2013 Public Examination

Persian
Continuers Level

Wednesday 16 October: 2 pm Australian Eastern Daylight Time

Reading Time: 10 minutes
Working Time: 2 hours and 30 minutes

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

Section 1: Listening and Responding (30 marks)

Instructions to Students

1. Allow approximately 40 minutes for Section 1.
2. Write all your answers to the questions in Section 1 in this booklet in black or blue 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.
**Part A (Questions 1–3)**

(15 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.

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

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

<table>
<thead>
<tr>
<th>Text 1</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (a) Why is Tahmineh the focus of this speech?</td>
<td>2</td>
</tr>
<tr>
<td>• _____________________________________________________</td>
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<tr>
<td>• _____________________________________________________</td>
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<tr>
<td>(b) What positive effect will Tahmineh’s success have on other women?</td>
<td>1</td>
</tr>
<tr>
<td>• _____________________________________________________</td>
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<tr>
<td>(c) What words does the speaker use to describe Tahmineh?</td>
<td>2</td>
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<tr>
<td>• _____________________________________________________</td>
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<td>• _____________________________________________________</td>
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<table>
<thead>
<tr>
<th>Text 2</th>
<th>Marks</th>
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<tbody>
<tr>
<td>2. (a) What products will you be able to buy from this shop?</td>
<td>3</td>
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<tr>
<td>• _____________________________________________________</td>
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<td>• _____________________________________________________</td>
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<td>• _____________________________________________________</td>
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<tr>
<td>(b) What will this shop offer to attract customers after its opening?</td>
<td>2</td>
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<tr>
<td>• _____________________________________________________</td>
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<td>• _____________________________________________________</td>
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</tbody>
</table>
3. (a) Based on this conversation, identify four benefits of becoming a volunteer.

- _____________________________________________________
- _____________________________________________________
- _____________________________________________________
- _____________________________________________________

(b) Why was Mrs Saeedi’s availability for the volunteer position limited?

- _____________________________________________________
Part B (Questions 4–6)
(15 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 THREE texts. Each text will be played twice. There will be a short break between the first and second playings. You may make notes at any time.

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

Text 4

4. (a) Why was Neda not happy with her trip? Give four reasons.

______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

4

(b) What did Neda ask the travel agent to do?

______________________________________________________

1
5. (a) Explain Reza’s mother’s reaction to this news. Give two pieces of evidence that show Reza’s mother was surprised.

واکنش مادر را در مورد برنامه ریزی رضا برای تعطیلاتش توضیح دهد. دو نکته را بیان کنید که نشان دهنده مادرش متعجب شده بود.

Marks: 2

(b) What are Reza’s points of view regarding visiting historical sites overseas? Mention three points.

دیدنگاه رضا در مورد سفر به خارج از کشور برای دیدن آثار تاریخی چه بود؟ سه نکته را بیان کنید.

Marks: 3
Text 6

6. (a) Why did Nasrin like the cooking section?
چرا نسرين از بخش آشپزى خوشش آمد؟
______________________________________________________

Marks 1

(b) Why would this festival attract many different visitors?
چرا این فستیوال شرکت کنندگان بسیاری را جلب کرد؟
______________________________________________________

Marks 4

End of Section 1
Section 2: Reading and Responding (25 marks)

Instructions to Students

1. Allow approximately 1 hour and 10 minutes for Section 2.
2. Write all your answers to the questions in Section 2 in this booklet in black or blue 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 7–8)
(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/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately.

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

Mala Ncsardin, philosopher, was known for his works on different aspects of texts. He was able to understand the capacity of:

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

Mala Ncsardin's works were considered by historians as valuable contributions to Persian language and philosophy. His works were translated into various languages and have been influential in shaping the Persian language and literature.

In his book, Ncsardin discusses the importance of understanding the context and the historical background of a text. He argues that a reader must be able to understand the different levels of meaning in a text, and that this understanding is crucial for a comprehensive interpretation of the text.

Mala Ncsardin's works have been translated into various languages and have been influential in shaping the Persian language and literature.
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Marks</th>
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<tbody>
<tr>
<td>(a) Why are Mulla Nasruddin’s stories so popular?</td>
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<tr>
<td>(b) According to the text, how do we know that Mulla Nasruddin is a famous figure?</td>
<td>3</td>
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<tr>
<td>(c) Why is the International Mulla Nasruddin Festival appealing to writers and artists?</td>
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</table>
8. Read the text and then answer in ENGLISH the question that follows.

حکایت
رژی ملا به مهمانی دعوت شد. لباس کهنه ای در پرداخت.
راش ندادند. بنابراین با شتاب به خانه دوستش رفت و بهترین
لباسش را که لباسی زیبا و مناسب با آستین های بلند بود قرض
کردند. یوشید و به مهمانی بازگشت. میزبان او را به بالای مجلس
راهنمایی کرد و به او گفت: هنگامی که غذا را در برابر ملا
گذاشتند، ملا آستین هایش را در بشقاب می کرد و به لباسش
می گفت: «بخور، بخور چنین که مهمان واقعی تویی نه من!»
QUESTION

What did Mulla Nasruddin mean by saying to his robe, ‘Eat, eat, you are the real guest, not me!’?

| 3 | PLEASE TURN OVER |
Part B (Question 9)
(15 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).

9. Read the text and then answer the question in approximately 150 words in PERSIAN on page 7.

You are a Persian resident living in this area. Based on the information provided in the text above, write a persuasive letter in approximately 150 words to be published in a Persian newspaper in your area, objecting to the construction of new railways.

You may make notes in this space.
2013 PUBLIC EXAMINATION

Persian
Continuers Level

Section 3: Writing in Persian (20 marks)

Instructions to Students

1. Allow approximately 40 minutes for Section 3.
2. Write your answer to a question from Section 3 in this booklet in black or blue 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 10–13)  
(20 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 approximately 250 words in PERSIAN.

10. You were digging a hole in the ground to plant a tree on your farm when you found a small, old, golden jar. Write an imaginative story for a Persian magazine about this discovery, beginning with, 'I had been digging the ground for a long time when suddenly…’ Continue the story.

11. Write a descriptive article for your Persian school newsletter about the best celebration you have ever attended.

12. Write a personal diary entry in which you reflect on your experiences learning Persian in Australia.

13. Your school is concerned that some students are spending too much time on social activities that are not related to study. Write an informative report about balancing study and social activities for a Persian newspaper.
You may make notes in this space.