



Oral component

GENERAL COMMENTS

Students performed well in the Khmer oral examination in 2010.

Students generally used the language appropriately; however, the use of some inaccurate forms of vocabulary needs to be addressed. When preparing for the oral examination, students must practise using Khmer vocabulary and check words with a dictionary if they are unsure of the meaning of any words.

Many students appeared nervous when taking part in the oral examination. Although this is understandable, students should be aware that the assessors will always try to minimise tension and nervousness.

Students should be aware that the person who opens the door to let them in to the examination room is one of their assessors, and should therefore greet the assessor appropriately.

Students who performed well in the oral examination:

- were prepared to interact with the assessors; for example, 'As mentioned to you just now...'
- responded to questions by elaborating on information appropriately
- made polite requests to clarify meanings and words that were not familiar; for example, 'Can you please clarify what you have just said?', 'Would you please repeat the question?' and 'Please explain what you mean by that'
- applied successful repair strategies such as 'Excuse me. What I meant to say is...', 'I did not mean to say...', 'What I mean is...' and 'I'd like to clarify what I said...'

SPECIFIC INFORMATION

Section 1 – Conversation

As in previous years, most students performed well in the Conversation task, although a few students needed to be better prepared to elaborate on each topic of the conversation.

A few students were limited in their ability to converse on the topics raised. To elaborate more readily on the topics for conversation students could prepare ideas for those topics using the *VCE Khmer Study Design*.

It is advised that students prepare for this task more thoroughly, so that they become more confident and fully engaged in the conversation. Preparing ideas in advance gives students the advantage of moving the conversation forward more easily, and elaborating on a topic more readily. Students can become familiar with words to be used in different areas of the conversation. Role-playing situations can help familiarise students with the expectations of the oral examination.

Section 2 – Discussion

Overall, students performed very well in this section. In the Discussion, phrases such as 'According to the research I did, I found that...' and 'The paper I looked at...' are very useful to indicate that students have done proper research on their sub-topic.

There were a few new sub-topics presented for the Discussion this year.

A few students' introductions were longer than the time allowed and they asked to continue after being interrupted by a question from an assessor. Students should observe the one-minute time limit for the introduction when preparing for the task, in order to avoid unnecessary effort and the feeling of not having finished their introduction properly. Please refer to the study design for information regarding the oral examination.

Every year it is evident that some students have simply learnt their 'speech' by heart. Often these students get stuck on a word and have to repeat the sentence once, twice or even three times before they remember the next idea, phrase or word that was forgotten because of the rote-learning of ideas and words or phrases. Students should be able to talk about their Detailed Study sub-topic using words or phrases of their own in order to avoid this problem. It may be

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possible for students to work on a topic of their own interest, producing their own arguments, with the teacher as their support and facilitator.

There were few concerns with linguistic elements; however, there were some issues concerning accuracy and inappropriateness.

- Accuracy: Some students were uncertain about or incorrectly learnt the following words:
 - *tmaer daer* instead of *tmaer jerng*
 - *brak vivoat* instead of *prak bearvoat*
 - *banlaeng prak khae* instead of *damlaeng prak khae*.
- Inappropriateness: A few students used the phrase *niyeay pi khang luoe* ('as mentioned earlier') instead of *niyeay pi khang daem*, *niyeay pi mon nih*, *niyeay pi mon* or *niyeay ruoj mok haey*. *Niyeay pi khang luoe* is more appropriate for written text.

Generally, students' performance in the Discussion was good and the language used was appropriate and relevant to the topic under discussion. Students interacted well with assessors during the Discussion.