2022 VCE Filipino oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
* language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried conversation forward with spontaneity
* 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, and demonstrated excellent preparation for the conversation and of their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

In 2022, students performed well in both sections of the oral examination. They displayed a sound understanding of the assessors’ questions and comments and exhibited fluency in the language in the way they conversed and discussed the different topics. They confidently elaborated on their ideas and opinions, and engaged in the conversation and the discussion spontaneously and confidently, using sophisticated vocabulary and expressions, complex sentences and correct grammar and register.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

Students carried the conversation forward with spontaneity, used effective repair strategies and readily responded to questions asked by the assessors. They expounded and elaborated on their responses with sophisticated vocabulary and expressions, correct grammar and correct register. All students had excellent pronunciation, stress, tempo and intonation like a native speaker.

Communication

Students conversed with their assessors with ease, showing their understanding of the language. They were articulate in narrating their experiences as a student.

Almost all the students were fluent in the language and were able to communicate spontaneously and elaborate on their topics with ease. Some students incorrectly mixed English words into their sentences.

Content

The students’ topics of conversation were based on lifestyle and experiences. Students talked about their experiences as a student and compared their lifestyle in the Philippines and in Australia.

Language

Students who scored highly used a broad range of sophisticated vocabulary and structures accurately and appropriately in their exchange with assessors. The structures of sentences were compound/complex with correct grammar and the style and register used was highly appropriate.

Students sounded like native speakers in that they expressed their ideas with clarity, correct pronunciation, intonation, stress and tempo.

Students should note the following language issues.

|  |  |
| --- | --- |
| **Incorrect use** | **Correct use** |
| *Maghanap ng cure para sa Psoriasis disease* | *Maghanap ng lunas para sa sakit na Psoriasis* |
| *Gusto ko maging accounting* | *Gusto ko maging accountant o tagatustos* |

Section 2 – Discussion

Each student gave a one-minute introduction of their subtopic to their assessor, who then engaged the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps or diagrams, brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Filipino is spoken, and the student was expected to make reference to the text studied.

Students discussed their chosen subtopics and their supporting visual material, which had to be related to either the prescribed theme ‘The Filipino-speaking communities’ or the prescribed theme ‘The changing world’. They participated in the discussion with an excellent range of information, ideas and opinions and used the visual material/s they brought along to make appropriate connections. They expounded upon their topic and readily responded to questions raised by the assessors. Their fluency of the language enabled them to communicate clearly, spontaneously and effectively.

Communication

Students who engaged in high-scoring discussions displayed an ability to connect with assessors and maintain and at times advance the exchange effectively. They were able to elaborate on their responses with confidence.

Content

Students chose subtopics for the discussion based on heroes of the Philippines (such as Andres Bonifacio, Jose Rizal, Gabriela Silang, Lapu-lapu), or colonisation, traditional tattoo, Filipino deities and the Edsa Revolution. Students who engaged in high-scoring discussions were well prepared and presented excellent and varied information based on their research and visual aids.

Language

Students who engaged in high-scoring discussions used compound/complex sentences with sophisticated and appropriate vocabulary and expression. They used words and phrases that demonstrated their command of the Filipino language. Sentence structures were grammatically correct and with the correct style and register. Students expressed their ideas and information clearly with excellent pronunciation, stress, tempo and intonation.

Areas for improvements include:

* expanding vocabulary
* being careful when using utterances: instead of saying it in Filipino, some students used English language.

Students should note the following language issues.

|  |  |
| --- | --- |
| **Incorrect use** | **Correct use** |
| so | *kaya* |
| and | *at* |
| like | *tulad ng* |
| but | *pero* |

More information

Refer to the [VCE Filipino study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/filipino/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/filipino/Pages/Index.aspx) for full details on this study and how it is assessed.