



2011

Languages: Armenian GA 3: Examination

Oral component

GENERAL COMMENTS

A relatively large cohort presented for the Armenian oral examination in 2011. Students were very well prepared, maintaining the generally high standard of previous years. Students were at ease with the format of both the Conversation and Discussion sections.

Vocabulary, fluency and expression were of a high standard. Students were able to engage the assessors using the correct register and appropriate grammatical structures. Few students showed evidence of nerves, with most being confident and giving quality performances.

Discussion themes were well prepared. Students had researched all topics studied in this section. The use of rich vocabulary and the prevalence of responses to questions that were both spontaneous and a catalyst for further discussion were impressive.

SPECIFIC INFORMATION

Section 1 – Conversation

As in previous years, a wide range of topics was covered in the Conversation, including students' personal and family background, likes and dislikes with respect to school studies, family structure, career aspirations, hobbies, travel plans or experiences, part-time employment and future plans. Students had obviously rehearsed the conversation numerous times and comfortably and confidently described their personal situation, schooling and subject selections, as well as recreational activities and entertainment pursuits. Responses were direct and clearly demonstrated students' strong sense of self-awareness and reflection.

Students used an excellent range of vocabulary, structures and expressions accurately and appropriately. Sentence structure, pronunciation, register and expression were excellent, and the depth, breadth and complexity of the conversation was very good, especially in response to open and unexpected questions. A good standard of grammar was demonstrated; students easily used the correct tense and appropriate cases in sentence construction.

Section 2 – Discussion

The Armenian-speaking communities, the Armenian Genocide and the consequent growth of the Diaspora, the Armenian-speaking communities in Iran and Australia including the history of the phases of migration, links between Armenia and the Diaspora such as the All Armenian Fund, and the Pan-Armenian games were the topics used for discussion. Students were very well prepared and demonstrated mastery of their chosen sub-topic. Extensive research was evident, with details of a large list of resources and references readily incorporated into the discussion. Follow-up questions of an open nature were fielded well. The ensuing discussion flowed comfortably and students demonstrated a capacity to engage the assessors by using appropriate responses to express factual knowledge and opinions. Students also influenced the direction of the discussion by clarifying or elaborating on answers.

Most students carried out this task successfully. They demonstrated comfortable body language, good expression and sentence construction. Students demonstrated an affinity with the topic area and had mastered most of the subject matter. This was evidenced by the excellent answers given to questions, both in the content and quality of language used, which could not all be rehearsed. Probing questions were handled spontaneously, logically and linguistically correctly. The need to borrow a foreign word to gather their thoughts or to maintain continuity only appeared on the rare occasion and then only during extreme duress.

The dedication and commitment to the study was clearly evident in the performances. Students are to be commended on their commitment to the study of Armenian this year.