



Languages Other Than English

STUDY DESIGN

Persian

Board of Studies
2000

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

Persian

The following agencies have contributed to this document:

Board of Studies, New South Wales
Board of Studies, Victoria
Curriculum Council of Western Australia
Northern Territory Board of Studies
Senior Secondary Assessment Board of South Australia
Tasmanian Secondary Assessment Board

Every effort has been made to contact all copyright owners. The Board of Studies, Victoria apologises if it has inadvertently used material in which copyright resides. For acknowledgment in future editions please contact:

Copyright Officer
Board of Studies
15 Pelham Street
Carlton VIC 3053

Published by the Board of Studies
15 Pelham Street, Carlton, Victoria 3053
Website: <http://www.bos.vic.edu.au>

This completely revised and reaccredited edition published 2000.

© Board of Studies 2000

This publication is copyright. Apart from any use permitted under the *Copyright Act 1968*, no part may be reproduced by any process without prior written permission from the Board of Studies.

Edited by Scott Robinson
Designed by Geoff Coleman
Desktop publishing by Julie Coleman

Cover artwork

Detail from a VCE work of Paul Wisneske: 'Mallee landscape' 1993, acrylic on canvas, 1100 x 840 mm. Copyright remains the property of the artist.

Languages Other Than English: Persian
ISBN 1 74010 161 8

Contents

Important information	5
Introduction	7
The language	7
Rationale	7
Aims	7
Structure	8
Entry	8
Duration	8
Changes to the study design	8
Monitoring for quality	8
Safety	8
Use of information technology	9
Community standards	9
Vocational Education and Training option	9
Assessment and reporting	10
Satisfactory completion	10
Authentication	10
Levels of achievement	10
Areas of study Units 1–4	12
Unit 1	17
Outcomes	17
Assessment	18
Unit 2	20
Outcomes	20
Assessment	21
Units 3 and 4	23
Unit 3	25
Outcomes	25
Assessment	26
Unit 4	28
Outcomes	28
Assessment	29

Advice for teachers	36
Developing a course	36
Methods	36
Structure and organisation	36
Use of information technology	37
Example outlines	37
Summary of outcomes: Module 2B of the National TAFE Language Course	54
Main characteristics of different kinds of writing	54
Main characteristics of common text types	57
Suitable resources	58

IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2002–2014

Accreditation period ends 31 December 2014

Other sources of information

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied is the modern standard/official version of Persian language. Variation in pronunciation and accent related to dialect is acceptable.

RATIONALE

The study of Persian contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of Persian-speaking communities, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Persian develops students' ability to understand and use a language which has both economic and political significance. As well as being used in communities in Australia and overseas, Persian is the first language of people inhabiting a large area of the Middle East, Afghanistan, and parts of Pakistan, India, Azerbaijan, Tajikistan, Turkmenistan and Uzbekistan.

The study of Persian provides students with direct access to the significant contributions Persian speakers have made in important areas of human endeavour such as the visual arts, literature, music and architecture.

The ability to communicate in Persian may, in conjunction with other skills, provide students with enhanced vocational opportunities in fields such as arts, music, commerce, tourism, trade, banking and translating.

AIMS

This study is designed to enable students to:

- use Persian to communicate with others;
- understand and appreciate the cultural contexts in which Persian is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Persian and English, and/or other languages;
- apply Persian to work, further study, training or leisure.

INTRODUCTION**STRUCTURE**

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

ENTRY

Persian is designed for students who will, typically, have studied Persian for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

MONITORING FOR QUALITY

The Board of Studies will, from time to time, undertake an audit of Persian to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION TECHNOLOGY

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

COMMUNITY STANDARDS

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 51–53.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836)

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Persian the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

Areas of study

Units 1–4: Common areas of study

The areas of study for Persian comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The Persian-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Persian-speaking communities	The changing world
<ul style="list-style-type: none"> • Personal identity <i>For example, personal interests, school, leisure activities.</i> • Relationships <i>For example, family, friends, school/ social relationships, neighbourhood/ community relationships.</i> • Values <i>For example, student's view of the ideal world, future plans, past experiences, personal priorities, language, culture and identity.</i> • Education and aspirations <i>For example, school life, tertiary options, further training, job applications, planning for the future.</i> 	<ul style="list-style-type: none"> • Lifestyles <i>For example, lifestyles in Australia and Persian-speaking countries, socialising and leisure pursuits, migrant issues.</i> • Culture and traditions <i>For example, festivals, celebrations, subcultures, stories from the past.</i> • Arts and entertainment <i>For example, music, literature, art, poetry, dance, painting, film, handicrafts.</i> • Past and present <i>For example, famous people, turning points in history.</i> 	<ul style="list-style-type: none"> • World of work <i>For example, unemployment and its social consequences, gender in the workplace, work in the future.</i> • Social issues <i>For example, youth and the elderly, technology and the future, the impact of science on health, the effect of change on traditional societies.</i> • Trade and tourism <i>For example, international influences and business, the importance of trade, the importance and future of tourism.</i> • The natural world <i>For example, the future of natural resources, pollution, the importance of conservation.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement*	Film	Poem
Announcement	Formal letter*	Postcard*
Article*	Informal letter*	Presentation
Autobiography	Interview	Recipe
Brochure	Invitation*	Report*
Chart/form/table	Itinerary	Review*
Conversation*	Journal entry/diary*	Song
Debate	Map	Story/narrative account*
Discussion*	Menu	Summary*
Editorial	Note/message*	Survey
Email	Personal profile*	Text of a speech*
Fax	Play	Webpage

UNITS 1-4 AREAS OF STUDY**KINDS OF WRITING**

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

Verb	conjugation (transitive and intransitive)	خوردن آمدن
Tense	past, present, future, present continuous, present perfect, past perfect, past continuous, future continuous	خوردم خورم خواهم خورد می‌خورم خورده‌ام خورده بودم می‌خوردم در حال خوردن خواهم بود
Voice	active and passive	خورد خورده شد
Mood	indicative, conditional and imperative	می‌خورم، خواهم خورد اگر فردا باران بیارد، به مدرسه نخواهم رفت بخور، بخوان

Adverb	types, time, place and manner	<p>مینا این درس را <u>خوب</u> یاد گرفت</p> <p>او روزانه ده ساعت کار می‌کند</p> <p>آنها <u>اینجا</u> بودند</p> <p>مجید <u>سخت</u> مشغول کار است</p>
Noun	number (singular, plural)	<p>گل، میز</p> <p>گلها، میزها، مردم، سپاه</p>
Determiner	definite, indefinite, demonstrative, interrogative and possessive	<p>بای نکره، مثل : من مردی را دیدم</p> <p>این به آن</p> <p>فلانی، دیگری</p> <p>کتاب علی</p>
Adjective	comparative and superlative	<p>زیباتر</p> <p>زیباترین</p>
Pronoun	personal, possessive, demonstrative, interrogative, relative, reciprocal and emphatic	<p>من، تو، او</p> <p>کتابم، کتابت</p> <p>این، آن</p> <p>چه، که، کدام</p> <p>که</p> <p>یکدیگر</p> <p>خودم</p>
Preposition and postposition	use of the correct case	<p>با، از، که، تا، و، را، به</p>

UNITS 1-4 AREAS OF STUDY

Numeral	cardinal, ordinal, multiple, fraction, decimal, collective and subtractive	سه سوم سه ضرب در سه يك سوم سه دهم سه بعلاوه يك سه منهای دو
Sentence and phrase types	statement, question, direct and indirect speech, exclamatory, compound and complex sentences	دیشب چند قطعه شعر از شاهنامه خواندم به مادرت نامه نوشتی؟ بهروز گفت ”این مقاله را خوانده بودم“ بهروز گفت که این مقاله را خوانده بود انسان و این همه تکبر! علامت تعجب(!) علامت سئوال (?), نقطه (.), علامت نقل قول (” “)
Negation	use of ن at the beginning of a sentence or phrase	نمی رفت ، نمی گوید

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- initiate, maintain and close an exchange;
- use a range of question and answer forms;
- link and sequence ideas and information;
- recognise and respond to cues for turn taking;
- self-correct/rephrase or use fillers to maintain communication;
- communicate in a range of text types, for example letter, fax, email;
- communicate face-to-face or by telephone;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types;
- identify key words, main points and supporting ideas;

UNIT 1

- order, classify and link items from various parts of the text;
- apply knowledge of vocabulary and structures related to the topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example review, article;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- use stylistic features, such as repetition and contrast;
- identify main ideas, events and sequences of action;
- link ideas, events and characters;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- select and make use of relevant reference materials;
- provide personal comment/perspective on aspects of texts;
- respond appropriately for the context, purpose and audience described.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Persian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:

- informal conversation

or

- reply to personal letter/email/fax.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Persian or English

and

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Persian or English.

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that the student responds in Persian to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Persian, and the other a response in English.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements and complete a transaction;
- obtain and provide goods, services or public information;
- link and sequence ideas and demonstrate clarity of expression in spoken or written form;
- initiate, maintain, direct as appropriate, and close an exchange;
- use stance, gesture, facial expression to enhance meaning and persuade;
- use appropriate non-verbal forms of communication;
- use examples and reasons to support arguments, and to convince;
- respond appropriately for the context, purpose and audience described.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types such as a letter or a newspaper report;
- use vocabulary, structures and content related to topics studied;

- infer points of view, opinions and ideas;
- classify, compare and predict information and ideas;
- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types;
- use structures related to describing, recounting, narrating, reflecting upon past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- structure writing to sequence main ideas and events logically;
- use stylistic techniques such as repetition, questions and exclamations;
- vary language for audience, context and purpose.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Persian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

UNIT 2

A total of four tasks should be selected from those listed below.

Outcome 1:

- formal letter, or fax, or email

or

- role-play

or

- interview.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Outcome 3:

- journal entry

or

- personal account

or

- short story.

It is expected that the student responds in Persian to all assessment tasks selected.

Units 3 and 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Persian-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 30). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Persian-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting

UNITS 3 & 4

and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Language and culture through VET

This detailed study allows the student to explore and compare aspects of the language and culture of the Persian community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- demonstrate knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose, and change style and register appropriately;
- organise and sequence ideas;
- use simple stylistic techniques such as repetition, questions, exclamations or changes in tone, speed of delivery;
- select and make appropriate use of reference materials, including dictionaries.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge and use of registers, and stylistic features such as repetition and tone.

UNIT 3**Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- present and comment on factual information;
- use a range of question forms;
- exchange and justify opinions and ideas;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- self-correct/rephrase to maintain communication;
- describe and comment on aspects of past, present and future or hypothetical experience;
- link and sequence ideas and information at sentence and paragraph level.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
Outcome 2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.	20
Total marks		50

* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- show knowledge of and use a range of relevant text types;
- understand and convey gist, identify main points, and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers, and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Persian-speaking communities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Persian-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;

- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

UNIT 4

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Persian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review and	20
	A three- to four-minute interview on an issue related to texts studied.	20
Total marks		50

* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Persian.

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Persian-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

Written examination (3 hours including 10 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding*Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Persian in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Persian covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

Part B

There will be one short text and one longer text.

Questions will be phrased in English and Persian for responses in Persian.

Section 2: Reading and responding*Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Persian to information provided in a text.

UNIT 4*Specifications*

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A

The student will be required to read two texts in Persian of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read a short text in Persian of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Persian. The task will be phrased in English and Persian for a response in Persian.

Section 3: Writing in Persian*Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Persian.

Specifications

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Persian. The tasks will be phrased in English and Persian for a response in Persian.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1		1	
Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	Participate in a spoken or written exchange related to making arrangements and completing transactions.	Formal letter, or fax, or email. or Role-play. or Interview.
2		2	
Listen to, read and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Persian or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, in Persian or English.	Listen to, read, and extract and use information and ideas from spoken and written texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3		3	
Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	Give expression to real or imaginary experience in written or spoken form.	Journal entry. or Personal account. or Short story.

UNIT 4**Outcomes and coursework assessment tasks for Units 3 and 4**

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Persian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
Unit 4		Written examination	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Persian	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Persian	10 5
Three- to four-minute interview.	10	Writing	7.5

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.


STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Persian, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

Unit 1

Themes

The Persian-speaking communities

Examples of learning activities

read an article about Persian weddings and summarise the main points

Topic

Culture and traditions

listen to an interview and use the information to make a table comparing traditional and modern wedding ceremonies

Grammar

Tenses: present, past, future; pronoun (personal and relative), prepositions and post-positions, type adverbs, nouns

watch a video about the origins of customs associated with a Persian wedding and use the information to write a short article

Text types

Interview, table, chart

read articles about the relationship between values and ceremonies and apply this information to the analysis of one kind of Persian wedding ceremony

Example assessment task

Outcome 2: Listen to, read and obtain information from written and spoken texts.

Listen to an interview about the factors that lead to changes in traditions associated with wedding ceremonies, and those that help maintain traditions, and use the information to complete a chart.

ADVICE FOR TEACHERS**Unit 1****Theme**

The individual

Topic

Personal identity

Grammar

Present and past tense, adverb (place and time), personal and possessive pronouns

Text types

Personal profile, talk, table, letter, journal entry

Examples of learning activities

listen to a series of self-introductions and record personal details in a table

read personal letters, journal entries, personal accounts and create a vocabulary list; use this information to discuss the concept of identity

design a personal profile of a real or imaginary person for a student magazine

give an informal talk about yourself, your interests, leisure activities and priorities for the future

write a short descriptive piece about a school event from your childhood

Example assessment task**Outcome 1:** Establish and maintain a spoken or written exchange related to personal areas of experience.

Write a reply to a letter/email from a friend in a Persian-speaking country describing aspects of your daily life.

Unit 1

Theme

The individual

Topic

Education and aspirations

Grammar

Tenses: present, past, continuous; active voice, adverbs (place and manner), comparative and superlative adjectives, direct speech

Text types

Documentary, presentation, letter, conversation, interview, article, résumé, advertisement, timetable, report

Examples of learning activities

watch a video about school life in Persian-speaking countries and summarise main points

design an ideal school timetable

write an advertisement promoting your school

present a daily announcement about the school's activities.



search the Internet for information on Persian schools and summarise the key features in a table

in pairs, read job advertisements and create a vocabulary list

role-play a telephone conversation asking for information about an advertised job.

read sample résumés; discuss what to include in a résumé

write a résumé and letter of application for a job

role-play a job interview

survey students about jobs they would like; summarise the results in a report for a school magazine

Example assessment task

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Based on a video about life in a school in a Persian-speaking country, explain why you would/would not choose to attend such a school, in an oral presentation.

Outcome 2: Listen to, read and obtain information from written and spoken texts.

Read job advertisements for part-time positions and complete a table in Persian about the key features of each.

ADVICE FOR TEACHERS**Unit 2****Theme**

The individual

Topic

Relationships

Grammar

Tenses: present, past and future continuous; direct speech, questions, indicative mood, informal register, non-verbal communication

Text types

Film, journal entry, short story, song, discussion, article

Examples of learning activities

describe a family member/friend

watch a film (e.g. *Apple* or *Pedar*) and discuss the father/mother/child relationships

read articles focusing on aspects of family life and extract main points

write a journal entry in which you describe a memorable day with your family/friend

role-play a conversation in which you decline a friend's invitation

read two short stories and, in pairs, describe and discuss the relationship between the main characters

listen to songs on friendship (e.g. *Gogoush*, *Shahram Nazerie*) and complete listening comprehension activities; in small groups, compare and discuss the songwriters' views on friendship

Example assessment task

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.

Role-play making arrangements for a family reunion.

Unit 2

Theme

The changing world

Topic

Trade and tourism

Grammar

Tenses: past perfect and future;
determiners, definite, indefinite and demonstrative pronouns, numerals, conditional mood

Text types

Announcement, interview, itinerary, poster, documentary, travel brochure

Examples of learning activities

watch a documentary on visiting a Persian-speaking country and note vocabulary/expressions related to travel and tourism

view slides and photographs of a Persian-speaking country and, in pairs, write a commentary to accompany them

prepare a radio announcement advertising the tourist attractions of a Persian-speaking country



using the Internet/magazines, research information about the Persian handicraft industry and make a poster promoting various goods

role-play a tour guide describing the tourist attractions of an area in a Persian-speaking country

read travel brochures and use this information to write an itinerary for a friend who wants to visit a Persian-speaking country

Example assessment task

Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts.

Read a report about selected historical places in a Persian-speaking country and use the information to write a tourist brochure promoting these places.

ADVICE FOR TEACHERS**Unit 2****Theme**

The Persian-speaking communities

Topic

Arts and entertainment

Grammar

Present and past perfect, active and passive voice, negation, formal register

Text types

Journal entry, story, biography, film, legend, role-play

Examples of learning activities

read biographies of selected famous artists/musicians and note specialised vocabulary/expressions; in pairs, discuss their contribution to the arts

read a story, for example *Souvashoon*, and role-play an interview with one of the characters

watch a film or a segment of a mini series such as *Daejan Napoleon*; read an extract from the novel and compare and discuss the film and novel

write an introduction for a Persian novel/short story

read and discuss a legend; rewrite it as a short story set in contemporary times

Example assessment task

Outcome 3: Give expression to real or imaginary experience in written or spoken form.

Write a short story for children that includes a simple message.

Unit 2

Theme

The Persian-speaking communities

Topic

Past and present

Grammar

Indicative and imperative mood, future continuous tense, determiners, cohesive devices, questions, statements

Text types

Article, extract, documentary, journal entry, news report, biography, presentation

Examples of learning activities

read articles and extracts about two different eras in Persian history; compare the differences and note these in a table.

watch a documentary about a historical event; use the information to write a journal entry as someone who experienced the event

read a newspaper article about famous Persian poets from the past such as *Hafez*; read one of the poems and discuss in relation to historical events

listen to Persian news items, note the main points; discuss the events

read a short biography of a famous Persian and present a personal account of the person from the point of view of a family member

Example assessment task

Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts.

Listen to a discussion about a famous Persian writer and use the information to write a biography of the writer.

ADVICE FOR TEACHERS**Unit 3****Theme**

The changing world

Topic

World of work

Grammar

Present and past participles, cohesive devices, negation, conjunctions, emphatic, demonstrative and interrogative pronouns, prepositions

Text types

Article, survey, oral presentation, summary, personal account, questionnaire, report

Examples of learning activities

listen to a personal account by a student who participated in an exchange program and take notes; write an article on the advantages of participating in such a program

design a questionnaire focusing on future employment aspirations and survey your class; summarise the main similarities and differences orally or in writing

read a magazine article about changes in the workforce; note and discuss main points

read a report about working conditions in a Persian speaking country; discuss main points

listen to an interview with an employer about areas of future demand in the employment market and record main points; present your findings to the class

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Listen to a radio interview about career choices; use the information to write an article for a young people's magazine outlining factors to be borne in mind in meeting decisions.

Unit 3

Theme

The Persian-speaking communities

Topic

Culture and traditions

Grammar

Transitive and intransitive verbs, conjunctions, active voice, present and past perfect, formal register/formulaic expressions

Text types

Discussion, article, report, note, brochure, editorial, documentary, summary

Examples of learning activities

view slides and photos of a festival/dance and listen to an accompanying commentary; note vocabulary/expressions

read an article about the *Mehregan* ceremony and extract the main points

watch a documentary/broadcast of a Persian festival; discuss impressions of the festival and the significance of various aspects of the event

read an article on the origin of costumes; write a brief description of one of the costumes



design an electronic brochure advertising an upcoming festival.

in small groups, discuss the value of preserving traditions; write a summary of the main points raised

Example assessment task

Outcome 1: Express ideas through the production of original text.

A 250-word personal or imaginative written piece.

Write a 250-word imaginative journal entry, focusing on events that took place during a festival or ceremony that you attended.

ADVICE FOR TEACHERS**Unit 3****Theme**

The Persian-speaking communities

Topic

Lifestyles

Grammar

Interrogative and demonstrative pronouns, definite and indefinite determiner, direct and indirect speech

Text types

Discussion, report, conversation, personal account

Examples of learning activities

discuss reasons for Persian migration

read personal accounts of migrants' experiences; complete comprehension questions

read extracts from biographies and list contributions made by Persians to the Australian community

in small groups, discuss the arguments for and against increasing migration to Australia; use the information to write a report



using the Internet/films/documentaries, research an aspect of the history of migration of Persian speakers to Australia; use the information to present an oral or written report

role-play a conversation with a friend and convince them of the benefits of increasing Australian migrant intake

Example assessment task

Outcome 3: Exchange information, opinions and experiences.

A three- to four-minute role-play, focusing on the resolution of an issue.

Take part in a three- to four-minute role-play in which you seek to persuade an editor of the usefulness of including an article you have written on an aspect of migration in the next issue.

Unit 4

Theme

The changing world

Topic

The natural world

Grammar

Future continuous tense, active and passive voice, prepositions and postpositions, numerals, statements and questions

Text types

Article, documentary, table, debate, poster, discussion

Examples of learning activities

research the main countries which export petrol; list the countries and note in a table the contribution petrol makes to their Gross Domestic Product

read a newspaper article about the global importance of petrol; note specialised vocabulary/expressions

watch a documentary about petrol and make notes outlining the current and future global need for petrol as an industrial fuel

research alternatives to non-renewable energy resources and make a poster describing the advantages and disadvantages of each

listen to a radio discussion about the impact on the environment of petrol exploration and distribution and prepare a script for a debate arguing either for or against further exploration

Example assessment task

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of the Persian-speaking communities.

A 250–300-word informative, persuasive or evaluative written response.

Write a 250–300-word evaluative report on the impact of an aspect of petroleum production on the world today.

ADVICE FOR TEACHERS**Unit 4****Theme**

The individual

Topic

Values

Grammar

Present, past and future continuous, formulaic expressions, questions, exclamatory statements

Text types

Discussion, debate, survey, report, presentation, article

Examples of learning activities

in pairs, list issues that are important to youth; discuss how these are similar/different from previous generations

watch a documentary about Persian youth today; compare and contrast the issues raised with those of Australian youth

conduct a survey about attitude toward youth issues and report to the class orally

discuss the importance of cultural diversity for Australia and the implications of losing it

take part in a debate about whether commercial globalisation is a positive or negative development

listen to young people's views of an ideal world; present your findings as well as your personal view, orally to the class

read an article about the relationship between language and culture and use the information to write an article focusing on the need to preserve languages

Example assessment task

Outcome 1: Analyse and use information from written texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Read texts about changing values and use the information to write a report highlighting causes and possible consequences.

Unit 4

<p>Theme The changing world</p> <p>Topic Social issues</p> <p>Grammar Imperative mood, passive voice, interrogative and demonstrative pronouns, direct and indirect speech</p> <p>Text types Article, discussion, letter, conversation, short story, debate</p>	<p>Examples of learning activities</p> <p>identify and list traditional values of a Persian society</p> <p>read articles related to the elderly in modern society; discuss the issues raised</p> <p>conduct a poll on attitudes towards the elderly; summarise the findings</p> <p>read a report about elderly Persians' issues; extract key points and discuss</p> <p>write a letter to a politician persuading him/her to take action on a current issue affecting the elderly</p> <p>read articles on issues likely to be significant in relation to the elderly in the future and use the information to present a brief oral report</p>
---	---

Example assessment task

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of the Persian-speaking communities

A three- to four-minute interview on an issue related to texts studied.

Discuss the need for a closer focus on issues relating to the elderly.

ADVICE FOR TEACHERS**SUGGESTED SUB-TOPICS FOR DETAILED STUDY**

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The Persian-speaking communities

Topic: Past and present

Possible sub-topics for detailed study:

- Sadie's and Hedayat's view of the world.
- Social issues as portrayed in *Shahnameh*.
- Behrang's contribution to the political system in the Republic of Iran.
- Contribution of Persian-speaking migrants to Australia.
- The Persian-speaking world of 2500 BC.

Theme: The Persian-speaking communities

Topic: Culture and traditions

Possible sub-topics for detailed study:

- National days, their role and function.
- The impact of sub-cultures in Persian history.

Theme: The changing world

Topic: The natural world

Possible sub-topics for detailed study:

- Prosperity versus the protection of the environment.
- The impact of population growth on natural resources.
- The use of natural resources in Australia and a Persian-speaking country.

Theme: The changing world

Topic: Social issues

Possible sub-topics for detailed study:

- Comparison of past and present traditions in Persian-speaking countries.
- The importance of tradition in the modern world.
- The impact of technology on young people.
- The role and place of the elderly.

EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

The outline below is an example of how both the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an educational institution. Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of applying to do a training course at a college in a Persian-speaking community. Write a formal letter to the overseas education officer enquiring about types, costs, length and entry into courses related to your area of interest. Enquire also about the types, cost and availability of accommodation on the campus.

VET Outcome 1: and VET Outcome 6:	Seek medical attention at a hospital/surgery/chemist (1.1, 1.2, 1.3, 1.4) Write a thank-you letter/thank someone over the phone (6.1, 6.2, 6.3)
VCE Unit 2 Outcome 2:	Read written texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

ADVICE FOR TEACHERS

VET Outcomes 11 and 12:	Describe personality of people. Exchange information about the area where you live.
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise information and ideas in a different text type.
Assessment task:	Listen to the interviews conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.
VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8) Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the dosage and any side effects of the medicine prescribed for them. Ask politely about the possibilities of obtaining a second opinion.
VET Outcome 5: and VET Outcome 9:	Demonstrate basic knowledge of the education system in a Persian-speaking community. Write a short dialogue or passage.
VCE Unit 3 Outcome 1:	250-word personal piece.
Assessment task:	You have recently returned from an exchange visit to a Persian-speaking community. Write an article for your school magazine focusing on your experiences of the school system in a Persian-speaking community. Describe your views of the structure, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.

VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in a Persian-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Persian-speaking community.

VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of medical practices and sickness in a Persian-speaking community. Read a short dialogue or passage.
VCE Unit 4 Outcome 1:	Analyse and use information from written texts.
Assessment task:	Read the two articles related to health provision in a Persian-speaking community. Using the information provided, write an article for a travel magazine outlining the major features of health provision in a Persian-speaking community, and provide key advice for potential tourists.

Detailed study

VET Outcome 13: and VET Outcomes 14, 15:	Demonstrate basic knowledge of politics and government in a Persian-speaking community. Develop some specialised language and cultural knowledge.
VCE Unit 4 Outcome 2: and VCE Unit 4 Outcome 2:	250–300-word informative piece. Three- to four-minute interview on an issue related to texts studied.
Assessment tasks:	Write an informative article in which you outline the political figures currently prominent in a Persian-speaking community, and one or two recent issues or events. 'There can only be real economic progress if the populace learns to look after itself, rather than relying on the state.' Discuss this issue in a three- to four-minute interview.

ADVICE FOR TEACHERS**SUMMARY OF OUTCOMES: MODULE 2 OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)**

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.

- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

ADVICE FOR TEACHERS

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Advertisement	Topic/product name; content (factual and persuasive information); register; style; layout.
Article (magazine)	Title; content; author (fictional name); register; style; layout.
Article (newspaper)	Title; date; place; content; author (fictional name); register; style; layout.
Brochure/leaflet	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Guide (tourist)	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Instruction/recipe	Title/topic; structure; content (equipment, method); register; style; layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
Letter (business)	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (to the editor)	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
Message/email	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
Profile	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
Report (newspaper)	Title; date; place; content; byline (fictional name); register; style; layout.
Report (supporting recommendations)	Topic; structure (introduction, body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
Résumé	Title; content (factual information), register; style; layout.
Review/critique	Topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.

ADVICE FOR TEACHERS

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

GENERAL RESOURCES

BOOKS

Dictionaries and language references

Department of Education of Iran 1991,

فارسی و دستور سال اول تا سوم راهنمایی
Sherkat-e-chape Teheran Press, Iran.

Hashemie, S M 1989, 5th edition, Hasty Press, Teheran.

Department of Education of Iran 1991,

فارسی و آئین نگارش سال اول تا سوم راهنمایی
Sherkat-e-chape Teheran Press, Iran.

Department of Education of Iran 1991,

آموزش هنر سال اول تا سوم راهنمایی
Sherkat-e-chape Teheran Press, Iran.

Department of Education of Iran 1991,

فارسی و آئین نگارش دبیرستان
Sherkat-e-chape Teheran Press, Iran.

Ehyaie, M 1992,

قصه های شیرین ایرانی
Aeghavan Press, Teheran.

Amid, H 1981,

فرهنگ فارسی عمید
Amir Kabir Press, Teheran.

Arian pour Kazemi, A 1991,

فرهنگ آریان پور، انگلیسی به فارسی
Amir Kabir Press, Teheran.

Arian pour Kazemi, A 1991,

فرهنگ آریان پور، فارسی به انگلیسی
Amir Kabir Press, Teheran.

Hayem, 1978,

فرهنگ حییم، فارسی به انگلیسی
Brokhim and Sons, Teheran.

Hayem, 1978,

فرهنگ حییم، انگلیسی به فارسی
Brokhim and Sons, Teheran.

Khanlari, P 1992,

فرهنگ خانلری، انگلیسی به فارسی
Amir Kabir Press, Teheran.

Khanlari, P 1992,

فرهنگ خانلری، فارسی به انگلیسی
Amir Kabir Press, Teheran.

Moin, Dr M 1992, 6 volumes,

فرهنگ معین، فارسی به فارسی
Amir Kabir Press, Teheran.

Sabinejad, A & Servatt, M,

فرهنگ معاصر
Amir Kabir Press, Teheran.

Ehyaie, M 1992,

قصه های شیرین ایرانی
Arghavan Press, Teheran.

Sohaili, M 1992,

ضرب المثلهای معروف ایران
Shargh publications, Teheran.

Tasbib, M H 1991,

گنجینه لطایف
Bonyad marvie publication, Teheran.

Jalali, T 1986, Ebne-sina Press, Iran.

Faroukhzad, F 1986,

دیوار و آئینه
Afsat Press, Teheran.

Sepehri, S 1996,

مجموعه اشعار سپهری
Afsat Press, Teheran.

Nima, 1980,

آی آدمها
Afsat Press, Teheran.

Grammar

Department of Education of Iran 1993,

فارسی و دستور زبان فارسی سال اول تا سوم
راهنمایی
Sherkat-e-chape Teheran Press, Iran.

Sherkat-e-chape Teheran Press, Iran.

Department of Education of Iran 1993,

فارسی و آئین نگارش سال اول تا سوم
متوسطه
Sherkat-e-chape Teheran Press, Iran.

Sherkat-e-chape Teheran Press, Iran.

Samareh, Y 1992,

آموزش زبان فارسی آزما
Department of Education of Islamic Republic of Iran, Afsat Press,
Teheran. (Includes set of 5 books with audiocassettes.)

JOURNALS AND PERIODICALS

Kayhan Havaie

کیهان هوایی
کیهان

Kayhan

تهران تایمز
کیهان فرهنگی

Tehran- Times

بامداد
گلچین

Kayhan Farhangie

Bamdad

Golchin

Golagha گل آقا
 Javanan جوانان
 Mahnamh Cinemai ماهنامه سینمایی
 Golbang گلبانگ

RADIO

SBS Radio 93.1 FM.

FILMS

1972 آقای هالو
 SBS, 1994 خانه دوست کجاست
 SBS, 1993 باشو غریبه کوچک
 SBS, 1999 گبه
 SBS, 1998 دونده

SONGS

CD سیما بینا
 CD گوگوش
 CD ابی
 CD داریوش
 CD شجریان
 CD شهرام ناظری

PLAYS

شهر قصه اثر بیژن مفید
 اتلو در سرزمین عجایب اثر
 غلامحسین ساعدی

THE INDIVIDUAL**Personal identity****BOOKS**

Shafii, R 1997,
 عطر زعفران سه نسل از يك فامیل
 ایرانی

Parsipour, S 1989,
 Park Press, Iran. طوبا و معنای شب

Ghaisari, A 1998,
 Spatk Press, Iran. روشنفکران ایرانی قرن بیستم

JOURNALS AND PERIODICALS

Fardyie Javanan فردای جوانان
 Zanan زنان

WEBSITE

<http://www.payvand.com>

Relationships**BOOKS**

Pimia, S A 1990,
 Parsa Press, Iran. فرهنگ مدرن

Shase, H 1989,
 Afsat Press, Teheran. لباسهای محلی ایرانی

Pizishkzad, Iraj, 1996,
 Afsat Press, Teheran. دای جان ناپلئون

Mahmood, A 1993,
 Maharat Press, Iran. مداد صفر درجه

JOURNALS AND PERIODICALS

Fardyie Javanan

Zanan

WEBSITE

<http://www.payvand.com>

Values**BOOKS**

Ravandi, M 1999,
 Amir Kabir Press, Iran. تاریخ اجتماعی ایران

Daneshvar, S 1995,
 Senobar Press, Iran. سووشون

Daneshvar, S 1995,
 Senobar Press, Iran. مجموعه داستانها

JOURNALS AND PERIODICALS

Zanan زنان

Adineh آدینه

Rah-e Zendeghi راه زندگانی

Education and aspirations**BOOKS**

Shirazi, M 1992,
 Shiraz University Press, Shiraz. فارسی امروز

Behrang, Smad 1980,
 Tabriz Press. کندوکاوی در مسائل تربیتی

Al-e Ahmad, J 1978,
 Amir Kabir Press. غرب زدگی

ADVICE FOR TEACHERS

WEBSITES

<http://www.studentcentre.com>
Career and Employment Information

<http://www.deet.gov.au>
Education, Training and Youth Affairs

<http://www.payvand.com>

JOURNALS AND PERIODICALS

Doniai-e-sokhan دنیای سخن
Daneshmand دانشمند

THE PERSIAN-SPEAKING COMMUNITIES

Lifestyles

BOOKS

Ravandi, M 1998, Amir Kabir Press, Tehran. تاریخ اجتماعی ایران

Arianpour, Y 1995, Afsat Press, Iran. از صبا تا نیما

Montazami, R 1998, Afsat Press, Iran. هنر آشپزی

Shirin, F 1995, Afsat Press, Tehran. فنون جدید آشپزی

JOURNALS AND PERIODICALS

Mahnameh cinema ماهنامه سینما
Rah-e-Zendeghie راه زندگی
Itelaat Hafteghie اطلاعات هفتگی
Golbang گلبانگ

WEBSITE

<http://www.ima.com>

VIDEOS

Charkh Falak چرخ و فلک
Kafshha-ie-mirza norooz کفشهای میرزا نوروز

Culture and traditions

BOOKS

Shookhzhadeh, E 1997, Amir Kabir Press, Teheran. عقاید مدرن خراسان

Saimie, M 1984, Gouth Press, Teheran. مردم و دیدنیهای ایران

Jamalzhadeh, G 1980, طرز در ادبیات فارسی

Yasaveli, J 1996, Spark Press. ایران سرزمین افسانه ای

JOURNALS AND PERIODICALS

Mahnameh cinema ماهنامه سینما
Rah-e-Zendeghie راه زندگی
Itelaat Hafteghie اطلاعات هفتگی
Golbang گلبانگ

VIDEOS

Isfahan nesf-e- Jahan اصفهان نصف جهان
Iran Keshvar-e- Golo Bolbol ایران کشور گل و بلبل

WEBSITES

<http://www.persiansite.com>
History and Culture

<http://www.nipoc.org/mehregan>
Jashn-e—Mehregan جشن مهرگان

<http://www.persianoutpost.com/htdocs/nowrooz.html>
Nowrooz-Persian New Year نوروز

Arts and entertainment

BOOKS

Gans-Rvedin, E 1998, Amir Kbir Press. هنر و تاریخ صنایع دستی

Keshavarz, P 1990, Afsat Press. هزار سال نثر فارسی

Sarinkoob, N 1998, Afsat Press. تاریخ مدرن ایران

VIDEOS

Sanat-e-Ghali Bafi-e-Iran صنعت قالی بافی ایران
Raghse Ronama رقص رونما

JOURNALS AND PERIODICALS

Mahnameh-e-Sinamaii Iran ماهنامه سینمایی ایران

WEBSITES

<http://www.parthenia.com>
Parthenian Empire

<http://www.payvand.com>

Past and present

BOOKS

Kasravi, A 1985, Afsat Press. تاریخ مشروطیت

Yarshater, A 1990, (5 vols), Amir Kabir Press. دوائرالمعارف ایرانی

Saeedian, A 1985, Afsat Press. سرزمین مدرن ایران

VIDEOS

Asar-e-Bastani Iran. آثار باستانی ایران
Isfhehan Nesf-e-Jahan اصفهان نصف جهان

THE CHANGING WORLD**World of work****BOOKS**

Shirazi, H 1993, قوانین تجارت در ایران
Spark Press.
Amouzegar, J 1997, اقتصاد ایران بعد از انقلاب
Spark Press.
Islami-Nadoshan, M A 1990, نوشته های بی سر نوشت
Amir Kabir Press.

JOURNALS AND PERIODICALS

Adineh آدینه
Rahe Zindeghie راه زندگی

WEBSITE

<http://www.payman.com>

Social issues**BOOKS**

Gheissari, A 1998, روشنفکران ایرانی قرن بیستم
Spark Press.
Gholi, A R 1997, جامعه نخبه کشی
Islameh Press.
Irani, N 1995, داستان- تعاریف، ابزار و عناصر
Afsat Press, Iran.

JOURNALS AND PERIODICALS

Donyaie Sokhan دنیای دانش
Adineh آدینه
Rahe Zendeghie راه زندگی

VIDEOS

Otello Dar Sarzamin Ajaieb اتللو در سرزمین عجایب

WEBSITES

<http://www.sirc.org>
Social Issues
<http://www.irma.com>

Trade and tourism**BOOKS**

Tourist Guide Books, 1997, راهنمای توریستی
Teheran, Travel Survival Kit, 1995, Teheran.
Saeedian, A 1998, سرزمین مدرن ایران
Amir Kabir Press, Iran.
Iran Atlas, 1980.

VIDEOS

Asare Bastani Isfhehan آثار باستانی اصفهان
Sanat Ghali Bafhi Dar Iran صنعت قالی بافی در ایران
Isfhehan Nesfe Jahan اصفهان نصف جهان

WEBSITES

<http://www.abadan.com/abadan.html>
Visiting Abadan
<http://ping4.inge.he/~pino3550/iran.html>
Visit to Iran
<http://csibilkent.edu.tr/~pf/travel/iranguide.html>
Guide to Iran

The natural world**BOOKS**

Mavahed, M A 1981, نفت ما و مسائل حقوقی ما
Afsat Press.

JOURNALS AND PERIODICALS

Fardaye Javanan فردای جوانان
Doniaie Sokhan دنیای سخن

WEBSITES

<http://www.ir-doe.org>
Department of Environment of Iran
<http://www.nrc.vic.gov.au>
Department of Natural Resources & Environment
<http://www.solo.com.au>
Solo Resource Recovery (recycling)