



Oral component

GENERAL COMMENTS

The oral examination consists of a seven-minute conversation, followed by a one-minute introduction of the Detailed of Study and a seven-minute discussion on the Detailed Study.

The Conversation section is based on very familiar topics and assesses the students' ability to speak Russian in a linguistically and culturally appropriate way. A very high standard was achieved. Students demonstrated thorough preparation for the exam.

The Discussion assesses the students' skills in presenting and exchanging ideas, opinions and information. This year most students were well prepared, able to carry on the discussion and present their ideas and opinions. Communication between the students and the assessors was generally effective, although support was occasionally required when some students expressed difficulty in selecting a word to convey their thoughts.

All students preparing for the Russian oral examination should be aware of the work requirements, the examination structure and the assessment criteria. Students should be encouraged to refer to the *VCE Russian Study Design* and ensure they know what to expect and what is expected of them at the examination.

SPECIFIC INFORMATION

Section 1 – Conversation

Criterion 1: capacity to maintain and advance the exchange

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

Overall, the students were able to express their ideas on familiar situations, such as family and school, friends, interests and aspirations. Most students demonstrated their ability to link with the assessors. They responded to questions readily and confidently.

Criterion 2: relevance, breadth and depth of information, opinions and ideas

- relevance of information and ideas
- range of information and ideas
- capacity to support/elaborate on ideas/opinions with reasons and examples/evidence/new ideas

The information provided by most of the students was relevant, well supported and elaborated. The exceptions to this were short responses that required assessors to prompt students for more information. A few students were not able to elaborate on information while introducing themselves. Students should be encouraged to practise in order to produce a range of information and talk about themselves on topics such as hobbies and interests, future professions and subjects at school.

Criterion 3: accuracy of vocabulary and grammar

The majority of students used accurate and varied vocabulary; however, some students used words that were not appropriate in the given context; for example, Смешивать школу и гимнастику, натяжение в русском народе. Some errors included the incorrect use of third person pronouns, noun endings, prepositions and incorrect stress. Common mistakes included the following.

Mistake type	Examples
Anglicisms, use of English sentence structures	Медицина не работает Старше от меня Практиковать (for training)



Mistake type	Examples
Word formation	Не досталось поехать в Россию Много разов я здесь приехала
Agreement	Не говорят по русскому языку Моё дедушка Свой роль

Criterion 4: range and appropriateness of vocabulary and grammar

- variety of vocabulary and grammar
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task

A good knowledge of style, register and vocabulary were demonstrated. Some students used descriptive language, and both simple and more complex sentences.

Criterion 5: clarity of expression

- pronunciation, intonation, stress and tempo

Students demonstrated good pronunciation. They demonstrated their ability to raise and lower the voice appropriately according to the type of the sentence, as well as express their emotions about the topic. Their tempo and stress were suitable.

Although students experienced minor problems with pronunciation, stress and tempo, further focus on Russian intonation patterns is needed as many students tended to use English intonation patterns when speaking Russian; for instance, using rising intonation at the end of affirmative sentences.

Section 2 – Discussion

This year the range of topics chosen by the students was very wide and interesting. The sub-topics were researched thoroughly. Most students used more than three sources of information, including books, articles, songs, films, short stories and pictures. It was pleasing to see such a variety of resources used. Students incorporated the resources well into their discussions and expressed a good range of ideas and opinions.

Students were able to address the assessors’ questions, come to their own conclusions, draw comparisons, evaluate the situation and therefore be fully engaged in the discussion.

Topics based on factual information (biography) are not always suitable for discussion. Students may find it difficult elaborating on information and expressing opinions.

Sub-topics chosen by students this year included the following.

1. Art

Государственный Эрмитаж – гордость и жемчужина русского искусства.
 Анна Павлова – жизнь и творчество.
 Майя Плисецкая – гордость русского балета.
 Фотография как вид визуального искусства.
 Владимир Высоцкий – жизнь и творчество
 Анна Павлова – её жизнь и творчество.
 Фаберже.

2. Social issues

Современная Россия – почему уезжают русские в другие страны?
 Особенности русской современной школы.

3. Russian history and traditions

Русско-Японская война: победа или поражение?



Император Николай II: сила или слабость?
Народные русские традиции: русское чаепитие.
Фонтаны Петергофа.

Criterion 6: capacity to maintain and advance the exchange

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

Varied aspects of the sub-topics were presented and were generally appropriate to the students' language level. All students presented a well-thought-out introduction. The one-minute introduction is a brief introduction to the main focus of the student's sub-topic. Students and teachers are asked to refer to the *VCE Russian Study Design* for information regarding this section of the oral examination.

Most students presented the material skilfully and engaged successfully in a discussion with the assessors. However, a few students failed to demonstrate thorough preparation for the discussion and the assessors had to prompt them for answers.

Criterion 7: capacity to present information, ideas and opinions on a chosen topic

- capacity to support/elaborate on ideas/opinions with reasons/examples/evidence/new ideas

Generally, students confidently presented a list of resources in their introduction, which usually had been carefully prepared in advance. Most students supported their ideas and elaborated on information and opinions. They also quoted sources to support their viewpoint.

Many students had researched their sub-topics very well and presented different aspects of the issue.

Students should learn the strategies to elaborate on various opinions presented in their resources. Class discussions and role-plays are vital in order to practise answering different questions and communicating their point of view.

Criterion 8: accuracy of vocabulary and grammar

Most students used accurate vocabulary and grammar. Teachers should focus on the use of correct language structures to help students respond and make comparisons. Common mistakes included the incorrect use of third person pronouns, prepositions and incorrect stress.

Criterion 9: range and appropriateness of vocabulary and grammar

- variety of vocabulary and grammar
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task

Most students used a very good range of vocabulary, sentence structure and expressions with both simple and complex grammatical structures. Students should pay further attention to the following categories as a few grammatical mistakes were made, including:

- agreement
- cases
- sentence structure
- word formation.

Criterion 10: clarity of expression

This year students were well prepared and had practised the correct pronunciation and stress.