



## Oral Component

### GENERAL COMMENTS

Students were generally able to express themselves effectively and confidently in the Persian oral examination.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

Most students did well in the Conversation section and demonstrated a high level of language skills. Few students required excessive support and encouragement to maintain and develop the exchange. Students should avoid simply answering 'yes' or 'no' to the questions and try to elaborate on their answers.

#### Section 2 – Discussion

Most students demonstrated the ability to carry on an effective conversation for their chosen topics in the Detailed Study; however, some students were not aware of the requirement of the Detailed Study to have a topic and a sub-topic. It is essential that students and teachers understand all requirements of the Detailed Study and select appropriate topics which are relevant to the Persian-speaking communities. Some students chose three different topics for their Detailed Study. Given the amount of time allowed for each section and the extensive volume of information, it is advisable for students to concentrate on just **one** topic. Students are reminded that they are not allowed to bring any notes into their examination, other than one cue card of the prescribed dimensions. Students and teachers should refer to the LOTE Study Design for Persian for information regarding the oral component of the examination.

Some of the good topics chosen in 2007 were: 'Persian history', 'Oil' and 'Persian poets'. Topics which were not relevant to the Persian communities and should be avoided included 'Cancer', 'Stress' and 'soccer'.

## Written Component

### GENERAL COMMENTS

Most students attempted all parts of the written examination and gave the required responses. Some weaknesses in language were evident, the most common being inaccurate sentence structure and incorrect use of tenses.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

Students should read the questions carefully and focus on words like 'how', 'what', 'when', etc., as the stem of the question was occasionally misread. Students need to be reminded to answer in the language specified on the examination paper. Students should be encouraged to use the note-taking column while the texts are being played, and then refer to their notes when writing their responses.

#### Part A – Answer in English

##### Text 1

##### Question 1

Any two of:

- lots of wonderful and interesting items
- live performance by traditional musicians
- great cultural gathering.

##### Question 2

Any three of:

- a comparison of the poems written by two female poets
- a discussion about contemporary Persian poetry
- a live performance by traditional musicians

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- listening to the poetry.

## Question 3

At the venue

## Text 2

### Question 4

Any two of:

- meat
- herbs
- beans
- oil
- lemon.

### Question 5

Any three of:

- 'Ah! Sir...'
- 'You know what...'
- her annoyed tone
- suggesting having soup instead
- 'I am very busy now...'

### Question 6

All three of:

- he was concerned about all ingredients and their quality
- he questioned the cooking process of the rice/herbs
- he mentioned his stomach problem.

## Text 3

### Question 7

'Attention passengers'

### Question 8

Any three of:

- all the northern trains have been cancelled until further notice
- there will be buses running every 20 minutes
- free tickets will be offered to compensate for the problem
- Mirdamad is the last stop of the train
- call the number to get more information.

### Question 9

Both of:

- passengers travelling to Ommidiyeh
- they need to take the bus to Bahaar Square and continue their journey on the Ommidiyeh train.

## Part B – Answer in Persian

## Text 4

### Question 10

Any three of:

- she is very organised
- she is diligent and successful at her studies
- she wants to share her success story with others
- she is a balanced person in her lifestyle and her studies.

### Question 11

Any two of:

- to organise a proper study plan

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- to describe the key to her success
- to share her experiences.

## Question 12

Either of:

- she is happy to share her success
- she is happy to share her experiences.

## Text 5

### Question 13

Advantages – any three of:

- saves time
- comfort
- efficient/efficiency
- better results.

Disadvantages – any three of:

- using computers to communicate makes us lazy about writing
- using a car instead of walking makes us overweight
- diabetes and heart problems
- the effect of technology on the environment.

## Question 14

According to the text, there are positive and negative points to technology.

## Section 2 – Reading and responding

Some students completed this section with pleasing results; however, others could not identify the required information from the texts and subsequently scored poorly. Spelling errors and grammatical mistakes in this part were frequently evident. Some students did not read the texts carefully and did not spend sufficient time analysing the questions, which led to their misinterpretation and therefore irrelevant responses.

## Text 6

### Question 15

Any three of:

- kinship of mankind
- caring for each other
- having compassion for one another
- you are not a true human being if you ignore others and their problems.

## Question 16

Both of:

- each human being is considered as a member of society
- each human being is like a part of the body.

## Question 17

Any two of:

- for its educational importance
- for its literary importance
- for its teaching values.

## Question 18

All of:

- it appears at the entrance to the Hall of Nations in the UN building
- it is to make people aware that everyone should care for each other
- if a nation is in trouble, the whole world should care and support it.



**Text 7**

**Question 19**

All of:

- by advertising more through the media
- by establishing security in the region
- through government supervision and organising people interested in opening up hotels and other facilities
- by hosting fairs
- by publishing brochures.

**Question 20**

Any three of:

- people get to know about these countries better
- people become familiar with hand crafts and art of these countries
- people experience different foods of the region
- people become familiar with these exciting tourist destinations.

**Question 21**

Due to the lack of information, there is no motivation to travel to these countries.

**Part B – Answer in Persian**

**Question 22**

Students needed to write a letter addressing the requirements of an interviewer for a research project. Responses in this section were marked on the following criteria.

- Capacity to understand general and specific aspects of the text
  - information about yourself and family
  - your educational background
  - Persian qualifications
  - community work in Australia
- Capacity to convey information accurately and appropriately
  - mostly accurate grammar
  - range and appropriateness of vocabulary
  - well sequenced response, with good use of cohesive devices
  - accurate spelling
  - correct conventions and style for the text type (letter): punctuation, informality, opening/closing/date and address

**Section 3 – Writing in Persian**

Generally students were able to cope with this task. The most popular topic was the imaginative story. Some students showed knowledge and understanding of the language; however, some students' responses were shorter than the prescribed word limit. Recurrent weaknesses included spelling mistakes, inappropriate vocabulary, grammatical errors and lack of variety in sentence structure.

The criteria used to assess these sections are listed below.

**Question 23**

Question 23 was an informative article on how the media can change people's lives today.

Relevance, breadth and depth of content

- five findings (facts, impacts on lives now and in the future, examples, impartiality)

Appropriateness of structure and sequence

- text type: informative – title, author, introduction, body, conclusion
- consistent and appropriate register (formal)
- well-sequenced and containing cohesive devices
- style appropriate to the task – informative
- links between ideas, sentences and paragraphs

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Accuracy, range and appropriateness of vocabulary and grammar

- excellent range of vocabulary
- complex use of vocabulary appropriate to the topic
- correct spelling
- correct grammar
- excellent range of grammatical structures (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic)

## Question 24

Question 24 was an imaginative story ending with the sentence ‘That is how I came to know him/her.’

Relevance, breadth and depth of content

- five points (story plot, structure of the text, characters, events, appropriate atmosphere)

Appropriateness of structure and sequence

- text type: story – title, author, introduction, body, conclusion
- consistent and appropriate register
- well-sequenced and cohesive devices
- style appropriate to the task – Imaginative
- links between ideas, sentences and paragraphs

Accuracy, range and appropriateness of vocabulary and grammar

- excellent range of vocabulary
- complex use of vocabulary appropriate to the topic
- correct spelling
- correct grammar
- excellent range of grammatical structures (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic).

## Question 25

Question 25 was a persuasive speech on supporting second language teaching in the local school.

Relevance, breadth and depth of content

- reasons for campaigning, facts and background, persuasive reasons that would inspire the audience to support the formation of the team

Appropriateness of structure and sequence

- text type: persuasive – title, author, introduction, body, conclusion
- consistent and appropriate register (formal)
- well-sequenced and cohesive devices
- style appropriate to the task – persuasive
- links between ideas, sentences and paragraphs

Accuracy, range and appropriateness of vocabulary and grammar

- excellent range of vocabulary
- complex use of vocabulary appropriate to the topic
- correct spelling
- correct grammar
- excellent range of grammatical structure (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic)

## Question 26

Question 26 was an evaluative report on whether films are better than books.

Relevance, breadth and depth of content

- five points (two aspects of an issue, giving opinions, suggestions, expressions of cause and consequences)

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## Appropriateness of structure and sequence

- text type: evaluative – title, author, introduction, body, conclusion
- consistent and appropriate register (formal)
- well-sequenced and cohesive devices
- style appropriate to the task – evaluative (objective)
- links between ideas, sentences and paragraphs

## Accuracy, range and appropriateness of vocabulary and grammar

- excellent range of vocabulary
- complex use of vocabulary appropriate to the topic
- correct spelling
- correct grammar
- excellent range of grammatical structure (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic)

## Queries/comments:

- Oral component, Discussion, highlighted: Are these all necessarily 'good' examples of topics? Some of them don't seem to relate very much Persian-speaking communities.