2023 VCE Armenian 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 the students did well

In 2023, students:

* engaged in a general conversation about their personal world; for example, school and home life, family and friends, interests and aspirations
* used a range of relevant information, ideas and opinions with an appropriate depth, responding with appropriate comments. Students expressed concern about the issues and conflict that is currently affecting their homeland
* elaborated and reflected on information, ideas and opinions. Students responded effectively to questions with reasons and justification
* interacted with assessors through the conversation so that they communicated effectively.
* responded confidently and were able to advance the conversation
* used appropriate vocabulary, grammar and sentence structures accurately
* used clear expression, including pronunciation, intonation, stress and tempo.

Areas for improvement

Students should:

* revise grammar. Students need to use the correct form of regular declensions such as մեր տունը դպրոցէն հեռու է (our school is far from home) rather than մեր տունը դպրոցին հեռու է
* in addition, students need to practise the use of the irregular declensions with the commonly used nouns of kinship, such as հօրս, մօրս, քրոջս, եղբօրս instead of հայրիկիս, մայրիկիս, քոյրիկիս, եղբայրիս

Section 2: Discussion

What students did well

In 2023, students:

* clearly introduced the focus of their subtopic, alerting assessors to any objects bought to support the discussion of the subtopic. In 2023, subtopics included the Pan-Armenian Games, the invention of the Armenian alphabet in 406 CE and the work of the Holy Translators, the status of Western Armenian language listed by UNESCO as ‘definitely endangered', and the Armenian Genocide from 1890 to 1923
* demonstrated in-depth research of their subtopic. Students were well prepared to describe in some depth the multiple phases of Armenian migration from the gold rush era in the 1850s as well as the establishment and growth of the Victorian Armenian community, churches, schools and organisations
* engaged in a discussion using relevant information, ideas and opinions
* communicated effectively with assessors throughout the discussion
* used appropriate vocabulary, grammar and sentence structures. For example, students correctly used the Armenian forms for web site (կայք), online (առցանց), search (որոնել), technology (արհեստագիտութիւն, թեքնաբանութիւն) and artificial intelligence (արհեստական բանականութիւն) when referring to sources of information and digital resources to preserve the endangered Western Armenian language.

Areas for improvement

Students should:

* avoid relying on pre-learned responses that do not address an assessor’s question
* practise using repair-strategies
* make reference to the sources or text studied for the detailed study
* build vocabulary specific to student’s in-depth study.