



2013

Languages: Maltese GA 3: Examination

Oral component

GENERAL COMMENTS

In the 2013 Maltese oral exam students demonstrated a mixed level of proficiency in their oral skills. Most students spoke with confidence, and initiated and concluded the exam in the correct manner. In most cases, students maintained the exchange with assessors and moved the interaction forward without needing to be prompted. Students who made basic mistakes used repair strategies and self-corrected errors. Some students often needed prompts from the assessors to continue the exchange.

A complete outline of the oral examination can be found on page 31 of the *VCE Maltese Study Design*. The criteria for assessment for the oral examination are available in the *VCE Languages Other Than English (LOTE) Assessment Handbook 2005–2016* (pp.16–21) on the VCAA website.

SPECIFIC INFORMATION

Section 1 – Conversation

Students greeted assessors correctly both at the start and end of the exchange. In most cases, students demonstrated competence in their communication skills. A few students used more complex language, showing command of a solid vocabulary base and grammar rules. The more successful students were able to advance the conversation without needing prompts from assessors. Some students found it difficult to express themselves during the conversation because of a lack of appropriate vocabulary and the incorrect use of grammar. Students could improve their oral language skills by speaking more in Maltese and by listening, when possible, to SBS and community language radio stations.

Section 2 – Discussion

This year there were two main topics for the Discussion: World War II and Il-Festi. The sub-topics were varied and most students researched different resources for their presentation. Good topics offered possibilities for questions to be asked. Well-prepared students made good use of their resources and often linked them to the topic and gave their own opinions.

A few students had not prepared well enough for this section and were not able to advance the exchange, even with the support of the assessors. Some students gave short responses and were not able to elaborate on their ideas or give opinions. Many students used props to enhance the discussion.

Students and teachers should refer to the *VCE Maltese Study Design* for further information related to the Detailed Study and oral examination.