



**2011**

**Languages: Khmer GA 3: Examination**

## Oral component

### GENERAL COMMENTS

Students performed well in the 2011 Khmer oral examination. Most students were able to carry the conversation forward confidently and effectively. All students presented relevant information, with an excellent range of opinions and ideas. They used a variety of vocabulary, structures and expressions accurately.

Generally, students used language appropriately, such as for formal expressions. However, the use of some inaccurate forms of vocabulary, such as nouns being added to prefixes to form nouns, need to be addressed. Practice in using Khmer vocabulary and checking words in a dictionary is highly recommended.

Most students were well prepared and gave specific examples to support the topic of their choice during the discussion. It was evident that some students had rote-learned their material and were unable to advance the exchange.

Students who performed well:

- were prepared to interact with the assessors; for example, by using phrases such as ‘According to my research ...’ and ‘According to my idea ...’
- responded to questions thoroughly and elaborated on information
- asked politely for meanings to be clarified and for words that were not familiar to be repeated; for example, ‘Excuse me, would you please repeat the question?’ or ‘Would you please explain what you mean by that?’
- applied 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 ...’

Students are reminded to hand their examination advice slip to assessors after they state their student number.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

Most students generally performed well in this section, although a few students needed to elaborate more on each topic of conversation. A few students were limited in their ability to converse on the topics raised and needed some support from assessors to advance the exchange. For example, many students struggled to discuss places they had visited or sports they play in their spare time. To elaborate more readily on the topics for conversation, students could prepare ideas for those topics as per the *VCE Khmer Study Design*.

Students are advised to prepare for this task thoroughly so that they can become more confident and fully engage in the conversation. Preparing ideas and practising in advance may assist in moving the conversation forward more easily, and elaborating on a topic more readily. Students can also become familiar with new words and key words used when discussing different subjects.

#### Section 2 – Discussion

On the whole, students’ performance in the Discussion section was good and the language used was appropriate and relevant to the topic. Students related well to the assessors during the discussion, which demonstrated that the students had researched their topic thoroughly and prepared well.

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 researched their sub-topic thoroughly. Many students raised three text types in their research and gave examples to support their topic.

Students are 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.

It was evident that some students had rote-learned some words and phrases and this should be avoided.

# 2011 Assessment Report



Some incorrect phrases were used, including:

- *Kar Kangvas Khat* instead of *Kangvas Khat*
- *Krosuongkar Obrum* instead of *Krosuong Obrum*
- *Thveur Phearsa* instead of *Rien Phearsa*  
*Thveur 6 Mukh Vithier* instead of *Rien 6 Mukh Vithier*
- *Chheu Sruol* instead of *Ngeay Chheu*
- *Leuk Otiehor Mok Prab Lokru* instead of *Leuk Otiehor Mok Chumreap Lokru*.