



2013

Languages: Hebrew GA 3: Examination

Oral component

GENERAL COMMENTS

Students were well prepared for the oral component of the 2013 Hebrew examination and earned high marks. Their performance varied from adequate to nearly flawless, with few in the lower range. The most successful students responded to assessors' questions with relevant and thorough answers supported by examples and maintained the flow of the conversation. The students' vocabulary was extensive and relevant to the topic and register.

The less successful students had a more limited vocabulary or used unsuitable expressions. Often their responses were rushed and only slightly relevant to the questions asked. This created the impression of reliance on rote-learning as the sophisticated expressions used were out of place. On other occasions they paused, disrupting the flow of the conversation, and had to be prompted by assessors.

Section 1 – Conversation

Most students conversed fluently and with confidence on all five topics prescribed in the *VCE Hebrew Study Design*. The more successful students' responses were relevant and correct, and these students often expanded on their responses to topics brought up by the assessors. The less successful students answered the predictable questions reasonably well but sometimes had difficulty responding to a question they did not expect. These students did not attempt to contribute to the conversation, which tended to become merely a sequence of questions and answers.

Section 2 – Discussion

Students researched their topics well and showed thorough knowledge of the resources they had studied. Students who scored well discussed their topic in depth, quoted from the resources to support their views and opinions, and did not hesitate to discuss related aspects and issues. The less successful students tended to merely state the facts they had gathered while researching the topic, and their limited vocabulary impeded their attempts to express and to explain their own ideas.

It is important that the chosen topic matches the student's interests and language proficiency. When a student is genuinely interested in their topic and has appropriate vocabulary, it usually results in a stimulating discussion and high marks. Some students chose a topic that was too sophisticated for their language skills. Others chose a topic of limited scope, and although these students had a good vocabulary, they found it difficult to keep the conversation flowing and display their language skills.

To be successful, students must be able not only to provide information but also to discuss their topic thoroughly, to express their own ideas and to answer relevant questions.