

Persian (background speakers)

2013 Chief Assessor's Report



Government
of South Australia

SACE
Board of SA

PERSIAN (BACKGROUND SPEAKERS)

2013 CHIEF ASSESSOR'S REPORT

OVERVIEW

This report provides general information and feedback for the written examination.

For 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

Written Examination

In 2013, students from three states (South Australia, New South Wales, and Western Australia) sat the Persian Background Speakers Level public examination.

Section 1: Listening and Responding

Part A

In general students identified the main points and information from the text.

Question 1 (a)

Students showed confusion in Question 1, part (a), which asked them to identify the kind of language used in the text. This could be because they did not understand the question. Most students scored half the available marks for this question.

Question 1 (b)

- (i) This question required students to identify the custom portrayed in the story and to support their answer with evidence from the text. A large number of students scored well for this question.
- (ii) Most students scored half marks for this question. To get full marks for this question, students were required to provide a moral to the story and support it with evidence from the text.

Question 1 (c)

This question was the most challenging and few students achieved full marks. This question required students to analyse the entire text and use the evidence provided in the text to come up with their answer. Students needed to interpret the inferred meaning. The best responses included comprehensive evidence that supported the answer.

Part B

Question 2

The responses to this section were generally of a high standard with almost 70% of students scoring well. Many students were able to correctly identify the required information from both texts in order to answer the question. Their responses were organised in a logical manner and written in an appropriate register. It was obvious that many students had a genuine interest in the topic of the texts, so that even those students who demonstrated a limited control of the language were able to identify key information from the texts and, in some cases, demonstrate a solid ability to evaluate ideas appropriately and/or to structure and sequence information coherently.

Section 2: Reading and Responding

Part A

In this section of the examination, there was a large variety of responses ranging from very good, in-depth responses that attracted high marks to responses with minimal information that attracted low to the middle range of marks. Many responses fell into the middle range of marks.

Question 3 (a)

Many students scored at least half of the marks allocated to this question.

Question 3 (b)

The majority of students explained in some detail why the author is puzzled about the success of Iranian films and thus achieved high marks for this question.

Question 3 (c)

This question posed the least difficulty. Many students demonstrated a good understanding of why the author describes Iranian film-makers and cinema artists as 'brave' and thus scored full marks for this question.

Question 3 (d)

This question required students to discover another layer of the text and demonstrate their understanding of the language. There were some good responses. Many students scored highly for this question.

Question 3 (e)

Most students answered this question very well, providing a detailed explanation of how well women's rights have been addressed in Iranian films.

Question 3 (f)

This question was designed to gauge students' ability in analysing specific information. There were some good responses, however, this question proved to be

the most challenging in this section of the examination. Students demonstrated difficulties in providing relevant evidence from the text to justify the use of the quote.

Part B

Question 4

There were some outstanding responses in this section, with many responses gaining high marks.

The more capable responses identified and evaluated information and displayed a deep understanding of the questions raised in the text. In contrast, some students referred to the text in their response, but did not evaluate the information or develop a logical argument. This may have been due to a lack of language skills.

Section 3: Writing in Persian

Questions 5 to 7

Thirty-two students chose to respond to Question 7, thirty-one students chose to respond to Question 5, and twenty-two students opted for Question 6. Some students were well prepared and their responses reflected a thorough knowledge and understanding of the question they chose.

In general students referred to the resources studied throughout the year in their responses, as specified in the subject outline. However, some students used their own personal experiences without reference to the resources studied. There were many outstanding responses and the majority of students scored well.

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