



**2011**

**Languages: Persian GA 3: Examination**

## **Oral component**

### **GENERAL COMMENTS**

Generally, the performance of students in 2011 was quite good. Most students were able to carry on an effective conversation and their discussion of the topics they had chosen for their Detailed Study was interesting.

Students and teachers are reminded to check the examination requirements prior to the oral examination. Previous VCE Persian examination papers and Assessment Reports are available on the VCAA website.

### **SPECIFIC INFORMATION**

#### **Section 1 – Conversation**

In this part of the examination, students were expected to converse about their personal world; for example, school and home life, family and friends, interests and aspirations. Most students were well prepared for this part of the assessment. They demonstrated a high level of competence and preparation in conducting the conversation. Some students required a significant amount of support and encouragement to maintain and advance the exchange. Students should avoid simply answering ‘yes’ or ‘no’ to questions and should try to elaborate on their responses. Sometimes English words were used when students struggled to find equivalent Persian words. Students should learn names of their subjects in Persian and avoid using their English equivalent.

#### **Section 2 – Discussion**

Many students were able to maintain and advance the exchange appropriately and effectively. As outlined on page 30 of the *VCE Persian Study Design*, the Detailed Study requires students to explore aspects of the language and culture of Persian-speaking communities. Chosen topics must have identified links with Persian-speaking communities. It is important to remember that the Discussion is a two-way interaction and students must use appropriate language to connect with the assessors. They should also be prepared to discuss various aspects of their sub-topics.

One of the most popular sub-topics was related to migration. The sub-topics chosen by many students were often indistinguishable from one another as most students produced a very similar discussion based on the same resources. Some students only used their personal experiences of migration and needed significant support to carry the discussion forward.

Students are advised to prepare their topic in depth and avoid preparing a very broad topic that requires excessive research. When choosing a topic, teachers and students should not only consider students’ interests but also the topic’s complexity, resources and the students’ language skills. It is important that enough time is allocated to prepare for the oral examination. Some students brought visual material such as posters to support their discussion. The *VCE Persian Study Design* states that students may support the Discussion with objects such as photographs, diagrams and maps. (Notes and cue cards are not permitted.)

Some of the topics chosen in 2011 were:

- Immigration
- Tourism
- Herbs and vegetables in Persian food
- Takhte Jamshid (Persepolis).