



Oral component

GENERAL COMMENTS

Generally the students performed well in the oral examination, although the topics and sub-topics should be selected more carefully and students should prepare themselves adequately using appropriate resources. Prior to the time of examination, teachers should prepare and practise the sequence of the oral exam with the students in order to enhance their performance in the detailed study.

The most commonly chosen topics were immigration issues, environmental issues, the energy crisis, Nowrooz and oil in the Middle East.

SPECIFIC INFORMATION

Section 1 – General conversation

Most of the students were aware of the procedures and requirements for this part of the oral examination and demonstrated good communication skills and repair strategies. Few students required support or encouragement to maintain and advance the exchange; however, the use of English words and simply answering 'yes' or 'no' should be avoided in the future.

Section 2 – Discussion

Most students demonstrated the ability to carry on an effective conversation on the topics of their detailed study, however some students were not clear about the topic and sub-topic and gave a general introduction to the topic. It is essential that students and teachers understand and select appropriate materials for the detailed study so that the students are exposed to a variety of views. In some cases, a limited amount of information was gathered through family members and as a result the student did not have adequate depth and breadth of information to sustain a discussion for up to seven minutes on the sub-topic (for example, topics such as New Year or wedding ceremonies in Iran and Afghanistan). It is not appropriate for students to seek the assessors' help in choosing a topic on the day. Students must have decided this themselves prior to the examination. It is important that the students have some practice with their teachers.

Written component

Section 1 – Listening and responding

Parts A and B

Most students attempted these parts and gave the required responses.

Section 2 – Reading and responding

Parts A and B

Generally most students demonstrated satisfactory language skills, however a few wrote their answers in some sections in the incorrect language (English instead of Persian or vice versa). Responses in the wrong language did not receive any credit. Students need to read the instructions carefully and write their answers in the appropriate language. Spelling errors and grammatical mistakes were evident in this part.

Section 3 – Writing in Persian

Most students performed well in this section, however some students wrote less than the minimum number of required words. Recurrent weaknesses were spelling, incorrect vocabulary, grammatical errors and lack of variety in sentence structure.