2024 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 the 2024 examination, students:

* engaged in a general conversation about their personal world, for example, school and home life, family and friends, interests and aspirations. Students described their family, study subjects, the benefits of learning Khmer, their future career, challenges, hobbies such as sport, cooking, their pet, their part-time job, Buddhist ceremonies such as Pchum Ben, travelling, their first impression of Australia and comparisons between the education, weather, environment, infrastructure and living style in Australia and Cambodia
* provided a range of relevant information, ideas and opinions with an appropriate depth. Students explained with relevant information the reason they like a certain subject and reasons for their interests and their desired future career
* clarified, elaborated on and defended ideas and opinions. Most students carried the conversation regarding their personal world with detailed responses
* demonstrated an excellent level of understanding by responding readily and communicating confidently; and carrying the conversation forward with spontaneity. Some students demonstrated an excellent understanding of the Khmer language and responded confidently to questions on topics such as the subjects they study at school, and why they selected those subjects. The~~y~~ were able to provideappropriate and detailed reasons to support their ideas
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed. Some students responded promptly and confidently to the questions asked during the conversation. When students made a mistake, such as using incorrect words or a word in English, they responded with សូមទោស លោកគ្រូ អ្នកគ្រូ ខ្ញុំមានន័យបែបនេះទេ … (‘I’m sorry, teacher, I meant this …’)
* used appropriate vocabulary. Some students used appropriate comparative words, such as ចំណែកឯ / រីឯ (‘whereas’), ច្រើនជាង (‘more than’), តូចជាង (‘smaller than’) and ស្អាតជាង (‘nicer’)
* used appropriate grammar and sentence structures. Most students used appropriate grammar structures and some students used complex sentences in their responses. For example, ទោះបីជាមានការលំបាកក្នុងការសិក្សាយ៉ាងណាក៏ដោយ ក៏ខ្ញុំខិតខំព្យាយាមសិក្សារហូតសំរេចបំណងរបស់ខ្ញុំ (‘Although I have difficulty studying, I still try my best to study to achieve my goal’)
* used appropriate expression, including pronunciation, intonation, stress and tempo. Most of the students spoke in a natural tone with appropriate expression and pronunciation.

Areas for improvement

In preparation for the examination, students could:

* ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinions. Students should prepare for open-ended questions in order to carry the conversation forward naturally. Students should be able to elaborate on their ideas rather than just provide short responses to questions asked by assessors. Students who scored highly were able to turn a closed question into an open-ended response and elaborate on their response
* practise answering a range of questions to be able to advance the conversation. Students should practise answering a wide range of open-ended questions and rehearse them. Students should think of possible questions that assessors may ask and practise regularly to develop the ability to advance the conversation by using interesting examples or information to support opinions and ideas
* build confidence through practising interactions in the language assessed. Students should practise speaking in the Khmer language about their personal world, with classmates, teacher, family and friends
* practise using more complex sentence structures and syntax. Students should use complex sentences such as ខ្ញុំបានសំរេចចិត្តហាត់ប្រាណឱ្យបានទៀងទាត់ ដើម្បីឱ្យសុខភាពរបស់ខ្ញុំកាន់តែប្រសើរឡើង។ (‘I decided to do exercises regularly to improve my health’)
* practise using repair strategies to advance the conversation when needed. Students must be prepared to answer unexpected questions spontaneously. When asked about a topic they are less familiar with, students should be prepared to use some general phrases to move the conversation forward. For example, ខ្ញុំមិនមានគំនិតអំពីសត្វចិញ្ចឹមលំអិតទេ ប៉ុន្តែខ្ញុំគិតថាសត្វចិញ្ចឹមផ្តល់ប្រយោជន៍ច្រើន … (‘I have no idea about pets in general, but I think the pet provides many benefits …’)
* revise grammar. Some students used double nouns. For example: ការកង្វះខាត instead of ការខ្វះខាត (lacking), មានការកង្វះក្នុងវិស័យអប់រំ instead of មានកង្វះខាតក្នុងវិស័យអប់រំ (It has been lacking in the education sector), and ការអំពើពុករលួយ instead of អំពើពុករលួយ (corruption)
* build vocabulary specific to the student’s personal world and their interactions with the language and culture as learners. Students should prepare for the topics regarding their personal world by selecting and learning appropriate and sophisticated words for use intheir conversation. Students should use appropriate comparative words to contrast things such as ម៉្យាងវិញទៀត (on the other hand), ផ្ទុយទៅវិញ (in contrast’) and ទោះយ៉ាងណា (however). These comparative words are different from those referred to in the ‘What students did well’ section above, and the use of them showcases students’ excellent vocabulary
* practise pronunciation, intonation, and stress and tempo. Students should use the commonly written more formal language when speaking in their oral examination, rather than the informal spoken language. For example, ខ្ញុំ instead of ញ៉ុម (I), រៀន instead of ហៀន (study), and ច្រើន instead of ឈើន (a lot).

Section 2: Discussion

What students did well

In the 2024 examination, students:

* clearly introduced the focus of their subtopic, alerting assessors to any objects brought to support the discussion of the subtopic. Most students presented their subtopic and referred to appropriate texts studied. Some students chose to bring images relevant to their subtopic
* demonstrated in-depth knowledge of their subtopic. Students who scored highly elaborated on their chosen subtopic with reference to the texts studied
* used the images to support the discussion on their subtopic. Students used the images to make connections to their subtopic to develop the discussion further, and to support the ideas and information in depth
* engaged in a discussion using relevant information, ideas and opinions. Students discussed the various aspects of their subtopic and clearly expressed a range of ideas and opinions
* clarified, elaborated on and defended opinions and ideas. Students answered challenging questions, such as ‘how would you solve a problem in Cambodia?’, without prompting from the assessors
* communicated effectively with assessors throughout the discussion. For example, when students were asked to clarify certain aspects of their subtopic, some students used adequate repair strategies, such as សូមទោស ខ្ញុំមិនបានធ្វើការស្រាវជ្រាវអំពីប្រធានបទនេះទេ ប៉ុន្តែខ្ញុំអាចផ្តល់ជូននូវព័ត៌មានខ្លះៗអំពី… (Sorry, I have not researched this aspect of the topic, but I can give you some information about …)
* used appropriate vocabulary. Students who were well prepared for their subtopic demonstrated well-selected vocabulary, familiarity with the terminology, clear pronunciation and a natural flow in their discussion
* used appropriate expression, including pronunciation, intonation, stress and tempo.

Areas for improvement

In preparation for the examination, students could:

* choose an appropriate subtopic to suit their ability and interests. It is important that students choose a subtopic for which they can find sufficient material and that suits their ability and interests
* prepare with an appropriate number of quality sources, for example, a combination of aural and visual materials, as well as written texts, to explore the subtopic in sufficient depth. Some students could not elaborate on their chosen subtopic, and did not have enough information to carry the discussion forward, because they had not done adequate research
* make reference to the sources or texts studied for the detailed study. Most students referred to the sources or texts they had studied, but some students were unable to provide information beyond their memorised material
* avoid listing facts without expressing a point of view or presenting general knowledge as research. Some students presented information on their subtopic but were unable to express a clear point of view or an opinion about various aspects of the subtopic
* convey information learnt from sources but also express an opinion with an original perspective on the subtopic
* practise using repair strategies. Students self-corrected when using an English term in the discussion, such as correcting ‘engineer’ to វិស្វករ
* build vocabulary specific to the subtopic selected for the detailed study. During their study of the subtopic, students should familiarise themselves with the appropriate vocabulary specific to the subtopic and practise using the terms correctly
* practise pronunciation, intonation, and stress and tempo. Some students need more preparation with their pronunciation, intonation, stress and tempo and should avoid using less formal spoken language during the oral examination. Many students depended on pre-learnt responses, so during the discussion those students spoke at a high pace. Some students who were less well prepared spoke at a lower tempo, a slower pace and a softer tone, and struggled to carry the discussion further because they had limited information.