



2009

LOTE: Persian GA 3: Examination

Oral component

GENERAL COMMENTS

Most students were well prepared for Persian oral examination in 2009. They generally presented interesting topics in the discussion and were able to elaborate on matters related to their topics.

SPECIFIC INFORMATION

Section 1 – Conversation

In this section students were required to converse with assessors about their personal world, including lifestyle, school subjects, interests, family and friends. Students were well prepared for this part of the examination and the spoken language was of a high standard. Some students were less well prepared and found it difficult to extend beyond 'yes' or 'no' answers and were unable to answer in more detail. Sometimes English words were used to describe subjects and interests.

Section 2 – Discussion

Students are expected to have studied their sub-topic for the Detailed Study in class and to have researched a number of different resources which they can draw on in the Discussion. Students provided a wide range of topics for the Detailed Study and some had an excellent knowledge of their prepared topic. Some students had brought objects such as posters to enhance the discussion of their topics.

The Discussion section of the oral examination (the Detailed Study) requires all students to explore aspects of the language and culture of Persian-speaking communities. For some topics, students relied only on their own personal experiences and had not done any other research on the topic. This is not appropriate and teachers should practise with students.

Some of the topics chosen in 2009 were: 'Refugees in Australia', 'The history of oil in Iran', 'Tourism', 'Global warming', 'Euthanasia', 'Drug problems in Afghanistan' and 'Problems facing Afghani youth'.

Teachers are reminded that if students choose a topic such as 'Tourism' the places and cities discussed must have strong connections with Persian-speaking communities. Students who discuss a major world tourist centre that has no identified links with any Persian-speaking community will lose marks even when their spoken Persian is very good because the topic chosen for the Discussion will not meet the requirements of the study design. Therefore, teachers need to check that all topics chosen for the Detailed Study meet the requirements for the oral examination.

The requirements of the oral examination are outlined on page 30 of the *VCE Persian Study Design*, which is available on the VCAA website <www.vcaa.vic.edu.au>. Previous examination papers and Assessment Reports are also available on the website.

Written component

GENERAL COMMENTS

A large number of students responded well to the tasks given. However, sometimes weaknesses in English resulted in incorrect answers and consequently a loss of marks.

Section 1 – Listening and responding

Teachers are reminded that when marks are given to sections that require an answer in Persian, students are given marks both for the correct answer and for the quality of the writing produced. This means that students might know the answer to a question, but if they do not express the answer in accurate and appropriate Persian they will not be awarded full marks for their answer. There is enough space on the examination paper for students to write in full sentences in the Persian language. Students need to write in sentences so that assessors can assess the quality of the writing in Persian.



In the Listening and responding section of the examination paper there is space for making notes on the right-hand side of each page. Students can make brief notes about the answers while they are listening to the first reading and then use their notes to write connected sentences using the lines provided on the examination paper.

Part A – Answer in English

In this section, students were required to listen to the three texts in Persian and respond to a number of questions in English. Students should remember to read the instructions carefully before attempting a task, and focus on words such as ‘how’, ‘what’ and ‘when’, as the stems of the questions were occasionally misread.

Text 1

Question 1a.

Drivers travelling to the north/mountains, because it gives the weather forecast for the area to the drivers as there might be heavy snowfall.

Question 1b.

- skid chains
- warm clothing
- enough food

Question 1c.

Drivers on the northern roads, because of the thick fog and poor vision.

Text 2

Question 2a.

Mr Rezaii said ‘Allo’ at the beginning of the conversation.

Question 2b.

The legal age and decreasing it to the age of 16

Question 2c.

Mr Rezaii (any two of the following)

- According to the research, people feel more responsible and think more logically at this age and there is less chance of making decisions based on a person’s feelings.
- Mental maturity does not happen at a younger age for everyone.
- It has been scientifically proven that the mental growth of an 18 year old is more complete than that of a person under this age.

Maryam

- With all the progress in the field of education and training today, teenagers reach mental maturity earlier, so a 16 year old can also make decisions on his own and be a responsible person.
- People can pay tax from the age of 16 so they should also be able to vote from the same age.

Text 3

Question 3a.

He wants to ask his mum how to cook rice.

Question 3b.

Any two of:

- rice
- oil
- salt
- water.

Question 3c.

- Plain: Cooking this way is easier/faster.
- Abkesh: The rice becomes fluffier/longer.



Question 3d.

Any two of:

- she makes it clear that she wants him to visit her (that is why she reminds him that her rice is excellent)
- she returns his call
- she gives detailed recipes
- she told him to 'take care'.

Part B – Answer in Persian

In Part B the students listened to two oral texts in Persian and were required to answer a number of questions in Persian. Answers given in the wrong language did not gain any marks.

The criteria for this section were:

- understand general and specific aspects of texts by identifying and analysing information
- convey the information accurately and appropriately.

Text 4

Question 4

Past (any three of the following)

- Teahouses were a gathering place for the rich and influential.
- People drank tea.
- People ate traditional meals.
- People talked about social, economic and political issues.
- They entertained themselves.
- They read poetry.

Present

- In small towns and villages people go to teahouses.
- In cities, people eat, listen to traditional music and enjoy the surroundings.

Text 5

Question 5a.

- He is excited/scared.
- He is curious.

Question 5b.

Any four of:

- do not turn your back on old people
- do not stretch your legs in front of old people
- stand up in front of your guests
- farewell your guests at the door
- take off your shoes before entering the house.

Section 2 – Reading and responding

Part A – Answer in English

In Part A of Section 2 students were given two written texts in Persian and asked a number of questions in English. Student 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. This led to misinterpretation and irrelevant responses.

Text 6

Question 6a.

Any two of:

- she is the first female private space traveller
- she is the first Iranian
- her dream came true.

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Question 6b.

Because she (any four of):

- overcame difficulties herself as a young migrant
- was unable to speak English at first, like many migrants
- managed to complete higher education successfully through hard work
- had a successful career; for example, she established a company
- accumulate wealth
- showed determination
- ultimately triumphed
- struggled.

Question 6c.

- She had big dreams.
- She studied hard.
- She saw obstacles merely as problems to be solved.

Question 6d.

His words have inspired her. ('If you want to change the world, you must be the change you want to see in the world.')

Text 7

Question 7a.

Because she (any two of):

- will earn more money/is a good tailor
- will be educated
- works hard/is a hard worker.

Question 7b.

Any four of:

- the dream/we are going to have a better life/never lose hope/never give up
- love and care (especially familial love)
- sacrifice
- responsibility
- the determination of children to make the most of difficult circumstances/rise above their circumstances
- social issues which prevent girls going to school.

Question 7c.

Because she (any two of):

- thinks of her brother/loves her family
- helps her brother financially by working at night
- cares for herself (by educating herself).

Question 7d.

By (any two of):

- introducing the two nice children
- focusing on the sister's determination to have a better life
- making the reader guess the ending
- adding words such as 'cultural masterpiece' and 'touches the hearts'.

Part B – Answer in Persian

Text 8

Question 8

In Part B students were asked to write an informal letter of 150–200 words in Persian. They were required to use the information given in an advertising text to write a persuasive letter to a cousin. Responses in this section were marked on the following criteria.

- capacity to understand general and specific aspects of the text
 - information about the rugs
 - advantages of buying a rug from the company



- factual and persuasive information
- capacity to convey information accurately and appropriately using largely accurate grammar
 - range and appropriateness of vocabulary
 - a well-sequenced response, with good use of cohesive devices
 - accurate spelling
 - correct conventions and style for the text type (letter): introduction, conclusion, body, punctuation, informality, opening, closing, date

Section 3 – Writing in Persian

In this section students had to choose one of four questions and write their answers in Persian in 200–250 words. Most students chose Question 23 or 25. Some students were very creative and produced excellent pieces of writing.

Question 9

Responses in this section were marked on the following criteria.

- relevance, breadth and depth of content
 - five points (story, plot, characters, events, appropriate atmosphere, emotion)
- appropriateness of structure and sequence
 - text type: imaginative – introduction, body, conclusion
 - consistent and appropriate register
 - well-sequenced and containing cohesive devices
 - style appropriate to the task (an imaginative story)
 - links between ideas, sentences and paragraphs
- 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 10

Responses in this section were marked on the following criteria.

- relevance, breadth and depth of content
 - aim to convey information from the writer to the audience as clearly as possible, facts and background, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence, objective style, impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the audience
- appropriateness of structure and sequence
 - text type: speech – introduction, body, conclusion
 - consistent and appropriate register (formal)
 - well-sequenced and containing cohesive devices
 - style appropriate to the task (a speech)
 - links between ideas, sentences and paragraphs
- 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 structure (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic)

Question 11

Responses in this section were marked on the following criteria.

- relevance, breadth and depth of content
 - creation of a sense of person/personality for the writer in the reader’s mind
 - usually employs first and/or second person, subjective, informal, familiar style/register
 - emphasises ideas, opinions, feelings and impressions
- appropriateness of structure and sequence



- text type: personal – introduction, body, conclusion, date, place, time
- consistent and appropriate register
- well-sequenced and containing cohesive devices
- style appropriate to the task (a personal diary entry)
- links between ideas, sentences and paragraphs
- 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 structure (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic)

Question 12

Responses in this section were marked on the following criteria.

- relevance, breadth and depth of content
 - five points (aims to reach a conclusion acceptable to an intelligent reader, different aspects of an issue, giving opinions, suggestions, expressions of cause and consequences, solutions)
- appropriateness of structure and sequence
 - text type: evaluative – title, author, introduction, body, conclusion
 - consistent and appropriate register (formal)
 - well-sequenced and cohesive devices
 - style appropriate to the task – an evaluative report (objective)
 - links between ideas, sentences and paragraphs.
- 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 structure (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic)