



**2003**

**LOTE: Persian GA3: Examination**

**Oral component**

**GENERAL COMMENTS**

Overall the students performed well as they expressed themselves effectively and were able to demonstrate a high level of language skills in all areas.

**Section 1 – Conversation**

The conversations in most cases were satisfactory. Students were generally capable of giving information by responding fully to the questions. They were able to use an appropriate range of vocabulary and grammar while maintaining their conversation.

**Section 2 – Discussion**

The topic introductions were generally good; however, depth of knowledge over chosen topics was lacking and consequently discussions on topics were limited. Some students had not really extended their knowledge on the topics beyond what they had studied in class. Using more extensive materials should certainly be encouraged during preparation.

The common chosen topics were *smoking and its dangers in today's society, crude oil, immigration issues, pollution and the environment and computers*; however, topics like *Sadi and Bamian's statute* were also chosen.

**Written component**

**Section 1 – Listening and responding**

**Part A and Part B**

Students were generally able to respond well to the tasks given and for many the best results were achieved in these sections. However, spelling and grammatical mistakes were common. Students should remember to carefully read the instructions before answering questions.

**Section 2 – Reading and responding**

**Part A**

The students' performance in these sections was mostly satisfactory; however, there were some difficulties experienced with one of the texts. Some students could not identify the required information from the text and subsequently scored poorly in the section.

**Part B**

Most students completed this part with pleasing results, however, some only responded by summarising the information given to them from the text and could not elaborate using their own language skills.

**Section 3 – Writing in Persian**

Generally, students were able to cope quite well with this task. Some showed a thorough knowledge and understanding of the language and for these students the most popular theme was the imaginative story. Most chose the persuasive speech for their task. These students used their language skills to complete the task and were able to do so quite effectively, although mistakes were not uncommon. Recurrent weaknesses were spelling, inappropriate vocabulary, grammatical errors and lack of variety in sentence structure.

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