

# Senior External Examination: SEE 1 (spoken component for language subjects)

Handbook for candidates

June 2024

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# Introduction

In General (Senior External Examination (SEE)) language subjects, candidates must complete both SEE 1 (spoken component) and SEE 2 (written component) to receive a result. There are no opportunities to resit examinations. This handbook is designed to help candidates prepare for the spoken component, which is scheduled for October 2024.

In the QCAA-provided SEE language subjects (Chinese SEE, Indonesian SEE, Korean SEE and Vietnamese SEE), the SEE 1 examination is conducted via a secure, face-to-face web-based sharing platform (Cisco Webex).

In all other SEE language subjects (Arabic SEE, Modern Greek SEE, Punjabi SEE, Russian SEE and Tamil SEE), the spoken component is conducted via telephone. Polish SEE is conducted via Zoom.

SEE 1 is recorded for marking and quality assurance purposes.

This handbook provides candidates with key information about the spoken component of each SEE language subject:

- [Arabic SEE](#) (p. 2)
- [Chinese SEE 1](#) (p. 3)
- [Indonesian SEE 1](#) (p. 6)
- [Korean SEE 1](#) (p. 9)
- [Modern Greek SEE](#) (p. 12)
- [Polish SEE](#) (p. 13)
- [Punjabi SEE](#) (p. 14)
- [Russian SEE](#) (p. 15)
- [Tamil SEE](#) (p. 16)
- [Vietnamese SEE 1](#) (p. 17).

More information about Senior External Examinations is available on the QCAA website at [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

# Arabic SEE

In Arabic SEE, the spoken component consists of two sections — a conversation (Section 1) and a discussion (Section 2). It is conducted using telephone.

For advice about the techniques used, see the syllabus specifications at [www.qcaa.qld.edu.au/senior/see/subject-resources/arabic](http://www.qcaa.qld.edu.au/senior/see/subject-resources/arabic).

## Section 1: Conversation (approximately 7 minutes)

Section 1 involves a general conversation between the candidate and the assessor/s about the candidate's personal world and their interactions with the Arabic language and culture as a learner.

The assessor/s begin/s the conversation with questions about the candidate's personal world. The assessor/s then ask/s general questions about the candidate's interactions with the Arabic language and culture as learners. Candidates may support their personal reflections by referring to any of the relevant sub-topics studied in class from the prescribed themes 'The individual' and 'The Arabic-speaking communities'.

## Section 2: Discussion (approximately 8 minutes)

Following the conversation, the candidate is required to discuss their chosen sub-topic and the supporting visual material that they have brought with them. The sub-topic and the supporting visual material must be related to either the prescribed theme 'The Arabic-speaking communities' or the prescribed theme 'The world around us'. The discussion focuses on exploring aspects of the sub-topic, including information, opinions and ideas. The candidate is expected to respond to questions on the sub-topic itself and the supporting visual material that they have brought with them.

**Note:** The supporting visual material is a requirement.

### Approved materials and equipment

- The supporting visual material must consist of one image on a piece of paper, no larger than A3 size. Three-dimensional objects are not permitted. The quality of the supporting visual material is not assessed.
- The supporting visual material should not include any writing. If the supporting visual material does contain writing, the amount of writing must be minimal.
- Dictionaries, notes and cue cards are not permitted.

The syllabus specifications and resources for Arabic SEE on the QCAA website provide advice about these techniques: [www.qcaa.qld.edu.au/senior/see/subject-resources/arabic](http://www.qcaa.qld.edu.au/senior/see/subject-resources/arabic).

The QCAA will send schools a form for students to complete to indicate their sub-topic preferences. Schools should return the form and supporting visual material to the QCAA before the assessment period begins.

# Chinese SEE 1

Developed and marked by the QCAA, the spoken component of Chinese SEE (Chinese SEE 1) is conducted using Cisco Webex. It is divided into two sections:

- Section 1 — a prepared, individual, multimodal presentation to a QCAA marker (8–10 minutes duration)
- Section 2 — an unprepared, candidate-centred conversation with the marker (7–8 minutes duration).

Candidates deliver their multimodal presentation live and engage with a marker online. The multimodal presentation may be supported by notes and is completed in an online format. The online platform used to conduct the assessment session is the Cisco Webex secure, face-to-face, web-based sharing platform.

Candidates may not prerecord the spoken component of their multimodal presentation, as this is delivered live to the QCAA marker on the day of the assessment. The QCAA records the multimodal presentation during the spoken assessment as evidence of the quality of the response.

Stimulus files are made available to schools on **Friday 23 August 2024**.

All assessment materials are provided to candidates on **Monday 26 August 2024**.

The schedule of dates and times of spoken assessment is sent to schools at the end of Term 3.

Resources for candidates are available at [www.qcaa.qld.edu.au/senior/see/subject-resources/chinese](http://www.qcaa.qld.edu.au/senior/see/subject-resources/chinese).

## Section 1: Extended response — multimodal

### Specifications

This section requires candidates to:

- respond to 3–5 stimulus texts provided by the QCAA
- analyse and synthesise the stimulus texts to identify different perspectives
- structure, sequence and synthesise their individual response
- make use of the six-week period of notice to prepare their response.

The 3–5 stimulus texts will:

- cover a range of text types
- be authentic
- be related to Unit 3 and Unit 4 syllabus subject matter.

The candidate's response:

- must be a prepared, individual, multimodal presentation (8–10 minutes) in Chinese
- is to be presented live on the day of the assessment and may be supported by notes
- must offer a personal response, including their own perspectives, on the ideas and information offered in the QCAA-provided stimulus texts
- will be recorded as evidence of the quality of the response and be made available for quality assurance processes.

## Section 2: Extended response — spoken

### Specifications

This section requires candidates to respond spontaneously to unseen open-ended questions (in Chinese) related to their response to the QCAA-provided unseen stimulus text/s and Unit 3 and Unit 4 syllabus subject matter.

The spoken conversation must:

- be an unprepared candidate-centred conversation with the examiner (7–8 minutes in length)
- provide opportunities to sustain communication and exchange meaning in the language
- be recorded as evidence of the quality of the response and be made available for quality assurance processes.

### On the day of assessment

Candidates should arrive 15 minutes early and bring their LUI number and photo ID. They also need to bring:

- a copy of their extended multimodal presentation on a USB that can be shared on the online platform
- wired earphones/headphones (wireless/Bluetooth-enabled earphones and headphones are not allowed)
- any resources that are permitted or required to support the assessment.

Schools will have organised a suitable room with a device (e.g. laptop) that has wi-fi capability, a working microphone, is camera-enabled and allows access to the online platform throughout the assessment session. Please note that mobile devices such as phones and tablets are not suitable devices for screen-sharing multimodal formats such as video or slideshow (e.g. PowerPoint) via Webex. Candidates/schools are to use the same device used during the familiarisation testing with QCAA in early September.

Dictionaries are not permitted in either Section 1 or Section 2 of this assessment.

### Session information

The assessment is conducted by a QCAA marker. A QCAA officer (operator) records the assessment session using Cisco Webex. When the candidate enters the Webex online environment, the operator checks with the candidate that the video and audio are both operational. The QCAA marker logs into the online platform five minutes before the start of the assessment session, greets the candidate and conducts a visual and audio check. The marker then notifies the candidate that the assessment will be recorded for quality assurance purposes and advises the candidate that the operator will now start the recording.

The operator begins recording the session and the marker confirms the candidate's photo ID and LUI with the school supervisor, ensuring the details match the schedule and the Webex meeting name.

The marker then prompts the candidate to begin their presentation. The marker listens to and views the multimodal response (8–10 minutes) as the candidate presents live in Webex.

The QCAA marker indicates to the candidate when it is time to move on to Section 2: Extended response — spoken (7–8 minutes). The marker leads the candidate-centred conversation and provides opportunities to exchange communication and sustain meaning in the language, ensuring that most of the time is dedicated to the candidate’s responses.

## Frequently asked questions

### **Q. When is the assessment?**

A. The date and time of the assessment are sent to the school and emailed to the candidate at the end of Term 3. The EA coordinator confirms the location of the assessment room and ensures that the candidate is provided with the assessment advice six weeks before the assessment date.

### **Q. What happens on the day of the assessment?**

A. Candidates bring required materials and arrive at least 15 minutes before the start of the assessment.

### **Q. Do candidates need to wear a headset?**

A. Instead of wearing a headset, candidates may use the laptop (audio and video) that was tested in the device trial in Term 4. Any headsets must not have Bluetooth capability.

### **Q. What happens if the technology does not function as expected, either before or during my session?**

A. The QCAA attempts to resolve the issue within 15 minutes. If required, the QCAA reschedules the session to another suitable date/time.

### **Q. What platform is used for the assessment?**

A. Cisco Webex.

### **Q. Do candidates need to attend a trial Cisco Webex session before the day of assessment?**

A. Candidates are not required to attend any practice sessions for the assessment. To help schools prepare for the SEE 1 spoken component, the QCAA will host a testing and familiarisation session of the Cisco Webex platform in early September. Candidates do not participate in Webex trials.

### **Q. Where is more information available?**

A. Syllabuses and past papers are available from the Senior External Examination subject resources webpage at [www.qcaa.qld.edu.au/senior/see/subject-resources](http://www.qcaa.qld.edu.au/senior/see/subject-resources). Candidates can also obtain further information from the EA coordinator at their school.



# Indonesian SEE 1

Developed and marked by the QCAA, the spoken component of Indonesian SEE (Indonesian SEE 1) is conducted using Cisco Webex. It is divided into two sections:

- Section 1 — a prepared, individual, multimodal presentation to a QCAA marker (8–10 minutes duration)
- Section 2 — an unprepared, candidate-centred conversation with the marker (7–8 minutes duration).

Candidates deliver their multimodal presentation live and engage with a marker online. The multimodal presentation may be supported by notes and is completed in an online format. The online platform used to conduct the assessment session is the Cisco Webex secure, face-to-face, web-based sharing platform.

Candidates may not prerecord the spoken component of their multimodal presentation, as this is delivered live to the QCAA marker on the day of the assessment. The QCAA records the multimodal presentation during the spoken assessment as evidence of the quality of the response.

Stimulus files are made available to schools on **Friday 23 August 2024**.

All assessment materials are provided to candidates on **Monday 26 August 2024**.

The schedule of dates and times of spoken assessments is sent to schools at the end of Term 3.

Resources for candidates are available at [www.qcaa.qld.edu.au/senior/see/subject-resources/indonesian](http://www.qcaa.qld.edu.au/senior/see/subject-resources/indonesian).

## Section 1: Extended response — multimodal

### Specifications

This section requires candidates to:

- respond to 3–5 stimulus texts provided by the QCAA
- analyse and synthesise the stimulus texts to identify different perspectives
- structure, sequence and synthesise their individual response
- make use of the six-week period of notice to prepare their response.

The 3–5 stimulus texts will:

- cover a range of text types
- be authentic
- be related to Unit 3 and Unit 4 syllabus subject matter.

The candidate's response:

- must be a prepared, individual, multimodal presentation (8–10 minutes) in Indonesian
- is to be presented live on the day of the assessment and may be supported by notes
- must offer a personal response, including their own perspectives, on the ideas and information offered in the QCAA-provided stimulus texts
- will be recorded as evidence of the quality of the response and be made available for quality assurance processes.

## Section 2: Extended response — spoken

### Specifications

This section requires candidates to respond spontaneously to unseen open-ended questions (in Indonesian) related to their response to the QCAA-provided unseen stimulus text/s and Unit 3 and Unit 4 syllabus subject matter.

The spoken conversation must:

- be an unprepared candidate-centred conversation in Indonesian with the examiner (7–8 minutes in length)
- provide opportunities to sustain communication and exchange meaning in the language
- be recorded as evidence of the quality of the response and be made available for quality assurance processes.

### On the day of the assessment

Candidates should arrive 15 minutes early and bring their LUI number and photo ID. They also need to bring:

- a copy of their extended multimodal presentation on a USB that can be shared on the online platform
- wired earphones/headphones (wireless/Bluetooth-enabled earphones and headphones are not allowed)
- any resources that are permitted or required to support the assessment.

Schools will have organised a suitable room with a device (e.g. laptop) that has wi-fi capability, a working microphone, is camera-enabled and allows access to the online platform throughout the assessment session. Please note that mobile devices such as phones and tablets are not suitable devices for screen-sharing multimodal formats such as video or slideshow (e.g. PowerPoint) via Webex. Candidates/schools are to use the same device used during the familiarisation testing with QCAA in early September.

Dictionaries are not permitted in either Section 1 or Section 2 of this assessment.

### Session information

The assessment is conducted by a QCAA marker. A QCAA officer (operator) records the assessment session via the Cisco Webex platform. When the candidate enters the Webex online environment, the operator checks with the candidate that the video and audio are both operational. The QCAA marker logs into the online platform five minutes before the start of the assessment session, greets the candidate and conducts a visual and audio check. The marker then notifies the candidate that the assessment will be recorded for quality assurance purposes and advises the candidate that the operator will now start the recording.

The operator begins recording the session and the marker confirms the candidate's photo ID and LUI with the school supervisor, ensuring the details match the schedule and the Webex meeting name.

The marker then prompts the candidate to begin their presentation. The marker listens to and views the multimodal response (8–10 minutes) as the candidate presents live in Webex.

The QCAA marker indicates to the candidate when it is time to move on to Section 2: Extended response — spoken (7–8 minutes). The marker leads the candidate-centred conversation and provides opportunities to exchange communication and sustain meaning in the language, ensuring that most of the time is dedicated to the candidate's responses.

## Frequently asked questions

### **Q. When is the assessment?**

A. The date and time of the assessment are sent to the school and emailed to the candidate at the end of Term 3. The EA coordinator confirms the location of the assessment room and ensures that the candidate is provided with the assessment advice six weeks before the assessment date.

### **Q. What happens on the day of the assessment?**

A. Candidates bring required materials and arrive at least 15 minutes before the start of the assessment.

### **Q. Do candidates need to wear a headset?**

A. Instead of wearing a headset, candidates may use the laptop (audio and video) that was tested in the device trial in Term 4. Any headsets must not have Bluetooth capability.

### **Q. What happens if the technology does not function as expected, either before or during my session?**

A. The QCAA attempts to resolve the issue within 15 minutes. If required, the QCAA reschedules the session to another suitable date/time.

### **Q. What platform is used for the assessment?**

A. Cisco Webex.

### **Q. Do candidates need to attend a trial Cisco Webex session before the day of assessment?**

A. Candidates are not required to attend any practice sessions for the assessment. To help schools prepare for the SEE 1 spoken component, the QCAA will host a testing and familiarisation session of the Cisco Webex platform in early September. Candidates do not participate in Webex trials.

### **Q. Where is more information available?**

A. Syllabuses and past papers are available from the Senior External Examination subject resources webpage at [www.qcaa.qld.edu.au/senior/see/subject-resources](http://www.qcaa.qld.edu.au/senior/see/subject-resources). Candidates can also obtain further information from the EA coordinator at their school.

# Korean SEE 1

Developed and marked by the QCAA, the spoken component of Korean SEE (Korean SEE 1) is conducted using Cisco Webex. It is divided into two sections:

- Section 1 — a prepared, individual, multimodal presentation to a QCAA marker (8–10 minutes duration)
- Section 2 — an unprepared, candidate-centred conversation with the marker (7–8 minutes duration).

Candidates deliver their multimodal presentation live and engage with a marker online. The multimodal presentation may be supported by notes and is completed in an online format. The online platform used to conduct the assessment session is the Cisco Webex secure, face-to-face, web-based sharing platform.

Candidates may not prerecord the spoken component of their multimodal presentation, as this is delivered live to the QCAA marker on the day of the assessment. The QCAA records the multimodal presentation during the spoken assessment as evidence of the quality of the response.

Stimulus files are made available to schools on **Friday 23 August 2024**.

All assessment materials are provided to candidates on **Monday 26 August 2024**.

The schedule of dates and times of spoken assessments is sent to schools at the end of Term 3.

Resources for candidates are available at [www.qcaa.qld.edu.au/senior/see/subject-resources/korean](http://www.qcaa.qld.edu.au/senior/see/subject-resources/korean).

## Section 1: Extended response — multimodal

### Specifications

This section requires candidates to:

- respond to 3–5 stimulus texts provided by the QCAA
- analyse and synthesise the stimulus texts to identify different perspectives
- structure, sequence and synthesise their individual response
- make use of the six-week period of notice to prepare their response.

The 3–5 stimulus texts will:

- cover a range of text types
- be authentic
- be related to Unit 3 and Unit 4 syllabus subject matter.

The candidate's response:

- must be a prepared, individual, multimodal presentation (8–10 minutes) in Korean
- is to be presented live on the day of the assessment and may be supported by notes
- must offer a personal response, including their own perspectives, on the ideas and information offered in the QCAA-provided stimulus texts
- will be recorded as evidence of the quality of the response and be made available for quality assurance processes.

## Section 2: Extended response — spoken

### Specifications

This section requires candidates to respond spontaneously to unseen open-ended questions (in Korean) related to their response to the QCAA-provided unseen stimulus text/s and Unit 3 and Unit 4 syllabus subject matter.

The spoken conversation must:

- be an unprepared candidate-centred conversation in Korean with the examiner (7–8 minutes in length)
- provide opportunities to sustain communication and exchange meaning in the language
- be recorded as evidence of the quality of the response and be made available for quality assurance processes.

### On the day of the assessment

Candidates should arrive 15 minutes early and bring their LUI number and photo ID. They also need to bring:

- a copy of their extended multimodal presentation on a USB that can be shared on the online platform
- wired earphones/headphones (wireless/Bluetooth-enabled earphones and headphones are not allowed)
- any resources that are permitted or required to support the assessment.

Schools will have organised a suitable room with a device (e.g. laptop) that has wi-fi capability, a working microphone, is camera-enabled and allows access to the online platform throughout the assessment session. Please note that mobile devices such as phones and tablets are not suitable devices for screen-sharing multimodal formats such as video or slideshow (e.g. PowerPoint) via Webex. Candidates/schools are to use the same device used during the familiarisation testing with QCAA in early September.

Dictionaries are not permitted in either Section 1 or Section 2 of this assessment.

### Session information

The assessment is conducted by a QCAA marker. A QCAA officer (operator) records the assessment session via the Cisco Webex platform. When the candidate enters the Webex online environment, the operator checks with the candidate that the video and audio are both operational. The QCAA marker logs into the online platform five minutes before the start of the assessment session, greets the candidate and conducts a visual and audio check. The marker then notifies the candidate that the assessment will be recorded for quality assurance purposes and advises the candidate that the operator will now start the recording.

The operator begins recording the session and the marker confirms the candidate's photo ID and LUI with the school supervisor, ensuring the details match the schedule and the Webex meeting name.

The marker then prompts the candidate to begin their presentation. The marker listens to and views the multimodal response (8–10 minutes) as the candidate presents live in Webex.

The QCAA marker indicates to the candidate when it is time to move on to Section 2: Extended response — spoken (7–8 minutes). The marker leads the candidate-centred conversation and provides opportunities to exchange communication and sustain meaning in the language, ensuring that most of the time is dedicated to the candidate’s responses.

## Frequently asked questions

### **Q. When is the assessment?**

A. The date and time of the assessment are sent to the school and emailed to the candidate at the end of Term 3. The EA coordinator confirms the location of the assessment room and ensures that the candidate is provided with the assessment advice six weeks before the assessment date.

### **Q. What happens on the day of the assessment?**

A. Candidates bring required materials and arrive at least 15 minutes before the start of the assessment.

### **Q. Do candidates need to wear a headset?**

A. Instead of wearing a headset, candidates may use the laptop (audio and video) that was tested in the device trial in Term 4. Any headsets must not have Bluetooth capability.

### **Q. What happens if the technology does not function as expected, either before or during my session?**

A. The QCAA attempts to resolve the issue within 15 minutes. If required, the QCAA reschedules the session to another suitable date/time.

### **Q. What platform is used for the assessment?**

A. Cisco Webex.

### **Q. Do candidates need to attend a trial Cisco Webex session before the day of assessment?**

A. Candidates are not required to attend any practice sessions for the assessment. To help schools prepare for the SEE 1 spoken component, the QCAA will host a testing and familiarisation session of the Cisco Webex platform in early September. Candidates do not participate in Webex trials.

### **Q. Where is more information available?**

A. Syllabuses and past papers are available from the Senior External Examination subject resources webpage at [www.qcaa.qld.edu.au/senior/see/subject-resources](http://www.qcaa.qld.edu.au/senior/see/subject-resources). Candidates can also obtain further information from the EA coordinator at their school.

# Modern Greek SEE

In Modern Greek SEE, the spoken component consists of two sections — a conversation (Section 1) and a discussion (Section 2). It is conducted by telephone.

For advice about the techniques used, see the syllabus specifications at [www.qcaa.qld.edu.au/senior/see/subject-resources/modern-greek](http://www.qcaa.qld.edu.au/senior/see/subject-resources/modern-greek).

## Section 1: Conversation (approximately 7 minutes)

Section 1 involves a general conversation between the candidate and the assessor/s about the candidate's personal world and their interactions with the Greek language and culture as learners.

The assessor/s begin/s the conversation with questions about the candidate's personal world. The assessor/s then ask/s general questions about the candidate's interactions with the Greek language and culture as a learner. Candidates may support their personal reflections by referring to any of the relevant sub-topics studied in class from the prescribed themes 'The individual' and 'The Greek-speaking communities'.

## Section 2: Discussion (approximately 8 minutes)

Following the conversation, the candidate is required to discuss their chosen sub-topic and the supporting visual material that they have brought with them. The sub-topic and the supporting visual material must be related to either the prescribed theme 'The Greek-speaking communities' or the prescribed theme 'The world around us'. The discussion focuses on exploring aspects of the sub-topic, including information, opinions and ideas. The candidate is expected to respond to questions on the sub-topic itself and the supporting visual material that they have brought.

**Note:** The supporting visual material is a requirement.

### Approved materials and equipment

- The supporting visual material must consist of one image on a piece of paper, no larger than A3 size. Three-dimensional objects are not permitted. The quality of the supporting visual material is not assessed.
- The supporting visual material should not include any writing. If the supporting visual material does contain writing, the amount of writing must be minimal.
- Dictionaries, notes and cue cards are not permitted.

The syllabus specifications and resources for Modern Greek SEE on the QCAA website provide advice about these techniques: [www.qcaa.qld.edu.au/senior/see/subject-resources/modern-greek](http://www.qcaa.qld.edu.au/senior/see/subject-resources/modern-greek).

The QCAA will send schools a form for students to complete to indicate their sub-topic preferences. Schools should return the form and supporting visual material to the QCAA before assessment.

# Polish SEE

For Polish SEE, the spoken component consists of two sections — a conversation (Section 1) and a discussion (Section 2). It is conducted using Zoom.

For advice about the techniques used, see the syllabus specifications at [www.qcaa.qld.edu.au/senior/see/subject-resources/polish](http://www.qcaa.qld.edu.au/senior/see/subject-resources/polish).

## Section 1: Conversation (approximately 7 minutes)

Section 1 involves a conversation between the candidate and the assessor/s. It consists of a general conversation about the candidate's personal world, e.g. family and friends, school and home life, interests and aspirations.

## Section 2: Discussion (approximately 8 minutes)

Following the conversation, the candidate indicates to the assessor/s the subject of the in-depth study chosen for discussion. The candidate explores the subject of the in-depth study and refers to the texts studied with the assessor/s. The candidate may also refer to personal experiences related to the subject of the in-depth study.

The candidate may support the conversation and discussion with objects such as photographs, pictures and maps.

The syllabus specifications and resources for Polish SEE on the QCAA website provide advice about these techniques: [www.qcaa.qld.edu.au/senior/see/subject-resources/polish](http://www.qcaa.qld.edu.au/senior/see/subject-resources/polish).

Candidates complete an in-depth study outline form and send the completed form to the QCAA before spoken assessment.



# Punjabi SEE

In Punjabi SEE, the spoken component consists of two sections — a conversation (Section 1) and a discussion (Section 2). It is conducted using telephone.

For advice about the techniques used, see the syllabus specifications at [www.qcaa.qld.edu.au/senior/see/subject-resources/punjabi](http://www.qcaa.qld.edu.au/senior/see/subject-resources/punjabi).

## Section 1: Conversation (approximately 7 minutes)

Section 1 involves a conversation between the candidate and the assessor/s. It consists of a general conversation about the candidate's personal world, e.g. school and home life, family and friends, interests and aspirations.

## Section 2: Discussion (approximately 8 minutes)

Following the conversation, the candidate indicates to the assessor/s the sub-topic chosen for detailed study and, in no more than one minute, briefly introduces the main focus of their sub-topic, alerting the assessor/s to any objects brought to support the discussion.

The discussion focuses on exploring aspects of the language and culture of Punjabi-speaking communities. The candidate is expected to make reference to the texts studied.

The candidate may support the discussion with objects such as photographs, diagrams and maps.

# Russian SEE

In Russian SEE, the spoken component consists of two sections — a conversation (Section 1) and a discussion (Section 2). It is conducted using telephone.

For advice about the techniques used, see the syllabus specifications at [www.qcaa.qld.edu.au/senior/see/subject-resources/russian](http://www.qcaa.qld.edu.au/senior/see/subject-resources/russian).

## Section 1: Conversation (approximately 7 minutes)

Section 1 involves a conversation between the candidate and the assessor/s. It consists of a general conversation about the candidate's personal world, e.g. school and home life, family and friends, interests and aspirations.

## Section 2: Discussion (approximately 8 minutes)

Following the conversation, the candidate indicates to the assessor/s the sub-topic chosen for detailed study and, in no more than one minute, briefly introduces the main focus of their sub-topic, alerting the assessor/s to any objects brought to support the discussion.

The discussion focuses on exploring aspects of the language and culture of Russian-speaking communities. The candidate is expected to refer to texts studied.

The candidate may support the discussion with objects such as photographs, diagrams and maps.

# Tamil SEE

In Tamil SEE, the spoken component consists of two sections — a conversation (Section 1) and a discussion (Section 2). It is conducted using telephone.

For advice about the techniques used, see the syllabus specifications at [www.qcaa.qld.edu.au/senior/see/subject-resources/tamil](http://www.qcaa.qld.edu.au/senior/see/subject-resources/tamil).

## Section 1: Conversation (approximately 7 minutes)

Section 1 involves a conversation between the candidate and the assessor/s. It consists of a general conversation about the candidate's personal world, e.g. family and friends, school and home life, interests and aspirations.

## Section 2: Discussion (approximately 8 minutes)

Following the conversation, the candidate indicates to the assessor/s the subject of the in-depth study chosen for discussion. The candidate explores the subject of the in-depth study and refers to the texts studied with the assessor/s. The candidate may also refer to personal experiences related to the subject of the in-depth study.

The candidate may support the conversation and discussion with objects such as photographs, pictures and maps.

Candidates complete an in-depth study outline form and send the completed form to the QCAA before spoken assessment.

# Vietnamese SEE 1

Developed and marked by the QCAA, the spoken component of Vietnamese SEE (Vietnamese SEE 1) is conducted using Cisco Webex. It is divided into two sections:

- Section 1 — a prepared, individual, multimodal presentation to a QCAA marker (8–10 minutes duration)
- Section 2 — an unprepared, candidate-centred conversation with the marker (7–8 minutes duration).

Candidates deliver their multimodal presentation live and engage with a marker online. The multimodal presentation may be supported by notes and is completed in an online format. The online platform used to conduct the assessment session is the Cisco Webex secure, face-to-face, web-based sharing platform.

Candidates may not prerecord the spoken component of their multimodal presentation, as this is delivered live to the QCAA marker on the day of the assessment. The QCAA records the multimodal presentation during the spoken assessment as evidence of the quality of the response.

Stimulus files are made available to schools on **Friday 23 August 2024**.

All assessment materials are provided to candidates on **Monday 26 August 2024**.

The schedule of dates and times of spoken assessments is sent to schools at the end of Term 3.

Resources for candidates are available at [www.qcaa.qld.edu.au/senior/see/subject-resources/vietnamese](http://www.qcaa.qld.edu.au/senior/see/subject-resources/vietnamese).

## Section 1: Extended response — multimodal

### Specifications

This section requires candidates to:

- respond to 3–5 stimulus texts provided by the QCAA
- analyse and synthesise the stimulus texts to identify different perspectives
- structure, sequence and synthesise their individual response
- make use of the six-week period of notice to prepare their response.

The 3–5 stimulus texts will:

- cover a range of text types
- be authentic
- be related to Unit 3 and Unit 4 syllabus subject matter.

The candidate's response:

- must be a prepared, individual, multimodal presentation (8–10 minutes) in Vietnamese
- is to be presented live on the day of the assessment and may be supported by notes
- must offer a personal response, including their own perspectives, on the ideas and information offered in the QCAA-provided stimulus texts
- will be recorded as evidence of the quality of the response and be made available for quality assurance processes.

## Section 2: Extended response — spoken

### Specifications

This section requires candidates to respond spontaneously to unseen open-ended questions (in Vietnamese) related to their response to the QCAA-provided unseen stimulus text/s and Unit 3 and Unit 4 syllabus subject matter.

The spoken conversation must:

- be an unprepared candidate-centred conversation in Vietnamese with the examiner (7–8 minutes in length)
- provide opportunities to sustain communication and exchange meaning in the language
- be recorded as evidence of the quality of the response and be made available for quality assurance processes.

### On the day of the assessment

Candidates should arrive 15 minutes early and bring their LUI number and photo ID. They also need to bring:

- a copy of their extended multimodal presentation on a USB that can be shared on the online platform
- wired earphones/headphones (wireless/Bluetooth-enabled earphones and headphones are not allowed)
- any resources that are permitted or required to support the assessment.

Schools will have organised a suitable room with a device (e.g. laptop) that has wi-fi capability, a working microphone, is camera-enabled and allows access to the online platform throughout the assessment session. Please note that mobile devices such as phones and tablets are not suitable devices for screen-sharing multimodal formats such as video or slideshow (e.g. PowerPoint) via Webex. Candidates/schools are to use the same device used during the familiarisation testing with QCAA in early September.

Dictionaries are not permitted in either Section 1 or Section 2 of this assessment.

### Session information

The assessment is conducted by a QCAA marker. A QCAA officer (operator) records the assessment session via the Cisco Webex platform. When the candidate enters the Webex online environment, the operator checks with the candidate that the video and audio are both operational. The QCAA marker logs into the online platform five minutes before the start of the assessment session, greets the candidate and conducts a visual and audio check. The marker then notifies the candidate that the assessment will be recorded for quality assurance purposes and advises the candidate that the operator will now start the recording.

The operator begins recording the session and the marker confirms the candidate's photo ID and LUI with the school supervisor, ensuring the details match the schedule and the Webex meeting name.

The marker then prompts the candidate to begin their presentation. The marker listens to and views the multimodal response (8–10 minutes) as the candidate presents live in Webex.

The QCAA marker indicates to the candidate when it is time to move on to Section 2: Extended response — spoken (7–8 minutes). The marker leads the candidate-centred conversation and provides opportunities to exchange communication and sustain meaning in the language, ensuring that most of the time is dedicated to the candidate's responses.

## Frequently asked questions

### **Q. When is the assessment?**

A. The date and time of the assessment are sent to the school and emailed to the candidate at the end of Term 3. The EA coordinator confirms the location of the assessment room and ensures that the candidate is provided with the assessment advice six weeks before the assessment date.

### **Q. What happens on the day of the assessment?**

A. Candidates bring required materials and arrive at least 15 minutes before the start of the assessment.

### **Q. Do candidates need to wear a headset?**

A. Instead of wearing a headset, candidates may use the laptop (audio and video) that was tested in the device trial in Term 4. Any headsets must not have Bluetooth capability.

### **Q. What happens if the technology does not function as expected, either before or during my session?**

A. The QCAA attempts to resolve the issue within 15 minutes. If required, the QCAA reschedules the session to another suitable date/time.

### **Q. What platform is used for the assessment?**

A. Cisco Webex.

### **Q. Do candidates need to attend a trial Cisco Webex session before the day of assessment?**

A. Candidates are not required to attend any practice sessions for the assessment. To help schools prepare for the SEE 1 spoken component, the QCAA will host a testing and familiarisation session of the Cisco Webex platform in early September. Candidates do not participate in Webex trials.

### **Q. Where is more information available?**

A. Syllabuses and past papers are available from the Senior External Examination subject resources webpage at [www.qcaa.qld.edu.au/senior/see/subject-resources](http://www.qcaa.qld.edu.au/senior/see/subject-resources). Candidates can also obtain further information from the EA coordinator at their school.