



**2013**

**Languages: Armenian GA 3: Examination**

## **Oral component**

### **GENERAL COMMENTS**

A larger cohort than in recent years presented for the Armenian oral examination in 2013 and students performed at a high standard. The students were generally familiar and confident with the formats of both the Conversation and the Discussion.

The standard of fluency, expression and vocabulary was impressive and cultural awareness was adequately demonstrated. Students engaged the assessors using the correct register and appropriate constructs such as the plural of the second person when addressing a teacher or older person as a mark of respect. Students showed few signs of nerves and delivered their performances confidently.

Students had a thorough understanding of all topics studied and Discussion themes were very well prepared. The assessors were pleased to see the use of rich vocabulary, and how well students responded to spontaneous questions.

### **SPECIFIC INFORMATION**

#### **Section 1 – Conversation**

Topics covered in the Conversation included personal background, current studies, family structure, career aspirations, hobbies, part-time work, future plans and other issues stemming from these topics. Students were well rehearsed in describing their personal situation, schooling and subject selections, as well as recreational activities and entertainment pursuits. Most students engaged the assessors confidently. Responses were direct, highly relevant and spontaneous, with a strong sense of self-awareness and reflection.

All students were quite specific and convincing about their career aspirations and plans for further study. There was evidence of good preparation and students extended answers appropriately. Sentence structure, pronunciation, register and expression were very good, and the depth, breadth and complexity of the Conversation was satisfactory.

#### **Section 2 – Discussion**

Students were very well prepared and had mastered their chosen sub-topic. Students readily cited an extensive range of resources including lectures, videos, documentaries and both print and online publications. Follow-up questions of an open nature were fielded well. The ensuing discussion flowed freely and students demonstrated the capacity to engage the assessors by using appropriate responses. Students also influenced the direction of the discussion by clarifying or elaborating on answers.

Topics included Armenian Genocide and the consequent growth of the Diaspora; Armenian-speaking communities in Melbourne, including the history of the four phases of migration; the All-Armenian Fund; the Pan-Armenian Games; and Community tree-planting and the reforestation of Armenia.

All students used good expression and sentence construction to engage assessors. Students' answers demonstrated affinity with their topic and mastery of much of the subject matter. Probing questions were handled well with the use of appropriate style and register and no unnatural pauses.

Pronunciation was clear with crisp consonants and good tempo and intonation. There were few, if any, false starts, anglicisms, formulaic answers or mispronunciations.