



2012

Languages: Khmer GA 3: Examination

Oral component

GENERAL COMMENTS

In general, students performed quite well in the 2012 Khmer oral examination. The majority of students possessed the capacity to connect with assessors and were able to carry the conversation forward effectively. However, a few students still needed some support from assessors to build their confidence. Most students were able to present relevant information, with an excellent range of opinions and ideas. They used a variety of words, grammatical structures and expressions accurately. A few students struggled to elaborate on and support their opinions, and used a mix of Khmer and English. Some words were also pronounced unclearly. Some students used vocabulary that was inappropriate for the audience.

Nevertheless, most students were well prepared and had studied a variety of sources before the examination. They were competent and able to give specific examples with reasons to support their topic of discussion. It was also noted that some students who seemed to have memorised the sub-topic for discussion got stuck several times and needed prompts to continue. A small number of students did not give detailed attention to the sub-topic and had difficulty with the discussion. Students are advised to prepare for the examination properly even if they speak Khmer at home.

On the whole, students used language appropriately, particularly formal expressions. However, some students did not understand grammar well. They still used the language incorrectly in some instances – nouns were added to prefixes to form new nouns and nouns were used as verbs. These issues need to be addressed. Students should avoid using words if they are unsure of the meaning or pronunciation. Practice in using Khmer vocabulary and looking up words in a dictionary are highly recommended.

Students who performed well

- interacted confidently with assessors
- were able to elaborate on and support their opinions and ideas
- responded to questions thoroughly and clearly
- asked politely for meanings to be clarified and for unfamiliar words to be repeated
- were able to apply repair strategies successfully
- absorbed and understood the information so they could manipulate it, rather than rote-learning information.

SPECIFIC INFORMATION

Section 1 – Conversation

In this section, most students generally performed well, although a few students still needed some prompts to be able to advance the conversation. A few students had limited ability to discuss and elaborate on the topics of conversation, such as the society they lived in, places they visited, hobbies and other activities they did in their spare time. Students should refer to the *VCE Khmer Study Design* for help with preparing for the Conversation.

Students should prepare well for this task so that they have enough confidence to fully engage with the assessors. It is recommended that they read and discuss different subjects as much as possible as this will make students more familiar with new and key words. Practising with classmates is another good way of preparing for the examination. Students should also pay attention to tempo and intonation to ensure a good performance.

Section 2 – Discussion

Most students performed well in the Discussion. Although mispronunciation of some words and minor grammar mistakes were noticed, in general students used appropriate and relevant language. They gained more confidence as the discussion progressed and related well to assessors. It was evident that students had researched their sub-topic thoroughly, using different resources, including books, bulletins, newspapers and the internet, so that they were well prepared for the examination.

Students are also reminded to observe the time limit set for the Discussion when preparing for the examination as some students spoke for longer than required and had to be interrupted by assessors.