

# 2021 VCE Persian written external assessment report

## General comments

Students were generally well prepared and attempted all questions on the 2021 Persian written examination. Most students were able to complete Section 1: Listening and responding very well. However, responses to Part A of Section 2: Reading and responding indicated that there were challenges for some students.

Students need to listen to the spoken texts carefully in order to extract relevant and accurate information. It is also recommended that more time is dedicated to practising clear and legible handwriting both in Persian and English.

## Specific information

Note: This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

## Section 1: Listening and responding

This section was assessed according to the criterion 'understanding general and specific aspects of texts by identifying and analysing information and conveying the information accurately and appropriately'.

### Part A

Many students appeared to have understood the spoken passages, and provided correct answers to the questions. Students are encouraged to use the note-taking space and refer to their notes when writing their responses.

### Text 1

#### Question 1a.

- Dressing herself.
- Feeding.
- Walking around the house.

#### Question 1b.

- Providing a healthy meal.
- Giving medication on time.

## Text 2

### Question 2

- Printed book
  - enjoyable to hold a book and turn the pages over
  - can write notes on the sides of pages
  - can lend and borrow.
- eBook
  - you can download and read anything you want
  - it takes up no physical space in the house.

## Text 3

### Question 3

- First national park declared by UNESCO.
- The area is at the heart of Afghanistan tourism / Attracting more tourists to the area.
- Protecting the natural habitats of animals.
- Improving the local economy.
- Life of the local people depends on natural resources.

## Part B

Students performed very well in this part of the examination. Most responses demonstrated that students understood the texts very well and were awarded high marks, although some spelling errors and grammatical mistakes were evident. Students should write their responses in full sentences in Persian for this section.

## Text 4

### Question 4a.

- مواد اولیه بسیار ارزان
- غرفه های رایگان برای نمایش و فروش تولیدات خود
- affordable/cheap raw material
- free stand to showcase and sell their products.

### Question 4b.

- ایجاد فرصت های اشتغال /حل مشکل بیکاری
- شرکت در دوره های کوتاه مدتی که در محل برگزار می شو د/ مهارت های دیگررا بیاموزند
- شراکت با سایر مشاغل و کارها /موقعیت های جدید برای ارتباط برقرار کردن
- solving unemployment problem / employment opportunities
- taking part in the short courses offered / to learn other skills
- networking/collaboration.

## Text 5

### Question 5

- کارکردن در فضای آزاد
  - کار کردن با عموی خود
  - کمک هزینه برای تحصیل
  - دریافت مدرک و کسب تجربه /می تواند در رشته های مشا به تحصیل کند
  - کسب تجربه /می تواند به عنوان شاگرد کار کند
- Working outdoors.
  - Working with his uncle.
  - Earn money for his expenses/studies.
  - He will graduate with a certificate / Could continue his study in similar courses.
  - Gain experience / Could work as an apprentice.

## Text 6

### Question 6a.

- شنا مهارت مهمی در استرالیا می باشد چون بسیاری به استخرهای محلی
  - یا به سواحل مختلف می روند
  - شنا کردن می تواند یک فعالیت خانوادگی خوب برای افراد از هر گروه سنی باشد
  - همینطور راهی برای سلامت و متناسب بودن هم هست
- Swimming is an important skill in Australia as most people either attend local swimming pools or visit beaches.
  - He realised that swimming was a fun family activity for people of all ages.
  - It is also a way to stay fit and healthy.

### Question 6b.

- شناگر خوبی باشند
  - دوره های خاصی مثل کمک های اولیه را بگذرانند
- Be good swimmers.
  - Do certain training such as first aid.

## Section 2: Reading and responding

This part was assessed according to the criteria 'understand general and specific aspects of texts (for example, by comparing, contrasting, summarising and/or evaluating) and convey the information appropriately'.

Many students performed well in this section. Students should spend sufficient time analysing and selecting specific information from the text that was appropriate to the question.

## Part A

When students are not sure of a word's meaning, it is recommended that they check the word using their Persian–English dictionary.

### Text 7

#### Question 7a.

It represents eternity/life.

#### Question 7b.

- In the 19th century, the art of shawl weaving with Boteh Jeghe reached India from Iran.
- It was introduced with the name of Kashmir shawl, by the British East India Company to Scotland in the small city of Paisley, the centre of the textile industry.
- The Paisley design started its production.
- The pattern got its popularity from the time when the Queen (Victoria) wore one of the Kashmir shawls with the paisley pattern.

### Text 8

#### Question 8

- Places to exchange goods
- As main roads/streets connecting part of cities to each other
- Information centres
- Places for holding celebrations, national ceremonies / tourist attractions
- Still are the main economic hub of the city to exchange goods.

## Part B

### Text 9

#### Question 9

In this question of the examination students were asked to write a persuasive email encouraging their friend to volunteer for an organisation with them. Most students demonstrated an understanding of the text and responded to it accordingly. Responses that scored highly were written in a persuasive style, which addressed most of the points in the text. Students should have written their responses as an email not a letter. Some students wrote their responses as though they were encouraging their friends to participate in the workshops rather than volunteer with the organisation.

Responses may have included:

- informal language that expressed real enthusiasm for doing this kind of work
- mention of how they work well together and can have a good time
- mention of helping the society and helping people
- persuasive language and evidence/reasons

Most of the points in the texts should have been included in the response.

## Section 3: Writing in Persian

This section assessed the students' ability to demonstrate their writing skills by creating an original text of 250 words in Persian in response to one of three questions. Most students responded well to the various text types. Responses that scored highly demonstrated the required style and relevant text type. Some students wrote on the topics without addressing the conventions of the required text type, the context or the purpose as specified in the question. Many students used a good range of vocabulary and wrote grammatically correct Persian, while the vocabulary of some others was limited and showed grammatical errors.

Questions 11 and 12 were most popular. Students should remember that one of the characteristics of imaginative stories is being genuinely interesting and entertaining.

Responses were assessed against the following criteria:

- Demonstrate depth of information, ideas and/or opinion
- Write a text appropriate and relevant to context, purpose and audience
- Structure and sequence information and ideas
- Manipulate language structures and vocabulary in depth.

### Question 10

Responses should:

- be written using formal language in the format of a letter, including an addressee, beginning, middle and end/conclusion
- address the right person (the producer of the program)
- contain personal views and opinions about this program.

### Question 11

Responses should:

- formally address the class at the start of the speech
- be written using a formal but friendly register, as this is a class of students the same age as the presenter
- mention both the positive and negative points.

### Question 12

Responses should:

- be interesting and include a beginning, middle and end
- have a turning point, surprise or revelation that give the story a strong structure and add extra interest for the readers
- end with the mentioned sentence
- be genuinely interesting and entertaining.