



**2006**

**LOTE: Persian Second Language GA 3: Examination**

## **Oral component**

### **GENERAL COMMENTS**

Most students performed well and were able to carry out an effective conversation and discussion. They generally presented interesting topics in the Discussion and were able to elaborate on matters related to their topics.

### **SPECIFIC INFORMATION**

#### **Section 1 – Conversation**

The Conversation focuses on topics related to the student's personal world; for example, school and home life, family and friends, and interests and aspirations. Most students did well in this part and demonstrated a high level of competence and preparation in conducting the conversation. Few students required support and encouragement to maintain and advance the exchange.

#### **Section 2 – Discussion**

Students prepared their Discussion on a variety of topics. The most commonly chosen topics were 'the environment', 'Iran's history', 'women's rights', 'capital punishment' and 'Persian poets'.

Some students were not aware of the requirements of the Detailed Study, such as topics and sub-topics. It is essential that students and teachers understand and select appropriate topics for the Detailed Study, and these topics should be relevant to the Persian-speaking community. Teachers should practise with the students so that they can observe any shortcomings and help to correct them.

## **Written Component**

### **GENERAL COMMENTS**

Students were generally prepared well for the tasks of the written examination, and overall performance was satisfactory. However, students should practise the correct structure of writing, ensuring that their writing follows the demands of the text type selected.

### **SPECIFIC INFORMATION**

#### **Section 1 – Listening and responding**

##### **Part A**

##### **Question 1**

On the radio

##### **Question 2**

- It is the only school in the state that offers a language lab.
- It has the latest computer packages.
- It offers various levels.

##### **Question 3**

They can enrol by:

- going to the school
- calling the school.

##### **Question 4**

*Alo* (hello in Persian)

##### **Question 5**

Because of the expressions:

- 'are you studying?'
- 'I even invited some of our teachers'

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- 'on Friday after our last year 12 exam'.

## Question 6

- She has undertaken the organisation while he has merely reminded her of things to be done. The only thing he offered was to escort Ali to the venue.
- She sent out the invitation cards.
- She told people about the car park.
- She invited some teachers.
- She decorated the hall.
- She reminded the master of ceremonies.

## Question 7

Five of the following points needed to be given:

- 'I am unhappy'
- 'I want to leave today'
- 'I have wasted enough time'
- 'the service is not satisfactory'
- 'I am really annoyed'
- 'it ruined my holiday'
- 'I had a bad time'
- 'there was no hot water'.

## Question 8

He compensated her by:

- providing free food
- immediately moving her to a better room
- discounting the bill
- apologising.

## Part B

### Question 9

- He has been working on this problem for over 20 years.
- He is a specialist.
- He is well known worldwide.

### Question 10

It can be managed through:

- a change of lifestyle
- exercise
- diet.

### Question 11

Mina believes that they:

- have to maintain their tradition
- have to buy their daughter's dowry
- should borrow more money from the bank
- might be able to borrow from Farhad's parents.

Farhad's opinion is:

- the bride and the groom are both making money and they should pay for their furniture
- this tradition belongs to the past
- he can not borrow more money from the bank
- his parents have no money and they should not be asked for money.

Students needed to read the questions carefully and focus on words such as 'how', 'what', 'when', etc. as the stem of the question was occasionally misread. Students should spend more time in class practising listening tasks so that they have a better understanding of the tone, register and mode of a dialogue or conversation.



## **Section 2 – Reading and responding**

### **Part A**

#### **Question 12**

Knowledge is wealth, or something similar.

#### **Question 13**

The wise man says that:

- silver and gold can be lost, stolen or spent, which leaves one with nothing
- it is not lasting wealth.

#### **Question 14**

A source of ongoing abundance and renewal.

#### **Question 15**

- Having a trade/profession involves skills which can not be lost or stolen. Skills enrich the person and provide a constant means of support, respect, status and admiration.
- Material wealth can be lost or found whereas a trade, once acquired, is with the person all the time.

#### **Question 16**

The report focused on:

- unemployment in Iran and Afghanistan; in particular, youth unemployment
- brain drain
- cheap imports and their impact on unemployment
- the unemployment of women because of policies and traditions.

#### **Question 17**

The government could address the problem by:

- stopping cheap imports
- giving priority to industries which can create jobs, such as IT, manufacturing, agriculture and tourism.

#### **Question 18**

- boredom
- depression
- drugs

#### **Question 19**

- traditions
- social pressure

Students' performance in this section was mostly satisfactory; however, some students did not read the texts carefully and did not spend sufficient time analysing the questions, which led to misinterpretation and irrelevant responses.

### **Part B**

#### **Question 20**

Criterion 1: capacity to understand general and specific aspects of the text

- visiting a city in the Middle East
- being excited in all senses
- a memorable and stimulating experience
- a historically/culturally important city
- various features of the city/places visited/why it is important

Criterion 2: capacity to convey information accurately and appropriately

- largely accurate grammar
- a range and appropriateness of vocabulary
- well sequenced, with good use of cohesive devices
- accurate spelling



- correct conventions and style for the text type (postcard): punctuation, informal, opening/closing, date and address

Some responses included most of the information from the text when writing about experiences of a trip to a historical city, but failed to elaborate more about their experiences. The text type caused some difficulty, as, in general, students showed a lack of understanding of how to write a postcard. Some responses lacked a greeting and/or an address.

### **Section 3 – Writing in Persian**

Students are expected to be familiar with the five types of writing specified in the study design (informative, imaginative, personal, persuasive and evaluative) and to be able to produce a piece of writing within the required length of 200–250 words in Persian. Generally students responded well to the task; however, both teachers and students need to be clear about the criteria for assessment and students need to practise their grammar. Also, students should be encouraged to improve their handwriting as some responses were difficult to read.

#### **Question 21**

Criterion 1: relevance, breadth and depth of content

- five points (evaluating activities and programs, giving opinions, suggestions)

Criterion 2: appropriateness of structure and sequence

- text type (review), title, author, introduction, body, conclusion
- consistent and appropriate register (formal)
- well-sequenced and cohesive devices
- style appropriate to the task (evaluative)
- links between ideas, sentences and paragraphs

Criterion 3: accuracy, range and appropriateness of vocabulary and grammar

- excellent range of vocabulary
- complex use of vocabulary appropriate to the topic
- correct spelling
- correct grammar
- excellent range of grammatical structures (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic)

#### **Question 22**

Criterion 1: relevance, breadth and depth of content

- five points (story plot, characters, events, appropriate atmosphere)

Criterion 2: appropriateness of structure and sequence

- text type (review), title, author, introduction, body, conclusion
- consistent and appropriate register
- well-sequenced and cohesive devices
- style appropriate to the task (imaginative)
- links between ideas, sentences and paragraphs

Criterion 3: accuracy, range and appropriateness of vocabulary and grammar

- excellent range of vocabulary
- complex use of vocabulary appropriate to the topic
- correct spelling
- correct grammar
- excellent range of grammatical structures (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic)

#### **Question 23**

Criterion 1: relevance, breadth and depth of content

- reasons for campaigning, facts and background, persuasive reasons that would inspire the audience to support the formation of the team

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Criterion 2: appropriateness of structure and sequence

- text type (review), title, author, introduction, body, conclusion
- consistent and appropriate register (formal)
- well-sequenced and cohesive devices
- style appropriate to the task (persuasive)
- links between ideas, sentences and paragraphs

Criterion 3: accuracy, range and appropriateness of vocabulary and grammar

- excellent range of vocabulary
- complex use of vocabulary appropriate to the topic
- correct spelling
- correct grammar
- excellent range of grammatical structures (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic)

## Question 24

Criterion 1: relevance, breadth and depth of content

- five findings (major problems, impacts on lives now and in the future, prevention, suggestions)

Criterion 2: appropriateness of structure and sequence

- text type (review), title, author, introduction, body, conclusion
- consistent and appropriate register (formal)
- well-sequenced and cohesive devices
- style appropriate to the task (informative)
- links between ideas, sentences and paragraphs

Criterion 3: accuracy, range and appropriateness of vocabulary and grammar

- excellent range of vocabulary
- complex use of vocabulary appropriate to the topic
- correct spelling
- correct grammar
- excellent range of grammatical structures (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic)