



Written component

GENERAL COMMENTS

Generally, students understood and comprehended most of the spoken and written texts in the 2012 Persian examination. However, many incorrect answers were given because the students had misread the associated question. It was apparent that students need further practice analysing and extracting relevant and accurate information from the texts. Students need to use the reading time to read, understand and highlight the required information, paying particular attention to the key words and to the information required from the listening texts.

SPECIFIC INFORMATION

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

Section 1 – Listening and responding

Part A – Answer in English

Students were presented with four spoken texts in Persian and were required to extract the relevant information needed to respond to the questions in English. Most students were able to respond appropriately to the tasks. Students performed best in this part of examination.

Text 1

Question 1a.

To look for a job

Question 1b.

She has

- three years' experience in the media
- a Bachelor's degree in Media
- good knowledge of this work
- flexible hours and days.

Text 2

Question 2a.

Either of

- it takes one hour to get there
- they will return by 4 pm.

Question 2b.

- The village has beautiful and unique scenery.
- One can visit the remnants of castles.
- One can see the stone inscriptions.
- One can buy beautiful, local, handmade tablecloths on the way back home.

Text 3

Question 3a.

- a special rate for Nowrooz (New Year)
- cheap rates to Tehran and Kabul for weekdays (10 cents/min) and for the weekends (8 cents/min)
- \$10 credit for every friend who joins the company

Question 3b.

Any two of

- 'I am not sure'
- 'I have to think about it'/'I am happy with our current company'
- 'I am very busy'/'I do not have any time'.



Text 4

Question 4a.

- She is busy.
- She is preparing herself for exams.

Question 4b.

He tells Maryann that (any three of)

- six classmates are going to see the movie too
- it is still two weeks until the exams begin
- the main actor and actress (in the film) will talk to the audience
- he will drop her back home (whenever she wants to go home).

Part B – Answer in Persian

In this part of examination students listened to two texts in Persian and were required to respond to a number of questions in Persian. Students were assessed based on their ability to understand general and specific aspects of texts and answer them in accurate and appropriate Persian. Most students attempted both questions in Part B and generally completed the task in the correct language. Some weaknesses in the language were evident, with the most common being inaccurate sentence structure and tenses.

Text 5

Question 5a.

He used words such as ‘dear’ (Jaan) to call her.

Question 5b.

He is trying to encourage her to have a social media profile.

Question 5c.

Hassan tries to convince Setareh by saying that

- Setareh will lose many opportunities in her life (if she doesn’t use social media)
- she should move into the 21st century
- he got an interview with a company by using social media.

Text 6

Question 6a.

Ali

- likes the idea of working from home and wishes he was able to do the same thing
- thinks everybody in the family would be more relaxed
- thinks children would prefer it because their father is with them at home.

Yalda

- thinks the person would have to be highly disciplined
- was happier before, when her husband was working outside home
- complains that she is now responsible for everything (housework and children)
- makes the point that the children are not necessarily happier because, although their father is at home more often, he is working and does not have much time to spend with them.

Section 2 – Reading and responding

Part A – Answer in English

This part of the examination was worth 20 marks and contained two written texts in Persian. Students were asked some questions in English and were expected to answer in English. Many students attempted all questions and understood the texts well. Some students did not read the questions carefully and did not spend sufficient time analysing the questions, which led to misinterpretation and irrelevant responses.

Text 7

Question 7a.

Stories and myths

- connect the imaginary world of children to the world of adults

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- make children interested in reading
- help children to get in touch with their emotions
- introduce children to life problems
- give structure to children's thoughts
- improve children's vocabulary and speech
- have positive effects on children's morals and values.

Question 7b.

We know this because the writer tells us that the old stories and myths were passed down to further generations by retelling them mouth to mouth (orally).

Question 7c.

Advice

- We can collect and write our own stories and myths.
- Filmmakers should make movies and animated films based on our own stories.

Why is this advice given?

- Our children will pay more attention to our stories than to the stories of other cultures.

Text 8

Question 8a.

The text type is a speech.

Evidence

- She says, 'Dear girls'.
- The speech has been given because of International Women's Day.
- It is an inspiring speech about a very successful woman and is therefore appropriate for young women.

Question 8b.

- She became famous when it was not easy for women to be educated.
- She managed to state new thoughts in a pleasant way in the usual form of Persian poetry.

Question 8c.

- She was honest and this has been reflected in her poetry.
- She was opposed to the past oppression of the weak in a time that not many people dared to do that.
- She included moral issues in a simple language.

Question 8d.

Language

- the use of very positive words in the description
- examples: pleasant, fame, cannot be compared

Tone

- The whole piece has a very positive tone.

Part B – Answer in Persian

Text 9

Question 9

Students were asked to write a persuasive letter of 150–200 words in Persian. Students needed to include some of the information, ideas and/or opinions given in the text when writing a letter to the Department of Environment, explaining why it is important to save Lake Orumieh.

Section 3 – Writing in Persian

In this section, students were asked to answer one of four questions and write their answers in 200–250 words in Persian. Overall, students' performance was good. Some students who answered Question 10 showed a high level of creativity in their writing. However, recurrent weaknesses included spelling, inappropriate vocabulary, grammatical

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errors and a lack of variety in sentence structure. Teachers should ensure that students know the differences between persuasive, informative, evaluative and personal kinds of writing.

Question 10

For Question 10 students had to write an imaginative short story for a competition at their Persian school beginning with, 'When I opened the door at home, there was a big box with my name on it on the doorstep ...' This was the most popular question in Section 3.

Question 11

This was an evaluative task that required students to write a report for a community newspaper about an art exhibition from the Middle East that they had attended.

Question 12

Students had to write a personal diary entry about an experience that had a significant positive impact on their lives.

Question 13

This question asked students to write an informative article for their Persian school's newsletter about the advantages of growing organic vegetables and fruits at home.