



VCE LANGUAGES: ORAL EXAMINATION

SECOND LANGUAGES

2011 STUDENT INFORMATION BOOKLET

The information in this booklet relates to **VCE Languages: Oral component** for the following languages:

Albanian	Hebrew	Punjabi
Arabic	Hindi	Romanian
Armenian	Hungarian	Russian
AUSLAN	Indonesian SL	Serbian
Bosnian	Italian	Sinhala
Chinese SL	Japanese SL	Spanish
Chinese SLA	Khmer	Swedish
Croatian	Korean SL	Tamil
Dutch	Macedonian	Turkish
Filipino	Maltese	Ukrainian
French	Persian	Vietnamese
German	Polish	Yiddish
Greek	Portuguese	

The 2011 Oral examinations will begin on Monday, October 10, 2011, and conclude on Wednesday, November 2, 2011.

Details of the assessment task

For full details of the Oral examination, see the relevant sections of the *VCE Languages Other Than English (LOTE), Second Language: Assessment Handbook 2005-2014* (available on the VCAA website) and the *Study Design for the relevant language*. Study Designs can be viewed on the VCAA website at www.vcaa.vic.edu.au

Examination Rules

Students should read the sections entitled ‘VCE Examination: Guidelines and Rules’ and ‘Examination Irregularities’ on pages 8 and 9 of the *VCE Exams Navigator 2011: Student Information & Timetable*. Every student should have a copy of this booklet.

**ORAL EXAMINATION: SECOND LANGUAGES
2011
DETAILS ABOUT THE EXAMINATION FOR STUDENTS**

ARRIVAL TIME AND DRESS

- **Please arrive 30 minutes before your appointed examination time.**
- **Please wear neat casual clothing.**

DOCUMENTATION

- Personal identification consisting of a clear photograph with your full name, for example, school ID card, public transport ID card, passport, driver's licence
- A copy of your Examination Advice Slip (also known as the student advice slip)
- Any objects to support your discussion in Section 2 of the Oral examination
- **Notes and cue cards are not permitted in the Oral examination for Second Languages**
- **Dictionaries are not permitted in the Oral examination.**

All materials may be checked.

REGISTRATION AT THE EXAMINATION CENTRE

A venue coordinator at the reception area will verify your personal identification, collect the coordinator's copy of your Examination Advice Slip, check your materials and accompany you to a chair outside the examination room. You may be asked to be seated for a short time until an assessor comes to collect you from where you have been asked to wait.

THE EXAMINATION

- **Introduction**
The assessment period begins when an assessor invites you to enter the examination room. Remember to speak in the LANGUAGE at all times, except when you give your **student number in English**. The assessors will greet you and indicate where you should sit. Once seated, you will be asked to repeat your student number in English and to hand the assessors the assessor copy of your Examination Advice Slip. Your Oral examination will be recorded.
- **Section 1, Conversation**
The assessors will signal the beginning of the first section of the examination, the Conversation, which will last approximately **seven minutes**. It will consist of a general conversation about your personal world, for example, school and home life, family and friends, interests and aspirations. An assessor will indicate when it is time to conclude the Conversation and begin the Discussion.
- **Section 2, Discussion**
In no more than **one minute**, you will briefly introduce the main focus of your sub-topic, alerting the assessors to any objects brought to support the Discussion. The focus of the discussion will be to explore aspects of the language and culture of communities in which the language is spoken. You will be expected to make reference to texts studied. When the assessors are satisfied that they have enough evidence on which to base their assessment, they will indicate that the examination is drawing to a close. You should take leave of the assessors in a culturally appropriate way.

DEPARTURE: Please leave the assessment centre quickly and quietly so that other students are not disturbed during their examination.

**VCE LANGUAGES: ORAL EXAMINATION
2011
ASSESSMENT CRITERIA**

The detailed descriptors used by assessors in applying the assessment criteria are published in the relevant sections of the *VCE Languages Other Than English (LOTE) Second Language: Assessment Handbook 2005-2014* (available on the VCAA website) and the *Study Design* for the relevant Language. Study Designs can be viewed on the VCAA website at www.vcaa.vic.edu.au

ASSESSMENT CRITERIA FOR SECOND LANGUAGES (OTHER THAN CHINESE SECOND LANGUAGE ADVANCED)

The following criteria will be used to assess students' performances in the Oral examination. Each criterion will be weighted equally.

SECTION 1: Conversation

Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communications and repair strategies
- degree of support necessary to maintain the exchange

Relevance, breadth and depth of information, opinions and ideas

- relevance of information/ideas
- range of information/ideas
- capacity to support/elaborate ideas/opinions with reasons/examples/evidence/new ideas

Accuracy of vocabulary and grammar

Range and appropriateness of vocabulary and grammar

- variety of vocabulary and grammar
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task

Clarity of expression

- pronunciation, intonation, stress, tempo

SECTION 2: Discussion

Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

Capacity to present information, ideas and opinions on a chosen topic

- capacity to support and to elaborate on information, ideas and opinions with reasons, examples, evidence and/or new ideas

Accuracy of vocabulary and grammar

Range and appropriateness of vocabulary and grammar

- variety of vocabulary and grammar
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task

Clarity of expression

- pronunciation, intonation, stress, tempo

ASSESSMENT CRITERIA FOR CHINESE SECOND LANGUAGE ADVANCED

The following criteria will be used to assess students' performances in the Oral examination. Each criterion will be weighted equally.

SECTION 1: Conversation

Criterion 1

Demonstrated capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

Criterion 2

Relevance, breadth and depth of information, opinions and ideas

- relevance of information/ideas
- range of information/ideas
- capacity to support/elaborate ideas/opinions with reasons/examples/evidence/
new ideas

Criterion 3

Accuracy of vocabulary and grammar

Criterion 4

Range and appropriateness of vocabulary and grammar

- variety of vocabulary and grammar
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of register

Criterion 5

Clarity of expression

- pronunciation, intonation, fluency, stress and tempo
- effective control of language to convey linguistic and culturally appropriate meaning

SECTION 2: Discussion

Criterion 6

Demonstrated capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

Criterion 7

Capacity to present information, ideas and opinions on a chosen topic

- capacity to support and to elaborate on information, ideas and opinions with reasons, examples, evidence and/or new ideas

Criterion 8

Accuracy of vocabulary and grammar

Criterion 9

Range and appropriateness of vocabulary and grammar

- variety of vocabulary and grammar
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of register

Criterion 10

Clarity of expression

- pronunciation, intonation, fluency, stress and tempo
- effective control of language to convey linguistic and culturally appropriate meaning

ASSESSMENT CRITERIA FOR AUSLAN PERFORMANCE INTERACTIVE SIGN EXAMINATION 2011

Conversation, presentation and response

When judging performance in the Interactive Sign examination, the assessor(s) will take into account the extent to which the student demonstrates:

Section 1: Conversation

1. Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessor(s)
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

2. Relevance, breadth and depth of treatment of information, opinions, ideas

- relevance of information/opinions/comment
- range of information/opinions/comment

3. Clarity of expression and fluency of expression

- pace, rhythm, stress
- effective use of signing space in an informal context

4. Accuracy of vocabulary and discourse structures

- accuracy of vocabulary and grammatical structures
- observation of the cultural conventions of informal sign

5. Range and appropriateness of vocabulary and grammatical structures

- variety of vocabulary and grammatical structures
- appropriateness of vocabulary and grammatical structures to the context, audience and purpose of task

Section 2: Presentation and discussion

1. Capacity to sustain a presentation and response in a formal signing context

- effectiveness of presentation including the capacity to incorporate any support material(s)
- capacity to link with assessors and to maintain the exchange appropriately and effectively
- capacity to elaborate on the presentation with reasons/examples/evidence
- effectiveness of communication and repair strategies

2. Relevance, breadth and depth of information, opinions and ideas

- quality of information/opinions/comment
- relevance of information/opinions/comment
- range of information/opinions/comment
- capacity to support/elaborate opinions/comment with reasons/examples/evidence

3. Clarity of expression and fluency of expression

- pace, rhythm, stress
- effective use of signing space in a formal context

4. Accuracy of vocabulary and discourse structures

- accuracy of vocabulary and grammatical structures
- observation of the cultural conventions of formal sign

5. Range and appropriateness of vocabulary and grammatical structures

- variety of vocabulary and grammatical structures
- appropriateness of vocabulary and grammatical structures to the context, audience and purpose of the task.
