



2012

Languages: Armenian GA 3: Examination

Oral component

GENERAL COMMENTS

A small cohort presented for the Armenian oral examination in 2012. A few students maintained the generally high standard that was in evidence in previous years. All were generally familiar and confident with the format of both the Conversation and the Discussion.

A high standard of fluency, expression and vocabulary was evident. Cultural awareness was adequately demonstrated as students engaged assessors using the correct register and appropriate constructs. Nerves were occasionally in evidence, as can be expected in a formal examination.

The Detailed Study topics were well prepared and students showed a deep understanding of all topics prepared for in this section. The use of rich vocabulary and the prevalence of logical and spontaneous responses to questions was impressive.

Students performed very well this year. Pronunciation was accurate, with clear diphthongs, crisp consonants, and good tempo and intonation. Students should be commended for their efforts.

SPECIFIC INFORMATION

Section 1 – Conversation

Topics covered in the Conversation included personal background, current studies, family structure, career aspirations, hobbies, part-time work, future plans and other issues evolving from these topics. Students were well rehearsed in describing their personal situations, schooling and subject selections as well as recreational activities and entertainment pursuits. Most students engaged assessors confidently. Responses were direct, highly relevant and spontaneous, with a strong sense of self-awareness and reflection.

There was evidence of good preparation as students had little hesitation in extending answers appropriately. Sentence structure, pronunciation, register and expression were very good, and the depth, breadth and complexity of the Conversation was satisfactory.

Section 2 – Discussion

Some topics used for the Discussion included

- The Armenian Genocide and the consequent growth of the Diaspora
- Armenian-speaking communities in Australia, including the history of the four phases of migration
- The All-Armenian Fund
- The Pan-Armenian Games
- Community tree planting and the reforestation of Armenia
- The links between Armenia and the Diaspora.

Many other topics for the Detailed Study were possible.

Students were very well prepared and had mastered their chosen sub-topic. Students readily cited an extensive range of resources, including lectures, videos, documentaries, and both print and online publications. Follow-up questions of an open nature were fielded well. The ensuing discussion flowed freely and students demonstrated a capacity to engage assessors by using appropriate responses. Students also influenced the direction of the discussion by clarifying or elaborating on answers.

Most students carried out this task successfully. They demonstrated this by engaging assessors with comfortable body language, and good expression and sentence construction. Answers to varied open questions demonstrated an affinity with the sub-topic and confidence with the subject matter. Probing questions were handled with the use of appropriate style and register, and there were no unnatural pauses.