2022 VCE Persian oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
* language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried conversation forward with spontaneity
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

Overall, students showed an excellent understanding of the requirements of the oral examination and were generally well prepared for the 2022 Persian oral examination.

It was evident that students who scored highly had completed thorough preparation for both sections of the oral examination.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

In this section, most students demonstrated a very good understanding of the topics covered and could converse with the assessors effectively.

Students who scored highly listened to questions carefully and used an excellent range of vocabulary and grammatical structures in their exchange with assessors. Students who did not score well gave prepared answers and were unable to respond to unexpected questions. They presented a limited range of information and had difficulty clarifying or elaborating on opinions and ideas.

Communication

Most students maintained the exchange with assessors. Students who scored highly were able to express their opinions and ideas and had no difficulty in elaborating on these. They were able to provide sustained responses to all questions and to speak spontaneously.

Areas for improvement include:

* students should remember to support their answers with details and reasons; one-word responses such as ‘Yes’ or ‘No’ generally prevent the conversation from moving forward
* students should invest more time in practising throughout the year, familiarising themselves with words that are often used in conversation; this leads to greater confidence in speaking Persian and having better repair strategies.

Content

Overall, students were well prepared to talk about their personal world. They generally presented an interesting range of information and opinions, and were able to talk about familiar topics and clarify their opinions and ideas effectively.

Areas for improvement include:

* students are expected to elaborate on their answers and express their opinions rather than just provide brief answers
* students can ask assessors to repeat a question if they are struggling to understand
* students should practise conversing about a wide range of possible subtopics that reach beyond the suggested examples.

Language

Many students showed a strong command of a range of sentence structure and vocabulary.

Areas for improvement include:

* trying to learn more vocabulary specific to a range of personal situations to enable students to answer questions accurately and appropriately
* being careful when using single and plural nouns
* trying to use the names of their subjects in Persian and avoid using the English equivalents.

Most students used a satisfactory range of vocabulary correctly and showed a very good awareness of the culturally appropriate style and register.

Areas for improvement include:

* selecting a variety of vocabulary will add more originality to the conversation
* being careful when using single and plural nouns. For example, not adding ‘ها’ for nouns that are already in plural form ( ݦݚݴݛݢ- ها ݦݚاݛݢ ). Because ݦݚݴݛݢ is already a plural noun, ’ها’ does not need to be added to it.

Most students had very good pronunciation, but could have improved in areas such as stressing the important points and changing tempo.

Areas for improvement include:

* expanding vocabulary
* practising with teachers so students are ready to answer different questions.

Section 2 – Discussion

Each student gave a one-minute introduction of their subtopic to their assessor, who then engaged the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps, or diagrams, brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Persian is spoken, and the student was expected to make reference to the texts studied.

Many students demonstrated a thorough preparation of the subtopic they had chosen for the discussion and their supporting visual material, and were able to engage effectively with assessors.

In 2022, students chose a range of subtopics, including:

* saving our culture and language
* immigration to Australia
* women’s rights in developing countries
* lives of famous Persian-speaking poets.

High-scoring students demonstrated a good knowledge of their subtopic. They were well prepared and able to articulate their opinions.

Communication

Many students demonstrated a readiness to engage with assessors when giving their responses. They carried the discussion forward without requiring assistance and at times even advanced the exchange with interesting ideas and opinions. However, in some instances appropriate repair strategies were not used.

Areas for improvement include:

* practising appropriate repair strategies
* relying less on rote-learning
* expanding vocabulary and phrases.

Content

Many students demonstrated a very good ability to clarify information and to support their ideas and opinions logically.

Many subtopics proved to be excellent choices as they engaged students’ interest and were broad enough to allow students to adapt the focus to their special interests.

Students who chose an appropriate subtopic and had thoroughly researched it were awarded high marks.

Areas for improvement include:

* carefully researching the subtopic (rich in details and well structured)
* researching several Persian-language texts, which will lead to a more in-depth understanding of the issue students want to discuss
* expanding vocabulary
* being careful when choosing the subtopic; the chosen subtopic should be relevant to Persian-speaking communities.

Language

Most students had very good control of their vocabulary and used appropriate expressions. They used a wide range of correct and appropriate vocabulary relevant to the chosen subtopics. Many students demonstrated an appropriate use of tempo and stress, and their pronunciation was very good.

Areas for improvement include:

* expanding vocabulary
* being careful when using single and plural nouns.

More information

Refer to the [VCE Persian study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/persian/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Chin-Hakha.aspx) for full details on this study and how it is assessed.