

2020 VCE Khmer oral examination report

General comments

In the 2020 VCE Khmer oral examination, it was evident that most of the students were well prepared and maintained a high standard in both the conversation and the discussion.

Most students were aware of using sophisticated language and grammatical constructions in their responses when elaborating, and they were able to answer more complicated questions in detail.

Some students were less well prepared, which affected their flow of speech, tempo and pronunciation. Students are reminded that the examination asks for in-depth elaboration on their opinions and ideas and to avoid inappropriately combining Khmer with English terms.

Students should be aware that effective communication requires clarity, well-selected vocabulary, familiarity with the terminology, clear pronunciation and natural flow of speech.

Specific information

This report provides sample answers, or an indication of what answers may have included. Unless otherwise stated these are not intended to be exemplary or complete responses.

Section 1 – Conversation

Students were able to cover a wide range of topics such as personal background, family, current studies, subjects, future career, hobbies, travelling, part-time employment, household chores, social activities (e.g. Khmer Buddhist Ceremonies) and sports. Most students interacted with assessors confidently, and responses were direct and spontaneous. Some students gave short answers and did not elaborate on their responses, or used a combination of Khmer terms with English terms such as: ខ្ញុំ search, ប្រព័ន្ធ ecology, ស្លៀកពាក់ sexy, ប្រើថង់ plastic, ទៅលេង city, យីក internet, ធ្វើការ part time, រៀន business, និង marketing.

Students needed to clarify, defend and elaborate on their opinion and ideas with a broad range of information to achieve high score.

Section 2 – Discussion

Students' chosen topics were varied and very informative, which showed that most were well prepared and had studied a variety of sources, with specific examples and pictures that were relevant to their topic. They gave reasons to support their topic and could elaborate on their topic with confidence. High-scoring responses used a wide range of sources in their research for their detailed study. This allowed for a free-flowing discussion where students demonstrated the capacity to engage the assessors by giving appropriate responses; chose appropriate pictures to describe their topic; elaborated on their opinions and ideas; and also used an excellent range of vocabulary, structures, expression and clear pronunciation.

Some students who had memorised their responses became stuck, even when given prompts to continue. Some did not prepare enough information to discuss and did not do sufficiently thorough research, and so were unable to respond to assessors.

Students should bear in mind that the period for discussion is eight minutes, including the time for assessors to ask questions. If students' answers are short, many questions need to be asked. On the other hand, if students' answers are too long, the assessor/s may interrupt to ask questions. This should be regarded as a normal process in a discussion and provides the student with opportunities to demonstrate their capacity to link with assessors and demonstrate their understanding by responding readily and confidently. Preparing well and observing good timing are the best options.

In general, students prepared their topic for discussion very well and were able to respond to all questions appropriately and confidently. Most students used a wide range of vocabulary, structures and excellent expressions and compared ideas in an appropriate way.