2023 VCE Karen 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: Conversation

What students did well

In 2023, students:

* engaged in a general conversation about their personal world, discussing, for example, school and home life, family and friends, interests and aspirations
* provided a range of relevant information, ideas and opinions with an appropriate depth. For example, students who scored highly were able to turn a closed question into an open-ended response and elaborate on their response
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed. Since the conversation was about the student’s personal world, students were able to respond with interest, confidence and spontaneity
* used appropriate vocabulary
* used appropriate grammar and sentence structures
* used appropriate expression, including pronunciation, intonation, stress and tempo.

Areas for improvement

In preparing for this exam, students could:

* ensure adequate preparation for the conversation with information, ideas and opinions
* practise answering a range of questions to be able to advance the conversation. For example, students could make a list of questions about their school, sport, hobbies and aspirations, and practise answering them on a daily basis
* build confidence through practising interactions in the Karen language. For example, students could have a complete conversation in Karen with their parents and siblings about what they did at school, their bad/best day at work, and so on
* practise using repair strategies to advance the conversation when needed. If a key term or word is forgotten, it is acceptable to describe it
* build vocabulary specific to the students’ personal world and their interactions with the language and culture as learners, for example words related to their school, work and community and how they learn the language and culture. Students should ensure they learn new vocabulary and practise it regularly.

Section 2: Discussion

What students did well

In 2023, students:

* clearly introduced the focus of the subtopic chosen for their detailed study in less than one minute, alerting assessors to any objects brought to support the discussion. For example, students explicitly introduced their subtopic, whether it be environmental change in Karen State, conservation and development and its impact on the environment, deforestation etc. as well as the main points for discussion
* used the image to support the discussion on the subtopic
* engaged in a discussion using relevant information, ideas and opinions. For example, students discussed the benefits and drawbacks of the subtopic and were able to clearly express a range of ideas and opinions
* clarified, elaborated on and defended opinions and ideas by using facts, logic, and reasoning to support their ideas
* used appropriate vocabulary
* used appropriate expression, including pronunciation, intonation, stress and tempo.

Areas for improvement

In preparing for this exam, students could:

* choose an appropriate subtopic to suit ability and interests. If it is a topic that interests and concerns students, they will have more to say about it, and the assessor will be interested as well
* prepare with an appropriate number of quality sources, such as a combination of aural and visual sources, as well as written texts, to give the subtopic sufficient depth. It is important that students choose a subtopic for which they can find sufficient material. Students could choose a less specific time period, population, or geographic area for their subtopic so they can extend the discussion
* use the image to support the discussion on the subtopic. Students must use the image to make connections to the subtopic to develop the discussion further
* avoid relying on pre-learned responses that do not address an assessor’s question. If students are unsure how to respond to a question, they can notify the assessor. The assessor may rephrase it to make it easier to understand or proceed to a different question
* build vocabulary specific to the subtopic selected for the detailed study. During their study of the subtopic, students should pay attention to the specific terms that are used, familiarise themselves with the appropriate vocabulary specific to the subtopic and practise using them.