



2013

Language: Persian GA 3: Examination

Oral component

GENERAL COMMENTS

Students were generally well prepared for the 2013 Persian oral examination and were able to express themselves effectively and confidently. The chosen topics for the Detailed Study had more links with Persian-speaking communities than in previous years, and interesting aspects of language and culture were discovered during the Discussion.

Students should be aware of the requirements of the Detailed Study and check the previous VCE Persian examination reports, which are available on the VCAA website.

SPECIFIC INFORMATION

Section 1 – Conversation

Most students were able to link well with assessors and demonstrated good communication skills and repair strategies. Students were expected to participate in a seven-minute conversation about their personal world; for example, school and home lives, family and friends, interests and aspirations. Few students required support or encouragement to maintain and advance the exchange.

Many students used a good range of relevant vocabulary and demonstrated a good command of style and register. However, a few students used English words and expressions. Students should avoid answering merely 'yes' or 'no' to questions and should try to elaborate on their responses.

Section 2 – Discussion

In this section of the examination, students introduce their sub-topic and state the focus of their Detailed Study in one minute. In the remaining seven minutes of the Discussion students should explore many aspects of their chosen sub-topics.

Many students demonstrated the ability to carry on an effective discussion of their Detailed Study topics. They interacted confidently with assessors and showed their interest in and passion for the topics they had chosen. Many sub-topics were researched in sufficient depth, and students were able to discuss various aspects of their sub-topics and answer questions regarding them. Some students displayed a high degree of accuracy of vocabulary and grammar, with only a few minor slips. However, a few students did not have sufficient knowledge of their chosen topics, relied only on their own experiences and needed support from the assessors to sustain the discussion. 'Native' speakers should not simply rely on the fact that they can speak fluently as the Discussion does require a deep knowledge of the texts studied.

Some students brought posters, photographs and diagrams to support their discussion (notes and cue cards are not permitted). Students should be reminded that objects brought into the examination must contain only minimal language.