2022 VCE Khmer oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
* language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried the conversation forward with spontaneity
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

Most students were well prepared and maintained a high standard in both the conversation and the discussion. They generally attempted to use sophisticated language and grammatical structures to elaborate on their responses, and answered challenging questions in detail. Those students who had prepared well scored highly. However, a few students who had not prepared enough did not score well, as they were unable to maintain a natural flow of speech or tempo, their pronunciation was unclear and they tended to use simple vocabulary mixed with English words.

In the discussion, students who scored highly presented a broad range of information and ideas on their subtopics with relevant examples and a natural flow of speech. They were well prepared with in-depth research on their subtopic, enabling them to respond to challenging questions with interesting information and support their ideas and opinions with reasons.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school and home life, family, friends, interests and aspirations.

Most students scored highly in communication, content and language because they answered questions directly and were able to elaborate and build on concepts, information, ideas and opinions for every personal aspect.

Communication

Most students interacted with assessors confidently. Their responses were direct, spontaneous, highly relevant and detailed, and their speech flowed naturally. Students were fully engaged and able to carry the conversation forward easily. Students who scored highly used eye contact, facial expressions and body language to advance and maintain the exchange appropriately and confidently.

Students had prepared to interact with the assessors; for example, by using phrases such as ‘According to my understanding …’, ‘According to my idea …’, ‘Education in Cambodia is different from education in Australia, such as …’, ‘ I like / don’t like … because …’, ‘Playing sport provides many benefits, such as …’, ‘In order to achieve my goal, I must …’ and ‘Learning Khmer provides more opportunities for me …’.

Students were able to apply 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 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’.

Areas for improvements include:

* becoming familiar and comfortable with words that are often used in different subtopics of the conversation
* practising repair strategies
* lead-in statements that respond directly to the assessors
* speaking in a natural way by improving tempo and stress.

Content

Students were able to respond with relevant information and to compare, contrast and support their ideas or opinions in response to the questions. A few students were unable to elaborate on the questions and could not extend their ideas and opinions.

Areas for improvements include:

* preparing for more elaboration on information, ideas and opinions
* practising conversing about a wide range of possible subtopics.

Language

Students consistently used a wide range of appropriate vocabulary, sentence structures and grammar to describe their personal life and respond to challenging questions. They applied the appropriate style and register to address the assessors.

Areas for improvements include:

* being careful when using tenses; for example, for the future tense នឹង​ (‘will’) is used and for the past tense បាន (‘had done’) is used
* becoming familiar with vocabulary by looking up words in the dictionary.

Most students selected vocabulary well and applied grammatical structures accurately and appropriately in their conversation.

Areas for improvements include:

* using words precisely and accurately
* avoiding English terms (such as business, business management, homework, nurse)
* not using a combination of English and Khmer words (for example: ធ្វើ homework, ធ្វើការ part time, រៀន business, រៀន nursing)
* using prefixes carefully, such as ការ (see table below for examples).

Students should note the following language issues.

|  |  |
| --- | --- |
| Incorrect use | Correct use |
| ការកង្វះខាត | ការខ្វះខាត (lacking) |
| ញុំ | ខ្ញុំ (I) |
| ធ្វើឲ្យកង្វះគ្រូ | ធ្វើឲ្យខ្វះគ្រូ (lead to lack of teacher) |

Students spoke clearly when discussing their information, ideas and opinions. Their intonation, stress and tempo were generally very good.

Areas for improvements include:

* answering questions clearly by practising pronunciation of words that are relevant to the subtopics in the conversation
* practising using specific vocabulary to increase confidence in clarity of expression
* practising stress and tempo.

Section 2 – Discussion

Each student gave a one-minute introduction of their subtopic to their assessor, who then engaged the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps or diagrams, brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Khmer is spoken.

Students chose a range of subtopics about Cambodia, including poverty, traffic accidents, domestic violence, drug trafficking, the advantages and disadvantages of tourism, contrast between education in urban and rural areas, gender bias in education, gender inequality, human rights violations, health issues and the environment.

Most students had researched their subtopic well and drew information from a variety of sources. They were able to support their ideas and opinions with specific examples and reasons. Students were able to answer challenging questions and defend their ideas without prompting or support from the assessors. The presentations were mostly informative, well-organised and structured.

Communication

Students interacted well with both assessors using good eye contact and body language to carry the discussion forward. They showed excellent understanding of their subtopic and could advance and maintain the exchange without support from assessors. Students who were less prepared often required assistance from the assessors to carry the discussion forward.

Areas for improvements include:

* tailoring messages and information to the discussion
* avoiding rote-learning
* listening with attention to the questions asked by the assessor.

Content

Students presented a detailed and excellent range of information on their chosen subtopic, with supporting visual aids such as pictures and charts relevant to their subtopic. The presentations were very informative, which indicated that most students had completed sufficient research using a variety of sources that enabled them to respond appropriately and effectively.

Areas for improvements include:

* covering the topics in more detail
* being familiar with the content and expanding on and exploring opinions and ideas on the subtopic
* improving repair strategies by asking assessors to repeat or rephrase questions when required.

Language

Overall, students used a wide range of appropriate and sophisticated vocabulary, a variety of sentence structures, and accurate parts of speech and grammar when presenting information and ideas on their subtopic. Students who were unable to elaborate on their subtopic often used simple vocabulary and structures.

Areas for improvements include:

* using vocabulary that is appropriate and relevant to the chosen subtopic
* improving dictionary skills when preparing and researching the subtopic
* being careful when using the prefix ការ to derive nominals from the predicative. For example: ពិត​ (true) and ការពិត (truth), ធ្វើដំណើរ (travel) and ការធ្វើដំណើរ (travelling).

Most students presented their discussion with specific, clear phrases and structures. They demonstrated excellent pronunciation, fluency and poise in their discussion.

Areas for improvements include:

* clear pronunciation
* using familiar words or expressions, and avoiding jargon.

More information

Refer to the [VCE Khmer study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/khmer/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/khmer/Pages/Index.aspx) for full details on this study and how it is assessed.