2023 VCE Persian oral external assessment report

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

Section 1: Conversation

What students did well

In 2023 students:

* engaged in a general conversation about their personal world, for example, school and home life, family and friends, interests, and aspirations. Most students communicated clearly and were able to hold a conversation with the assessors
* provided a range of relevant information, ideas and opinions with an appropriate depth
* clarified, elaborated on and defended ideas and opinions
* demonstrated an excellent level of understanding by responding readily, communicating confidently and carrying the conversation forward with spontaneity
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed
* used appropriate vocabulary, especially in response to open questions
* used sophisticated grammar and sentence structures
* used appropriate expression, including pronunciation, intonation, stress and tempo.

Areas for improvement

In preparing for the exam, students could:

* ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinions. Students are encouraged to support their answers with detail and reasons. They should avoid responding primarily with short or one-word responses. Answers such as ‘yes’ or ‘no’ generally prevent the conversation from moving forward
* practise answering a range of questions to be able to advance the conversation
* build confidence through practising interactions in Persian. It is essential that students prepare adequately for this section of the examination
* practise using more complex sentence structures and syntax
* practise using repair strategies to advance the conversation when needed
* revise grammar. Students should practise using the plural and singular forms of nouns correctly, as sometimes they made mistakes in this area. One of the common grammatical mistakes was adding the suffix ها to nouns that were already in plural form such as ها ت مشکلا (problems). As the word is plural itself it does not need the suffix ها
* practise pronunciation, intonation, stress and tempo. Most students responded with appropriate intonation, stress and tempo. However, some students needed to take more care with the accent of words. Students should practise using words that they are likely to use in this section and avoid using words from Urdu, which were sometimes mixed with Persian.

Section 2: Discussion

What students did well

In 2023 students:

* clearly introduced the focus of their subtopic in less than a minute, alerting assessors to any objects brought to support the discussion of the subtopic. The subtopic for Detailed Study should be carefully chosen. It should be an engaging subtopic that motivates students to become familiar with the content and required vocabulary. Some students brought objects such as photographs and posters to enhance the discussion of their chosen subtopics
* selected materials that explore aspects of the language and culture of communities in which Persian is spoken
* thoroughly researched their subtopics and were prepared to discuss different aspects of them
* spoke confidently and were able to interact with assessors by giving prompt responses and expressing opinions effectively
* displayed a high level of communication skills, excellent range of vocabulary and accurate word usage
* responded with appropriate intonation, stress, and tempo
* demonstrated in-depth knowledge of their subtopic. Some students chose subtopics about famous Persian poets.

Areas for improvement

In preparing for the exam, students could:

* choose an appropriate subtopic that matches their interests
* prepare with an appropriate number of quality sources, for example, a combination of aural and visual, as well as written texts, to explore the subtopic in sufficient depth. It is important for students to select materials for the detailed study carefully so that they are exposed to a variety of views. Students should know that they must choose a subtopic as specified by the study design and explore their subtopic in-depth. The subtopic must be one that lends itself to a 7-minute discussion. Students cannot leave it to the assessors to choose a subtopic for discussion at the exam
* make reference to the sources or texts studied for the detailed study, where possible, in order to enrich the discussion
* convey information learnt from sources but also express an opinion with an original perspective on the subtopic
* use the image to support the discussion on the subtopic
* avoid relying on what may appear as pre-learned responses when they are not able to respond spontaneously with an answer which addresses an assessor’s question
* practise using repair strategies
* revise grammar. Students sometimes omitted verbs or confused verb tenses (e.g. past and present). Sometimes an exact English translation was used, such as: ها وقت تر یاد ز (‘most of the time’), where ها وقت بیشتر or اکثر اوقاتshould have been used
* build vocabulary specific to the subtopic selected for the detailed study
* practise pronunciation, intonation, stress and tempo.