



## Oral component

### GENERAL COMMENTS

The performance of most students in the 2010 oral examination was very good. There were a few excellent and some satisfactory performances. Most students were better prepared for the Discussion than for the Conversation. Students are encouraged to prepare carefully for both parts of the oral examination.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

##### Criterion 1 – Capacity to maintain and advance the exchange appropriately and effectively

##### Criterion 5 – Clarity of expression

Students demonstrated a very good level of understanding when responding to the questions asked. Most students answered assessors' questions very promptly. While the responses given by students were very brief in some instances, their responses related mostly to the question asked.

Most students' clarity of expression was satisfactory; however, only a few students demonstrated good intonation, stress and tempo. Students' pronunciation was excellent in most instances. The use of 'ahm' at the start of a sentence was not very evident this year.

##### Criterion 2 – Relevance, breadth and depth of information, opinion and ideas

Most students provided a very good amount of information about their family, friends, school life, leisure activities and hobbies, and their future aspirations. There were some instances where students provided only short answers to questions and assessors needed to ask many questions to continue the conversation for seven minutes.

##### Criterion 3 – Accuracy of vocabulary and grammar

##### Criterion 4 – Range and appropriateness of vocabulary and grammar

Most students used appropriate vocabulary and accurate grammar. There were a few students who used an excellent range of vocabulary.

#### Section 2 – Discussion

Topics that could be used for this part of the oral examination include arts and entertainment, environmental issues, cultural issues, customs and traditions. Please refer to the *VCE Sinhala Study Design* for more information regarding the Detailed Study. The students discussed different aspects of these topics and expressed their own ideas and opinions. Many students demonstrated thorough preparation by referring to many resources on the chosen sub-topic. However, there were a few students who needed support from the assessors to maintain the discussion for seven minutes.

##### Criterion 1 – Capacity to maintain and advance the exchange appropriately and effectively

##### Criterion 5 – Clarity of expression

Most students led the discussion with confidence. They responded readily to the questions asked, while engaging with the assessors in a very appropriate manner. Some students who used English words or made mistakes employed the appropriate repair strategies. Pronunciation was very good; however, intonation, stress and tempo could have been improved in some instances. It was evident that a few students had rote-learned information.

##### Criterion 2 – Relevance, breadth and depth of information, opinion and ideas

Most students were very well prepared. They were able to elaborate on information, clarify ideas and opinions, and support their opinions with information gathered from various sources. The students responded to questions confidently and appropriate repair strategies were used when required. However, there were some students who needed the support of the assessors to extend the discussion for the required amount of time.

##### Criterion 3 – Accuracy of vocabulary and grammar

##### Criterion 4 – Range and appropriateness of vocabulary and grammar

Most students used a range of accurate vocabulary and grammar that was appropriate to the topic chosen.