* build confidence through practising interactions in the language. Many students could not improvise answers relevant to the question. Answers that included long, memorised paragraphs were not always relevant and did not maintain the flow of the conversation.
* practise using repair strategies to advance the conversation when needed. Instead of telling the assessors that they do not know the answer to a particular question (‘我不知道’), it is helpful to move the conversation forward with phrases such as ‘请再说一遍 (Please say it again)’, or ‘……是这个意思吗？ (Do you mean…?)’ to clarify the question.

Section 2: Presentation of a subtopic and supporting visual material in Chinese

What students did well

In 2023 students:

* clearly introduced the focus of their subtopic from one of the prescribed topics of the Chinese Language strand, alerting assessors to the image brought to support the discussion. High-scoring students were able to start their two-minute speech with signposting phrases such as ‘老师们好，我要演讲的题目是…… (Dear assessors, the topic of my presentation is…)’, and advancing their presentation with reference to the image, for example ‘第一张图片是关于……，上面有……，离我们比较近的是……，远处是…… (the first image is about…, there are…, closer to us is… , the [thing] in the distance is…)’.
* responded to questions about the relevant information, ideas and opinions. High-scoring students demonstrated a thorough preparation and in-depth study of their chosen subtopic before the assessment.
* used the image skilfully to support the discussion on the subtopic. Students were able to effectively discuss the relevance of the visual to the subtopic. High-scoring students were able to respond and provide original ideas and opinions to a series of questions about the supporting visual material and the subtopic.
* used appropriate vocabulary, such as descriptive phrases and expressions relevant to the subtopic and the visual material.
* used appropriate grammar and sentence structures.
* used appropriate expression, including pronunciation, intonation, stress and tempo.
* engaged with the assessors in an exchange of opinions, reflected on their experiences of learning, and gave original interpretations of the chosen subtopic. In 2023, examples of topics include the following:
* 哈尔滨冰灯节 Snow Light Show in Ha’erbin
* 中国人喝茶的习俗 Tea drinking in China
* 夜市小吃和娱乐 The food and leisure life in night markets
* 中国的真人秀节目 Reality shows in China
* 中国的网络游戏 Chinese computer games
* 中国北方的冬泳活动 Winter swimming activity in northern China
* 疫情结束后中国人的旅行 Chinese tourism post-pandemic

Areas for improvement

Students should:

* choose an appropriate subtopic to suit ability and interests and an image that supports the discussion. Some students chose a subtopic that was too broad, and/or included too many images, which made it harder for the students to give appropriate description, and/or engage the assessor with authentic information. Some such topics were ‘中国饮食文化 (Chinese food culture)’, ‘中国电影 (Chinese film)’ and ‘中国人的休闲活动 (Chinese leisure life)’. It may be helpful to focus on a specific area of those topics to discuss specific information and details. Many students chose Chinese festivals such as ‘春节 (Spring Festival)’，’清明节 (Tomb-sweeping Festival)’ and 中秋节 (Mid-autumn Day)’ as their subtopic. However, rather than presenting and describing the visual, most of them told fables relevant to the chosen festival, which was not appropriate for this section. Students are encouraged to draw information from their visual material and give ideas/opinions.
* practise using the image to support the discussion of the subtopic. Some students prepared a detailed study on their chosen subtopic, including the history and cultural implications, rather than a presentation. Students are encouraged to choose visual material containing sufficient details to support their two-minute speech.
* avoid relying on pre-learned responses that do not address an assessor’s question. Some students, relying on pre-learned responses, provided irrelevant responses and were not able to improvise according to the assessor’s questions. Repetitive answers were not awarded marks.
* build vocabulary specific to the selected subtopic, such as vocabulary dealing with activities, colours, shapes, appearance and positioning.