



**2013**

**Languages: Khmer GA 3: Examination**

## **Oral component**

### **GENERAL COMMENTS**

In general, students performed very well in the 2013 Khmer oral examination. The majority of students demonstrated an excellent ability to carry the conversation forward. Most students presented relevant information and an excellent range of opinions and ideas. They used a variety of words, grammatical structures and expressions accurately. However, a few students struggled to elaborate on and support their opinions. Some words were also pronounced unclearly. 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 is highly recommended. Students needed to know the difference between the active and passive voices and how they are used.

Most students were well prepared and gave specific examples to support their chosen topic during the Discussion. It was evident that a few students had rote-learned all of the material they presented and these students were unable to advance the exchange.

Students who performed well

- gave thorough responses to questions, and were able to elaborate on and support their opinions and ideas
- asked politely for meanings to be clarified and for unfamiliar words to be repeated
- were able to apply repair strategies successfully; for example, 'I'm sorry, what I meant to say is ...', 'I did not mean to say ...' or 'I'd like to clarify what I said ...'
- conducted research and fully understood the topic so they could manipulate it, rather than rely on rote-learned information
- used phrases such as 'According to my research ...' and 'According to my idea ...' effectively.

### **Section 1 – Conversation**

Section 1, the Conversation, lasts for approximately seven minutes and consists of a general conversation about students' school and home lives, family, friends, interests and future aspirations.

In this section, the majority of students performed well, although a few students needed to prepare for more elaboration of each topic of the conversation. More marks were awarded to students who successfully maintained and advanced the exchange appropriately and effectively. These students gave their answers in full sentences. Students who were not able to display clarity of expression and accuracy of vocabulary and grammar or use relevant information did not score highly.

### **Section 2 – Discussion**

Section 2, the Discussion, lasts for approximately eight minutes. The Discussion is not a monologue presentation – it is an exchange or discussion between the student and assessors. Students should demonstrate facts, opinions and reasons, and converse on aspects of the Detailed Study in a broad sense. Students are not allowed to use notes in the examination room. Students must not mention the name of their school or the names of their teachers during the oral examination.

In this section, most students were well prepared. They were competent and able to give specific examples with reasons to support their stance on their topic of discussion. It was also noted that a few students who seemed to have memorised the material 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. These students ended their discussion topic without a conclusion. Students are advised to prepare for the examination even if they speak Khmer very well.

Students are reminded to observe the time limit set for the Discussion when preparing for the examination.

The key issue for the selection of a sub-topic lies in the ability of the students to support a stance with reference to the texts that were studied. The emphasis is not on assessing how much detail the student can recall about the texts, but on how well they can use this information to support the stance in the Discussion. Students who performed well were well prepared and were able to elaborate on and support their opinions and ideas in the Discussion. Students who gave weaker responses tended to concentrate on giving facts or information and had difficulty sustaining the Discussion.