



Oral component

GENERAL COMMENTS

The oral examination consists of a seven-minute Conversation, followed by a one-minute introduction of the Detailed Study and a seven-minute Discussion on the Detailed Study.

The Conversation section is based on very familiar topics and is designed to assess the students' ability to speak Russian in a linguistically and culturally appropriate way. A very high standard was achieved and students demonstrated thorough preparation for the examination. They were able to carry on the conversation, move from one topic to another and readily respond to the assessors' questions. Communication between the students and the assessors was generally effective, although minimal support was occasionally required when some students expressed difficulty in selecting a word to convey their thoughts.

The Discussion assesses students' skills in presenting and exchanging ideas, opinions and information. This year most students were well prepared, able to carry on the discussion, and present their ideas and opinions on their chosen topic. Teachers should ensure that the topic for discussion is clearly formulated, as some topics were defined broadly while the content that the students expected to discuss represented only one aspect of the topic.

All students preparing for the Russian oral examination should be aware of the work requirements, the examination structure and the assessment criteria. Students should be encouraged to refer to the *VCE Russian Study Design* and should make sure they know what to expect and what is expected of them at the examination.

SPECIFIC INFORMATION

Section 1 – Conversation

Criterion 1: 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

Overall, the students were able to express their ideas on familiar situations, such as family and school, friends, interests and aspirations. Most students demonstrated their ability to link with the assessors. They responded readily and confidently to the questions and some students even attempted to involve the assessors by asking for their input.

Criterion 2: relevance, breadth and depth of information, opinions and ideas

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

The information provided by the students was relevant, well supported and elaborated. The exceptions to this were responses that comprised only one or two short sentences and required the students to be prompted for more information.

Criterion 3: accuracy of vocabulary and grammar

The majority of the students used accurate and varied vocabulary; however, some errors included incorrect use of third person pronouns, prepositions and incorrect stress. Common mistakes included the following.

Mistake type	Examples
Anglicisms, use of English sentence structures	• Я делаю дизайн
Word formation	• Красить (вместо рисовать красками)
Incorrect use of word	• Учитель делает наше занятие ненудным • Сильная математика • Люблю видеть Красную площадь • Изучаю уроки



Mistake type	Examples
Agreement	<ul style="list-style-type: none"> • На телевизоре была передача • На классе
Style	<ul style="list-style-type: none"> • Ихний
Register	<ul style="list-style-type: none"> • Рисую то, что из головы выходит
Stress	<ul style="list-style-type: none"> • В такую гру, зврям, в горах, анатомию

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

To the students' credit, a good knowledge of style and register and a good range of vocabulary were demonstrated. A number of the students used proverbs and set phrases appropriately.

Criterion 5: clarity of expression

- pronunciation, intonation, stress and tempo

Students experienced minimal problems with pronunciation, stress and tempo. However, teachers are advised to focus on teaching Russian intonation patterns, as a few students tend to use the English intonation patterns when speaking in Russian; for example, using rising intonation at the end of affirmative sentences.

Section 2 – Discussion

This year the range of topics chosen by the students was very wide and interesting. The sub-topics were researched thoroughly. Most students used more than three sources of information, including books, articles, songs, films, short stories and pictures. It was pleasing to see such a variety of resources. Students incorporated the resources well into their discussions and expressed a good range of ideas and opinions.

Students were able to address the assessors' questions, come to their own conclusions, draw comparisons, evaluate the situation and therefore be fully engaged in the discussion. However, the message that students should work on their Discussion topic for 15 hours in class as well as at home needs to be reinforced. Choosing a topic based exclusively on biographical details or factual content will disadvantage students as it can limit the discussion.

Some of the topics and sub-topics chosen by students this year included the following.

Art

- Гоголь и искусство
- Музы Пушкина
- Рукоделие
- Русские куклы - символы и талисманы
- Чему учат русские народные сказки
- Русская народная сказка "Снегурочка" в искусстве
- Любовь в лирике Пушкина

Social issues

- Стоит ли верить в приметы и суеверия?
- Являются ли русские патриотами своей Родины?

Russian history and traditions

- Русские традиции и обычаи
- Гостеприимство - черта русского народа
- Русское застолье

Criterion 6: 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



Varied topics for discussion were presented and were appropriate to the students' language level. All students presented a well-thought-out introduction. The one-minute introduction is a brief introduction to the main focus of the student's sub-topic. Students and teachers are asked to refer to the *VCE Russian Study Design* for information regarding this section of the oral examination.

Most students presented the material skilfully and engaged in a discussion with the assessors successfully. However, a few students failed to demonstrate thorough preparation for the discussion and the assessors had to prompt their answers.

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

Generally, students confidently presented a list of resources in their introduction, which usually had been carefully prepared in advance. Most students supported their ideas and elaborated on information and opinions. They also quoted the sources to support their viewpoint.

Many students researched their sub-topics very well and presented different aspects of the issue.

Criterion 8: accuracy of vocabulary and grammar

Most students used accurate vocabulary and grammar. Teachers should focus on the use of correct language structures to help students respond and make comparisons. Common mistakes included incorrect use of third person pronouns, prepositions and incorrect stress.

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

Most students used a very good range of vocabulary, sentence structures and expressions with both simple and complex grammatical structures. A few grammatical mistakes were made. Teachers should draw the students' attention to the following categories:

- agreement
- cases
- sentence structure
- word formation

Criterion 10: clarity of expression

- pronunciation, intonation, stress and tempo

This year students were well prepared and had practised the correct pronunciation and stress.