



2010

LOTE: Persian GA 3: Examination

Oral component

GENERAL COMMENTS

The overall performance of students in the 2010 Persian oral examination was satisfactory. They performed at a good standard and were able to maintain and advance the exchange appropriately and effectively. Students should avoid simply answering 'yes' or 'no' to questions and should try to elaborate on their answers. Students should be reminded that bringing notes or cue cards to the examination room is **not** permitted.

SPECIFIC INFORMATION

Section 1 – Conversation

In this section, students are required to interact with two assessors on various topics associated with daily life. Most students conversed freely with the assessors on a wide range of subjects. Generally, they were able to maintain the conversation effectively with assessors and demonstrated good communication skills and repair strategies. Few students relied on rote-learned material or needed the assessors' support to keep the conversation flowing. The use of English words during the Conversation continues to be a concern. Students should avoid using English words during the oral examination.

Section 2 – Discussion

A large number of students prepared thoroughly for the Discussion and used adequate vocabulary and terminology. It is important that the topics chosen for Discussion meet the requirements of the study design. The Detailed Study requires students to explore aspects of the language and culture of Persian-speaking communities. Students should be encouraged to choose suitable topics. Chosen topics that have no identified links with Persian-speaking communities caused students to lose marks, even when their knowledge of the topic and their spoken language was very good. Some students chose immigration as their topic. Students should study and be prepared to discuss many aspects of their chosen topic. Some students only used their personal experience of migration and needed much support to carry the discussion forward. Students were generally well prepared, but some had difficulty in dealing with the topic from a different perspective. Students are advised to concentrate on a single topic in depth and avoid preparing a very broad topic that requires excessive research.

Students should prepare for the Detailed Study very carefully. For example, if students decided to choose 'immigration' as their topic, they would need to find out about various aspects of the issue as the discussion of the Detailed Study between assessors and the student will continue for seven minutes. These students might focus on settling in a new country, the impact of migration on the elderly, positive and negative aspects of migration, social and cultural effects of migration on families, and the balancing between and within two rich and diverse cultures.

Of course, many students will choose other sub-topics for their Detailed Study. The point being made here is that all students need to prepare in detail so that they can maintain the discussion with the assessors for the prescribed time.

Some of the topics chosen in 2010 were:

- Immigration
- Car-making Industries in Iran
- The History of Afghanistan
- Music in Ancient Persia
- Traditional Zorkhaneh.

Students and teachers should check the requirements of the oral examination. They are outlined on page 30 of the *VCE Persian Study Design*, which is available on the VCAA website on the Persian study page. Previous examination papers and Assessment Reports are also available on the website.