

Persian (background speakers)

2016 Chief Assessor’s Report

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## Overview

Chief Assessors’ reports give an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, the quality of student performance, and any relevant statistical information.

[For](file:///C%3A%5CUsers%5Cpopovd01%5CDesktop%5CFor) general information and feedback regarding school assessment and the oral examination, please refer to the Nationally and Interstate Assessed Languages at Background Speakers Level Chief Assessor’s Report on the subject minisite.

## External Assessment

Assessment Type 3: Examination

Oral Examination

In 2016, approximately 60 students from South Australia sat for the Persian Background Speakers oral examination. Few students were absent with no justification. There were four students from Western Australia who attended their oral examination via phone call.

The purpose of the oral examination is for students to demonstrate knowledge and skill in exchanging and explaining information, opinions, and ideas in spoken Persian by exploring with the examiners a topic or issue that they have researched. They should refer to texts studied and may also refer to personal experiences related to the topic.

Teachers are encouraged to discuss proposed topics for the in-depth study (and the discussion) with students in detail. Students must be able to provide evidence of the development of their own ideas, opinions, and perspectives. Topics that tend to be largely descriptive rather than analytical and interpretive do not provide the focus for in-depth responses.

**The more successful students**

* were well prepared and demonstrated an in-depth knowledge of their topic
* interacted confidently with the examiners and were prepared to share the knowledge gained from their research
* successfully created the desired interest and impact, engaged the audience, expressed complex ideas, provided personal opinions, and elaborated in detail on an in-depth, well-informed analysis of contemporary issues/topics
* produced sophisticated observations and conclusions
* were consistently accurate and appropriate in terms of expression, although students are encouraged to take care to use accurate terminology to describe their research
* showed insightful reflection of their personal values, beliefs, ideas, and practices.

**General information**

The ‘In-depth Study Outline for Oral Examination’ forms provided on the SACE website were used well. Many students did not use aids such as photographs or graphs. Those who used them did so competently and appropriately.

Students are reminded to be present at the oral examination venue 15 minutes before their scheduled examination time.

Written Examination

In 2016, approximately 100 students sat for the Persian Background Speakers written examination.

The markers identified some differences in the way that students used language to present their point of view, including the use of vocabulary, grammar, and sentence structure. There were a large number of students who displayed a lack of understanding of the various text types and the different strategies required to answer questions about them. Teachers are reminded to concentrate more on helping students to distinguish between particular text types and craft appropriate answers.

Reading responses in the papers appeared to be problematic on some occasions. This was due to students using very pale pens and/or pencils or their handwriting being illegible at times. It is recommended that teachers encourage students to use dark coloured pens and work on maintaining legible handwriting.

*Section 1: Listening and Responding — Part A*

Students must ensure that they read the requirement of the task carefully, because writing a response in Persian rather than English will result in in them receiving
0 marks for this section.

Overall, students performed very well in this section of the examination. A high number of students scored more than 5 out of 10 marks in this section and only nine students received less than 5 out of 10 marks.

In general, students:

* were able to identify the main points and analyse information from the text
* identified with the subject of the text and appeared to have a genuine interest in the content — this was evident from the very good marks achieved by many students.

*Section 1: Listening and Responding — Part B*

Overall, students performed strongly in this section. Many students were able to clearly identify therequired information from both texts. Even those with limited language abilities were able to identify key information from the texts. Five students achieved the maximum marks. More than 30% of students scored above 17 out of 20, five students scored under 10, and the rest scored at around average.

*Section 2: Reading and Responding — Part A*

It was noted that students related very well to this question and showed a lot of interest in discussing the matter expressed in the text. In fact, 17 students scored perfect marks and the majority scored above 50%.

Question 3(a):

* A very high number of students were able to identify the influences that Persian poetry has on Persian classical music from the text and achieved full marks for this part.

Question 3(b):

* The students performed well in this part. The most successful students were able to display a comprehensive understanding of why Master Shajarian is considered the greatest classical musician and support their answers with evidence from the text.
* Around 30 students scored full marks, eight students scored less than half the marks, and the rest received above average for this question.

Question 3(c):

* A good number of students were able to explain in details the significance of ‘Shajarian’s hallmark’ and explain the part it plays in his concerts, receiving full marks for this question.
* Very few students scored less than 50% for this part.
* Several students found this question challenging, receiving very few marks or no marks.

Question 3(d):

* This question was well answered, with the majority of the cohort scoring above half marks.
* Students were able to understand how seriously Shajarian takes his role as an artist and support the answer with reference to the text.
* 33 students received full marks for this part.

*Section 2: Reading and Responding — Part B*

This question proved to be quite challenging, with only two students achieving full marks.

**The more successful responses**

* were able to identify and evaluate information and display a deep understanding of the questions raised in the text.

**The less successful responses**

* could refer to the text but did not have the ability to evaluate the information and develop a logical argument.

*Section 3: Writing in Persian*

The Writing in Persian section of the exam provided a significant challenge for the majority of students this year.

The most popular choice this year was Question 5. It was chosen by three out of five students.

Apart from a few very good papers, most gave no reference to aesthetic works and no evidence of depth of treatment was observed by the markers.

Only two students achieved full marks for this question.

**The more successful responses**

* were able to identify and evaluate information and display a deep understanding of the questions raised in the text.

## Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators. Teacher grades/marks should be evident on all student school assessment work.

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