VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

2006 LOTE: Armenian GA 3: Examination

GENERAL COMMENTS

This was a successful year for student performance. All students, both native and non-native speakers, were very well prepared, confident and at ease with the structure, pace and direction of both the Conversation and Discussion. As in past years, vocabulary, fluency and expression were of a very high standard. Students were able to converse clearly using appropriate constructs and the correct register throughout. Pronunciation was accurate with clear and audible utterances, crisp consonants and correct intonation and stress. Native speakers were more polished, as would be expected.

Discussion themes were well researched and prepared. There was evidence of extensive research in all topics studied in this section. The vocabulary range used was rich, and responses to questions were both logical and spontaneous. Most students presented confidently and with abundant enthusiasm. As in past years, although there were a few mild cases of grammatical errors such as case, conjugation of irregular verbs and anglicisms, this did not detract from the overall delivery and meaning intended. Such problems can be overcome by speaking Armenian in a variety of contexts both in and out of the classroom.

Students are to be commended for their preparation and performance.

SPECIFIC INFORMATION

Section 1 – Conversation

Topics covered in the Conversation included personal background, current studies, family structure, career aspirations, hobbies, travel plans or experiences, part time employment, future plans and other issues leading from these topics. Some students also commented on relatives overseas and their family's migration experience. Students readily talked about their personal situation, schooling and subjects studied, as well as recreational activities and entertainment pursuits. All students engaged the examiners confidently. There were very few false starts and self-correction occurred when necessary. The examiners felt most students could have continued on for much longer than the allocated time in this section.

Sentence structure, pronunciation, register and expression were very good, and examiners expressed satisfaction with the depth, breadth and complexity of the conversation, especially in response to open questions. However, anglicisms and incorrect use of case were occasionally evident in non-native speakers.

Section 2 – Discussion

The Armenian Genocide, the Armenian speaking communities in the Diaspora and the discovery of the Armenian alphabet were popular topics for this section. The examiners again felt that students were very well prepared and had mastered their chosen sub-topics. Follow-up questions were answered well, without hesitation or unnatural pauses. This allowed for a free flowing discussion in which students demonstrated the capacity to engage with the examiners by using appropriate responses and also the ability to influence the direction of the discussion.

Students carried out this task successfully. This was demonstrated by engaging the examiners with comfortable body language and good expression and sentence construction. Answers to open questions generally seemed unrehearsed, and demonstrated an affinity with the topic area and mastery of most of the details of the subject matter. This pleased the examiners as probing questions were handled spontaneously, logically and linguistically correctly.

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