2024 VCE Persian oral external assessment report

Refer to the relevant [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/Persian.aspx) for full details on this study and how it is assessed.

Section 1: Conversation

What students did well

In the 2024 examination, students:

* engaged in a general conversation about their personal world, incorporating topics such as school and home life, family and friends, subject studies, future study plans, hobbies and interests. Most students performed well in this section of the examination. Responses that scored highly were those in which students answered questions readily, elaborated, and defended their opinions
* provided a range of relevant information, ideas and opinions at an appropriate depth. It was evident that students had prepared thoroughly for their conversations. Students confidently discussed topics connected to their personal world
* clarified, elaborated on and defended ideas and opinions
* demonstrated an excellent level of understanding by responding readily, communicating confidently, and carrying the conversation forward spontaneously
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed
* used appropriate and sophisticated vocabulary, structures and expressions while consistently maintaining a highly appropriate style and register
* used appropriate grammar and sentence structures. Many students had good vocabulary control and used appropriate sentence structures
* used appropriate expression, including pronunciation, intonation, stress and tempo. Students spoke clearly and at a natural pace. All students used the correct greeting when entering the room.

Areas for improvement

In preparation for the examination, students could:

* ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinions. Students should be aware that they may be asked to elaborate on information they have mentioned. When asked about their subjects, students should be prepared to talk about their favourite subject, why they like it and how it might be useful in their future career. They would benefit from practising answering a range of questions to be able to advance the conversation. Answers such as ‘yes’ and ‘no’ generally prevent the conversation from moving forward. Students should avoid responding primarily with short or one-word responses
* build confidence through interactions in Persian. This will give students the opportunity to develop a more extensive vocabulary to express meaning correctly
* practise using more complex sentence structures and syntax. Students would benefit from practising a variety of complex sentences in order to add more originality to the conversation. The most common errors in complex sentences included the position of the verb and subject–verb agreement
* Students should practise plural and singular forms of nouns, as they were mixed up sometimes. A common mistake was adding the suffix ها to nouns that were already in plural forms, such as مشکلات ها (‘problems’). The word is plural itself and does not need ها to become so
* practise using repair strategies to advance the conversation when needed
* build vocabulary specific to their personal world and their interactions with Persian language and culture as learners. Some students had difficulty naming and discussing school subjects in Persian and defaulted to an English word instead
* practise pronunciation, intonation, stress and tempo. Students would benefit from listening to Persian radio, recording themselves on a phone or other device and listening back to improve in these areas.

Section 2: Discussion

What students did well

In the 2024 examination, students:

* clearly introduced the focus of their subtopic, alerting assessors to any objects brought to support the discussion of the subtopic. Students did well in choosing their subtopics, and many completed thorough research. Responses that scored highly were those in which students had chosen a subtopic that they were interested in and that suited their command of the Persian language. Some of the chosen subtopics included festivities, Persian poets, women’s rights, water shortages in Afghanistan, and the importance of tourism in Iran
* demonstrated in-depth knowledge of their subtopic
* used the image skilfully to support discussion of the subtopic
* engaged in a discussion using relevant information, ideas and opinions
* clarified, elaborated on and defended opinions and ideas
* communicated effectively with assessors throughout the discussion
* used appropriate vocabulary
* used appropriate grammar and sentence structures
* used appropriate expression, including pronunciation, intonation, stress and tempo.

Areas for improvement

In preparation for the examination, students could:

* choose an appropriate subtopic to suit their ability and interests. The subtopic should be selected carefully by students. If it aligns with their interests and abilities, they will be more able to engage meaningfully in discussions. It is also important to choose subtopics that have enough depth for thorough exploration, and avoid those that are either too specific or too general
* 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
* avoid listing facts without expressing a point of view, or presenting general knowledge as research
* convey information learnt from sources but also express an opinion with an original perspective on the subtopic
* use the image to support the discussion of the subtopic. Many students demonstrated thorough preparation for their subtopic by using visual material and were able to engage effectively with assessors
* avoid relying on pre-learnt responses that do not address an assessor’s question. Students should convey information from sources but respond specifically to the assessor’s questions, ensuring that their responses flow as a conversation
* practise using repair strategies
* revise grammar. Students sometimes omitted verbs or confused verb tenses. Sometimes, the past tense verb was used for the present form of a sentence, for example من رفتم instead of من می‌روم (‘I went’ instead of ‘I go’). Students would benefit from practising using the plural and singular forms of nouns to improve in this area. A common grammatical mistake was using an exact translation of an English word in Persian, for example ها وقت تر یاد ز (most of the time), where ها وقت بیشتر or اکثر اوقات (most of the time) should have been used
* build vocabulary specific to the subtopic selected for the detailed study. Students would benefit from using sophisticated vocabulary appropriately
* practise pronunciation, intonation, stress and tempo.