



Oral component

GENERAL COMMENTS

Students were well prepared in arriving at the exam venue on time. As in previous years, most students performed very well in the examination, with the exception of those who needed to give more attention to some linguistic elements.

Many students experienced nervousness, which resulted in them using words that were incorrect or inappropriate. By practising talking in Khmer at a deeper level with adults, students will gain more confidence. Being well-prepared for the examination can help overcome nervousness and lead to better results.

As most students were of Khmer-speaking background whose families had recently arrived in Australia, pronunciation was very good, and inappropriate or incorrect concepts were not an issue. However, the use of inaccurate forms of words still needs to be addressed. Students need to be familiar with the words that they use. Practice in using Khmer vocabulary and checking words with a dictionary is highly recommended.

Although assessors recommend more variety in the topics for the Discussion task, the general performance of students was very good. Capable students demonstrated that they were able to go beyond the required response in Khmer and were able to elaborate on their answers when asked to explain further. After making polite requests to clarify meanings and words with which they were unfamiliar, students generally were able to apply successful repair strategies.

SPECIFIC INFORMATION

Section 1 – Conversation

Students were quite confident and were able to readily elaborate and expand on their responses. Fewer students than in other years needed to be prompted or provided with links to further support the conversation.

Regarding the accuracy, range and appropriateness of vocabulary, more attention should still be given to the honorific system of the Khmer language in order to refer to people of different status and age by using the appropriate terms. Students should:

- use *'bart'* or *'jah'* respectively for male and female forms
- use *'neuo srok khmer'* or *'neuo prateh khmer'* for 'in Cambodia' rather than *'neuo Khmer'*
- use *'visamapheap'* for 'inequality' rather than *'visanapheap'*
- avoid the less appropriate reply *'neung haey'* for 'yes'
- avoid the word *'yap'* for 'in bad form' as it is even more colloquial than *'neung haey'*.

Preparing ideas in advance gives students the opportunity to move the conversation forward more easily, and elaborate on a topic more readily. Students and teachers are encouraged to organise ideas and concepts for the Conversation and prepare supporting statements or arguments.

Section 2 – Discussion

Students are encouraged to prepare thoroughly and study a wider range of topics for the Discussion. The topic relating to 'Poverty in Cambodia' provided a good framework for students; however, the topic on 'Cambodian Independence' was not conducive for a smooth and flexible discussion.

Generally, students' performance in the Discussion was good and the language used was generally appropriate and relevant to the topic introduced. Students are advised to prepare accurate information and appropriate vocabulary for their specific topic. For example, *'kor juk'* (the old tradition of shaving off **all** the hair from the head in the early years of an adolescent) was mistaken to be the time when the *'juk'* was being shaped for a young child (where one or a number of parts of the hair remained on a young child's head, after larger areas of hair are shaved off).

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Students are encouraged to observe the accuracy of words; for example, '*tnam sangkov*' rather than '*tnam dangkov*' and '*yothapol*' rather than '*yojapol*'. It is better to say '*99 pheak roy*' (in Khmer) rather than '99 per cent' (in English) and '*pheap sduoch sdaeng*' rather than '*kar sduoch sdaeng*'.

Well-prepared students were generally more able to relate to the assessors as they could exchange opinions or ideas more comfortably with them. Phrases such as 'According to the research I did, I found that...' and 'The paper I looked at...' were good indicators that students had done proper research on their sub-topic.