2023 VCE Khmer oral external assessment report

Refer to the relevant [study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Languages-index.aspx) for full details on this study and how it is assessed.

Section 1: Conversation

What students did well

In 2023, students:

* engaged in a general conversation about their personal world, for example, school and home life, family and friends, interests and aspirations. Students were able to talk about their family, study subjects, future career plans, challenges, hobbies, pets, part-time jobs, Buddhist ceremonies and travelling in detail, and make comparisons between the education system, weather, environment and lifestyles in Australia and Cambodia
* provided a range of relevant information, ideas and opinions with an appropriate depth, such as when talking about their family, studies, future career, sport, travel or festivals
* clarified, elaborated on and defended ideas and opinions. For example, students were able to elaborate on the benefits of playing sport and how it contributes to their health, and the importance of pursuing interests
* demonstrated an excellent level of understanding by responding readily and communicating confidently and carrying the conversation forward with spontaneity. Students made excellent comparisons between education in Cambodia and Australia by using appropriate comparative terms such as ចំណែកឯ រីឯ (‘whereas’), ផ្ទុយទៅវិញ (‘in contrast’), លើសពីនេះ (‘in addition’), and ល្អជាង (‘better’). They compared the education system, the study subjects and the technology used in class, with in-depth information and confidence
* responded confidently and were able to advance the conversation and make use of appropriate repair strategies as needed. When students recognised that they had made a mistake, such as using incorrect words or using an English word, they corrected themselves with សូមទោស អ្នកគ្រូ ខ្ញុំមានន័យបែបនេះទេ (‘I’m sorry, I meant this …’). Whenever they did not understand the question, they politely asked សូមទោស សូមលោកគ្រូ អ្នកគ្រូមានប្រសាសន៌ម្តងទៀត។ (‘Please repeat the question.’)
* used appropriate vocabulary
* used appropriate grammar and sentence structures
* used appropriate expression, including pronunciation, intonation, stress and tempo. Most of the students spoke naturally with appropriate expression and pronunciation when responding to questions.

Areas for improvement

In preparing for this exam, students should:

* ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinions. Students should be well prepared with subjects from their personal world such as school and home life, family, hobbies, interests, aspirations, Buddhist festivals and first impressions of Australia
* practise answering a range of questions to be able to advance the conversation
* build confidence through practising interactions in Khmer. Students should rehearse their interaction with their classmates, teacher, family and friends
* practise using more complex sentence structures and syntax. Some students who were not well prepared used simple sentence structures
* practise using a range of repair strategies to advance the conversation when needed, such as ‘I’m sorry, I would like to say this …’ or ‘I mean this …’ or ‘I’m sorry, could you please repeat the question because I don’t understand it’
* revise grammar. Students need to revise grammar to ensure it is properly applied in conversation
* build vocabulary specific to the students’ personal world and their interactions with the language and culture as learners. Students should prepare for the conversation so they have access to a wide vocabulary and can select appropriate and sophisticated words for their response
* practise pronunciation, intonation, stress and tempo.

Section 2: Discussion

What students did well

In 2023, students:

* clearly introduced the focus of the subtopic, chosen for their detailed study, in less than one minute, alerting assessors to any objects brought to support the discussion. Students introduced their subtopic with an appropriate number of quality resources and with the main points they were going to discuss
* demonstrated in-depth knowledge of their subtopic. Students provided an excellent range of in-depth information with supporting ideas, opinions and examples relevant to their subtopic
* used the image to support the discussion on the subtopic. Students used images such as photographs and other visuals to support the ideas and information of their subtopic
* engaged in a discussion using relevant information, ideas and opinions. Most students had researched their subtopic well and drew information from a variety of sources, so they were able to support their ideas and opinions with specific examples and reasons
* clarified, elaborated on and defended opinions and ideas. Students were able to answer challenging questions and defend their ideas without prompting or support from the assessors. They demonstrated the ability to support and defend opinions in a confident manner
* communicated effectively with assessors throughout the discussion. Students maintained the flow of the discussion with interesting information that was presented clearly and logically
* used appropriate vocabulary
* used appropriate grammar and sentence structures
* used appropriate expression, including pronunciation, intonation, stress and tempo. Students demonstrated excellent pronunciation, fluency and poise in their discussion.

Areas for improvement

In preparing for this exam, students should:

* choose an appropriate subtopic to suit ability and interests. Some students did not select a subtopic that was appropriate to their interest and language skills. As a result they ran short of ideas and did not have sufficient relevant information to meet the time requirement of the discussion
* prepare with an appropriate number of quality sources, for example a combination of aural and visual, as well as written texts, to explore the subtopic in sufficient depth. The use of a range of learning resources gives students a deeper understanding of their chosen subtopic so they can address different questions relevant to their subtopic
* make reference to the sources or texts studied for the detailed discussion. This is important as it supports the ideas presented by the student on their chosen subtopic, and also indicates that students have completed sufficient research
* avoid listing facts without expressing a point of view, or presenting general knowledge as research. Students should express ideas and opinions on their subtopic and not merely facts and information. They should use examples from sources to support their viewpoint on aspects of their chosen subtopic
* convey information learned from sources but also express an opinion with an original perspective on the subtopic
* use the image to support the discussion on the subtopic. Images that are carefully selected to support their subtopic provide more opportunity for students to offer greater depth and range of information, ideas, opinions and reflections on the subtopic
* avoid relying on pre-learned responses that do not address an assessor’s question. Pre-learned answers should be avoided as it may become difficult for students to carry the discussion forward. Students should be well prepared on their subtopic so they can respond readily to various questions
* practise using repair strategies. When a student is unable to answer a question, it is appropriate to answer with ‘I have not studied this’ and proceed with providing information on another aspect of the subtopic
* revise grammar
* build vocabulary specific to the subtopic selected for the detailed study
* practise pronunciation, intonation, stress and tempo. Some students needed more preparation in their pronunciation, intonation, stress and tempo. By practising these with family members and friends they could improve in these areas
* follow the roadmap in the introduction of the subtopic. This year a few students introduced their subtopic well, enumerating their three points of view, such as first, second and third. However, they found it challenging when it came to talking about the points in the order stated in the introduction, for instance talking about the first point, then the third point and then back to the second point. It’s preferable to follow the order set out in the introduction to hold the audience’s attention.