



Written component

GENERAL COMMENTS

Students handled the three sections of the 2013 Persian written examination well. Their comprehension of all spoken and written texts was generally good. However, spelling and grammar mistakes indicated that some students had difficulty answering questions that required an answer in English. Some students need further practice analysing texts and extracting the relevant and accurate information.

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

In part A, students were presented with three aural texts in Persian and required to answer all questions in English. It is important that students understand that they must read through the questions very carefully. It may help to highlight the key words. Many students took accurate notes while listening to the texts, but many did not make use of their own notes, failing to include all of the information in their responses. A few students did not read the questions properly, which affected their ability to score well.

Text 1

Question 1a.

- She was the first female Afghan runner in the Olympic Games.
- She was a (inspirational) role model for women in Persian-speaking countries to achieve their goals.

Question 1b.

to encourage women to participate in sporting activities for their health benefits

Question 1c.

Two of

- brave/courageous
- determined/hard-working
- strong-willed.

Text 2

Question 2a.

- You can buy your Persian ingredients from this shop.
- You can buy tickets for concerts.
- You can buy Persian newspapers and magazines from this shop.

Question 2b.

- They are offering a 10 per cent discount for senior citizens and students.
- They are giving a 2 kg bag of rice for sales of more than \$100.

Text 3

Question 3a.

- learning about the work culture of the new country
- gaining local experience (in the new country)
- positive point on a resume
- feeling good about oneself

Question 3b.

She wants to look for a paid job in other times.



Part B – Answer in Persian

In part B, students listened to three texts in Persian and were required to answer a number of questions in Persian. In general, students successfully selected and used the information provided in the spoken texts to answer the questions. Students should write their answers in full sentences and avoid writing answers in bullet point format, unless it is required by a bullet point in the answer space.

Responses in this section were assessed on the following criteria.

- the capacity to understand general and specific aspects of texts
- the capacity to convey information accurately and appropriately

Text 4

Question 4a.

- The flight/the luggage was delayed.
- The tour did not have a good tour guide (not very knowledgeable).
- The tour did not have appropriate transport (was not air-conditioned).
- The hotel was far from the city and she had to pay a lot for transport.

Question 4b.

She wants him to return 20 per cent of her ticket fare.

Text 5

Question 5a.

She was surprised and said (two of)

- ‘Excuse me’ (tone of her voice)
- ‘How come we don’t know about it?’
- ‘How do you get the money?’

Question 5b.

- You can experience the atmosphere (in person).
- You can get to know different cultures.
- You can try different foods.

Text 6

Question 6a.

Either of

- she could learn to cook some Afghani cuisine
- prepared food was presented to the visitors later at a cheap price.

Question 6b.

- People could learn about their handicraft.
- People could listen to their traditional music.
- People could see their traditional costumes.
- People could get information about these countries/five countries from the Middle East participated in this festival.



Section 2 – Reading and responding

Part A – Answer in English

Students were presented with two texts in Persian and required to answer a number of questions in English. This part of the examination was worth 10 marks in 2013. These questions proved to be the most challenging for students; however, some students performed well in this part. Students should read each question carefully and ensure that they understand the question before answering.

Text 7

Question 7a.

The stories about him

- show that he is funny
- show that he is wise/philosophical
- always teach a lesson.

Question 7b.

- International Mulla Festival, which is held every year
- he is known in many countries
- UNESCO proclaimed the year 1996 to be Mulla's year

Question 7c.

They have a chance to present works of drama, music, painting and film-making.

Text 8

Question 8

The meaning

- He says to his robe that the robe is the guest, and says therefore that the robe is more important than himself (Mulla Nasruddin is the guest).

What he is trying to teach

- He was indirectly telling the host that his guests' appearances were more important for him than their characters.
- He is showing that people judge others based on their appearance and that this is not good.

Part B – Answer in Persian

Text 9

Question 9

Students were asked to write a persuasive letter, to be published in a Persian newspaper, using the information provided in the text and objecting to the construction of new railways.

Many students presented very innovative and interesting ideas in their responses to this question. However, some students simply copied material from the given text without adding much to it and subsequently did not gain high marks. Students should be aware of the format of a formal letter (for example, date, address, salutation and signing off). This question was worth 15 marks.

Responses in this section were assessed on the following criteria.

- the capacity to understand general and specific aspects of texts
- the capacity to convey information accurately and appropriately



Section 3 – Writing in Persian

In this section, there were four writing tasks. Students were asked to answer one of four questions and some students produced very creative pieces. High-scoring students demonstrated breadth in their writing and depth in the development of information, ideas and opinions related to the question. For some students, a lack of understanding of how to write an article and how to structure and sequence ideas was evident. In general students coped well with various text types. Question 10 was the most popular choice. This section of the examination was worth 20 marks.

Question 10

Students were required to write an imaginative story for a Persian magazine about discovering a small, old, golden jar. The story needed to begin with, ‘I had been digging the ground for a long time, when suddenly...’

Question 11

Students were required to write a descriptive article for their Persian school newsletter about the best celebration they had ever attended.

Question 12

Students were required to write a personal diary entry in which they reflected on their experiences learning Persian in Australia.

Question 13

Students were given the following scenario, ‘Your school is concerned that some students are spending too much time on social activities that are not related to study’ and were required to write an informative report about balancing study and social activities for a Persian newspaper.