2004 Public Examination

Persian
Continuers Level

Tuesday 19 October: 2 p.m. Eastern Standard Time
Reading Time: 10 minutes
Working Time: 2 hours and 50 minutes

- You have 10 minutes to read all the papers and to familiarise yourself with the requirements of the questions. You may not write during this time.
- Monolingual and/or bilingual printed dictionaries may be used.

Section 1: Listening and Responding (30 marks)

Instructions to Students

1. Allow approximately 50 minutes for Section 1.
2. Write all your answers to the questions in Section 1 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.
3. You must answer ALL questions in Part A and Part B.
4. Answer Part A in ENGLISH and Part B in PERSIAN.
5. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
6. All question booklets will be collected at the end of the examination.

This examination is used for the HSC (New South Wales), the NTCE (Northern Territory), the SACE (South Australia), the TCE (Tasmania), the VCE (Victoria), and the WACE (Western Australia).

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**Part A (Questions 1–3)** [Click here](#)  
(20 marks)

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.

You will hear THREE texts. Each text will be played twice. There will be a short break between the first and second playings in which you may make notes.

Listen carefully to each text and then answer the questions in ENGLISH.

<table>
<thead>
<tr>
<th>Marks</th>
<th>You may make notes in this space.</th>
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**Text 1** [Click here](#)

1. (a) How do you know this is a radio announcement?  

______________________________  

(b) The price of the airline tickets depends on what three things?  

- ____________________________  

- ____________________________  

- ____________________________  

(c) Which tour would you take if you were going to  

Kish Island ____________________________  

Esfehan ____________________________

2
Text 2  

2. (a) Who is Ali and why did he telephone?  

____________________________________________________________

______________________________________________________

______________________________________________________

(b) Explain the features of the exhibition that would make Ali want to organise an excursion.

______________________________________________________

______________________________________________________

______________________________________________________

(c) Give one reason why this is an important exhibition.

______________________________________________________

______________________________________________________

(d) Name the Persian expression that indicates that this is a telephone call.

______________________________________________________

Text 3  

3. (a) Why did Farhad visit the bank?  

(A) to borrow $ 30 000  
(B) to borrow money for his repayments  
(C) to borrow money to buy a house  
(D) to borrow $ 5 000

(b) Why does the teller believe that Farhad will get the loan?  

______________________________________________________

______________________________________________________

______________________________________________________

(c) What indicates that Farhad is eager to get the loan?  

______________________________________________________

______________________________________________________

______________________________________________________
Part B (Questions 4–5)  
(10 marks)

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

• understand general and specific aspects of texts by identifying and analysing information;
• convey the information accurately and appropriately.

You will hear TWO texts, one relating to Question 4 and one relating to Question 5. Each text will be played twice. There will be a short break between the first and second playings in which you may make notes.

Listen carefully to each text and then answer the questions in PERSIAN.

Text 4  Click here 🎧

4. (a) Where would you expect to hear this text?

کجا انتظار دارید که این متن را بشنوید؟

(b) Explain why Parvin made this call.

توضیح بدهید که علت تلفن پروین چه بوده است.

(c) Based on the language in this text, what do we believe Parvin and Hossein’s relationship is?

بر اساس نوع زبان بکار رفته در این متن، رابطه بین پروین و حسین چگونه است؟

You may make notes in this space.
Text 5  

5. (a) Give two examples of the language that Ms Ahmadi uses to give the message that the current situation in Iran and Afghanistan is serious.

دو نمونه از اصطلاحاتی را بیان کنید که خانم احمدی برای بیان شدت و خامش خشکسالی در ایران و افغانستان استفاده می‌کند.

______________________________________________________
______________________________________________________

(b) What are the local results of the current drought in some parts of the Middle East according to Ms Ahmadi?

بنا بر گفتگوی خانم احمدی، تأثیرات خشکسالی فعلی در برخی مناطق خاور میانه چیست؟

______________________________________________________
______________________________________________________

End of Section 1
Section 2: Reading and Responding (30 marks)

Instructions to Students

1. Allow approximately 1 hour and 15 minutes for Section 2.
2. Write all your answers to the questions in Section 2 in this booklet in blue or black ink or ball-point pen.
3. You must answer ALL questions in Part A and Part B.
4. Answer Part A in ENGLISH and Part B in PERSIAN.
5. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
6. All question booklets will be collected at the end of the examination.
Part A (Questions 6–7)
(20 marks)

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately.

6. Read the text and then answer in ENGLISH the questions that follow.
QUESTIONS

Marks

(a) What do carpets mean for the people of Iran and Afghanistan?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

(b) What are the negative points of carpet-weaving for the people of the region?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

(c) Name one of the fibres used in carpet-weaving.

__________________________________________________________________________

4

4

1
ادبیات فارسی از زمان‌های بسیار قدمی با ادبیات زبان‌های اروپایی در ارتباط بوده و بر یکدیگر اثر گذاشته‌اند. از میان شاعران فارسی که بر شعر غربی تأثیر بسیار گذاشته‌اند، حافظ از سال 1680 به لاتین و سال بعد به زبان انگلیسی ترجمه شد. از آن زمان به بعد شعرهای حافظ به زبان‌های مختلف اروپایی ترجمه شده است. یکی از ترجمه‌ها به زبان آلمانی به وسیلهٔ ون هومر انگام شده است.

حافظ نه تنها بر بخشی از شعرهای اروپایی به نحوی اثر گذاشته‌اند، بلکه بر „گوته“ که یا را از برگردن شاعران اروپا می‌شناسند، تأثیر بسزایی داشته است. „گوته“ اثر معروف خود، دیوان شرقوی - غربی را با خواندن دیوان حافظ به ترجمه ون هومر و تحت تأثیر آن آفرید. زبان شاعران، تصویرهای هنرمندان و اندیشه‌های عمقی فکری حافظ در دیوان شرقوی - غربی گوته انعکاس یافته است. گوته در دیوان شرقوی - غربی تحت تأثیر حافظ حسی شکل شعر آلمانی را نیز درگیر کرده است.

دیوان شرقوی - غربی گوته در میان ادبیات و هنرمندان اروپایی به ویژه آلمانی با استقبال بسیار روی‌رو شد و باعث گردید که بسیاری از شاعران اروپا به سوی شعر فارسی بر باورند. اما دیوان شرقوی - غربی با همه کیفیت های خود نتوانست به مقامی در زبان و ادبیات آلمانی برسد که دیوان حافظ در میان همه فارسی زبانان به دست آورده است. اقبال دیوان حافظ در میان فارسی زبانان تا انحدست چه مردم از با سواد و فعال حافظ در می‌خوانند، و در آن دیوان خود را می‌پیمایند. به این صورت، نه تنها دیوان شرقوی - غربی با دیوان حافظ برابر نمی‌تواند بکند، بلکه هیچ دیوان شعر فارسی نیز این اقبال را نیافته است. اما شعر حافظ چه از طریق ترجمه‌ها و چه از طریق دیوان شرقوی - غربی به بخشی از شاعران اروپایی تأثیر گذاشته است، همانگونه که کمتر شاعران در زبان فارسی وجود دارند که به نحوی به شعر حافظ توجه نداشته باشند.
QUESTIONS

(a) How did Europeans access Hafiz’s poetry? 1

(b) Explain how Hafiz’s poetry changed German poetic forms. 1

(c) Explain the difference between the Persian speakers’ responses to Hafiz’s Divan and German speakers’ responses to the West-East Divan. 2

(d) Explain the special impact of Hafiz’s work on Persian and non-Persian speakers. 5

(e) Explain the role of Von Homer and Goethe in spreading the influence of Hafiz’s Divan in the German-speaking world. 2
Part B (Question 8)
(10 marks)

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of a text by identifying, analysing, and responding to information;
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).

8. Read the text and then answer the question in PERSIAN on page 7.

You wish to apply for one of the courses at this university. Write a formal letter of 150–200 words in Persian in which you respond to the conditions, explain your educational background and documents and seek further information about issues that concern you.

شما علاقه‌مند به یکی از این رشته‌ها هستید. درخواست خود را به صورت یک نامه رسمی به فارسی، در پاسخ به شرایط پذیرش دانشجویان، همراه با توضیحاتی در مورد مدارک تحصیلی خود در 200-150 کلمه به‌نویسید و اطلاعات بیشتری درباره موارد مرور نظر خود به‌خواهید.
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Continuers Level

Section 3: Writing in Persian (15 marks)

Instructions to Students

1. Allow approximately 45 minutes for Section 3.
2. Write your answer to a question from Section 3 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.
3. You must answer ONE question in PERSIAN.
4. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
5. All question booklets will be collected at the end of the examination.
Section 3 (Questions 9–12)

(15 marks)

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

• relevance and depth of treatment of ideas, information, or opinions;
• accuracy and range of vocabulary and sentence structures;
• the capacity to structure and sequence response and capacity to use conventions of the text type.

Answer ONE question from this section in 200–250 words in PERSIAN.

9. You have recently returned from a trip which was organised by your school. Write an informative article for the school magazine in which you describe how it helped you and how such an experience could enrich the life of your fellow students.

10. Write an imaginative story which your teacher will enter in a state-wide competition. The story begins with, ‘Things like this only happen to other people!’.

11. You have been asked to write a persuasive speech to convince parents about giving some money to the school fundraising effort to build a new sports complex in the school.

12. Write an evaluative report for a Persian youth magazine on your experience of owning a mobile phone. In your report discuss how you came to have a mobile phone, how old you were when you first got a mobile phone, and also describe its advantages and disadvantages.