

## Written component

### GENERAL COMMENTS

In the 2014 Persian written examination, most students were able to identify the main points and provide specific information when responding to questions. It is important that students read the questions carefully and note what has been asked before attempting a response. Responses in the wrong language received no credit.

### SPECIFIC INFORMATION

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

### Part A – Answer in English

In Section 1, Part A, students were presented with three aural texts in Persian and were required to answer all questions in English. Most students attempted all questions and gave the required responses. Students should be encouraged to make use of the note-taking space while listening to the texts. They should refer to these notes when writing their responses, in order to include all the relevant information. Students performed well in this part of examination.

#### Text 1

##### Question 1a.

To complain about her haircut and her colour

##### Question 1b.

The hairdresser lightened her hair too much/Colleagues were making fun of her.

##### Question 1c.

- She wants another hairdresser to fix her hair.
- She wants her money back.
- She wants to talk to the manager.

#### Text 2

##### Question 2a.

Any two of:

- historical monuments
- natural attractions
- winter sports/skiing.

##### Question 2b.

- limited facilities in the airport
- blocked road in winter (due to snow)
- insufficient advertisements

#### Text 3

##### Question 3a.

- She is trying hard to catch up.
- She has good results in English.
- She settled well in her class.

##### Question 3b.

Any two of:

- he advises Sara's mother to check her maths homework
- he suggests that they leave home earlier so Sara won't be late
- he suggests she sees the school counsellor/offers to make an appointment with the school counsellor.

## **Part B – Answer in Persian**

In Section 1, Part B, students listened to three texts in Persian and were required to respond to a number of questions in Persian. Many students performed well in Part B, although weaknesses such as spelling errors and grammatical mistakes were evident. Students were marked on both the correct answers and the quality of their writing. Students should write their responses in full sentences in Persian.

### **Text 4**

#### **Question 4a.**

Any four of:

- knowledge has improved since Afghans came back from Pakistan, resulting in success after a very long time
- the Afghan cricket team has qualified to play in the World Cup
- cricket has become very popular in Afghanistan
- through cricket, people around the world will have a better understanding of Afghans
- Afghans could achieve fame in this sport.

#### **Question 4b.**

It will encourage the youth to try to be more successful in other fields of sport.

### **Text 5**

#### **Question 5a.**

Writing on these buildings (graffiti)

#### **Question 5b.**

- make educational TV programs to improve awareness
- improve security
- have engineers devise a plan to collect rainwater that damages buildings from areas close to them
- allocate 50 million dollars for renovations

### **Text 6**

#### **Question 6a.**

- They are retiring next month.
- They want to move to the country.

#### **Question 6b.**

- country life is boring compared to city life
- limited facilities in the country
- fewer job opportunities in the country, compared to cities

## **Section 2 – Reading and responding**

### **Part A – Answer in English**

In Section 2, Part A, students were presented with two written texts in Persian and then asked a number of questions in English. Students needed to read the texts carefully; they could note unfamiliar or difficult words and look them up in their Persian–English dictionary. Many students performed well.

### **Text 7**

#### **Question 7**

Any five of:

- he established the first modern pre-school
- he was a pioneer in education for Persian-speaking students who were deaf
- he developed new teaching methods for hearing-impaired children (for example, sign language, pronunciation)
- he opened the first school for hearing-impaired students
- he wrote books on teaching methods/for hearing-impaired people
- he inspired teachers/trained teachers.

## Text 8

### Question 8

Any five of:

- he always loved this field of work
- he uses polite language, asking for his parents' permission
- he states that he will be in touch with the culture and customs of Iran
- he tells them that it can give him an opportunity to work with big overseas companies/this course can give him better job opportunities in general
- he says that he can also start working in the textile design industry in the future
- he reassures his parents that the cost is small and he can pay it himself.

## Part B – Answer in Persian

### Text 9

#### Question 9

In Section 2, Part B, students were asked to write a persuasive letter of approximately 150 words in Persian to a publishing company. In this letter, they needed to apply for an advertised position and explain why they were the most suitable person for the position. Students were required to analyse the information provided and incorporate this knowledge into their response. This question was worth 15 marks.

Responses in this section were assessed on the following criteria.

- 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)

## Section 3 – Writing in Persian

In this section, students had to choose one of four questions and produce a piece of writing of approximately 250 words in Persian. Students generally performed well. Some responses were very creative and rich in content. Questions 10, 11 and 12 were the most popular choices.

Students should practise using past examination papers; they should discuss the requirements of each task with their teachers, taking note of issues such as text type and structure, kind of writing, register, purpose and context. This part of examination was worth 20 marks.

### Question 10

Students were required to write an imaginative short story for a storytelling competition, about the adventures of a scientist who can read people's minds after drinking a potion.

### Question 11

Students were required to write a letter to their cousin, describing the most interesting place that they visited during a trip last year.

### Question 12

Students were required to write an evaluative article for their school magazine about the advantages and disadvantages of having part-time work while studying at university.

### Question 13

Students were required to write an informative report for a Persian newspaper about the reasons for the success of a Persian Community Centre opened in their area.