

2015 VCE Persian written examination report

General comments

Students were generally well prepared and attempted all questions on the 2015 Persian written examination. Students should remember not only to read questions carefully but to analyse them and fully comprehend what is being asked before answering. Answers given in the incorrect language received no credit.

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 Section 1, Part A, students listened to three texts in Persian and were required to extract the relevant information and respond to the questions in English. Most students understood the texts well and were able to respond appropriately to the questions.

Text 1

Question 1a.

- watching a traditional (music) Persian concert
- listening to the composer's speech about the concert and the importance of encouraging the young generation to listen to and enjoy traditional Persian music

Question 1b.

He could speak Persian to many Persian-speaking visitors in one place after such a long time.

Text 2

Question 2a.

- those who worried about well-priced groceries for the family
- those who want to find out about calories in the ingredients
- housewives/women
- students
- singles/living on your own

Question 2b.

- get favourite recipes (Persian food)
- get the calorie count of each meal
- the names and addresses of the shops offering ingredients – can compare their prices

Text 3

Question 3a.

- Twelve countries participated in this event (the film festival).
- The movies are selections from the Venice International Film Festival.

Question 3b.

- The director of the movie (*Warm Hands*) will talk about the movie.
- He will talk about how the film was made/how the actors were selected.
- There will be an opportunity for movie lovers/fans to ask questions.

Part B – Answer in Persian

In Section 1, Part B, students listened to three texts in Persian and were required to answer a number of questions in Persian. Students were given marks both for correct answers and for the quality of the writing produced. The highest-scoring responses in this section demonstrated a very thorough understanding of the text by including all relevant aspects accurately and clearly. Students should be encouraged to write their responses in full sentences in Persian for this section of the exam paper.

Text 4

Question 4a.

Arash thought online shopping would be cheaper and would save time. But, after the conversation with Shiva, Arash decided to do the shopping himself so that he would not have the same experience.

Question 4b.

- She had to cancel her credit card and then inform other companies that her (credit card) account had closed.
- She wasted a lot of time/it was a headache.
- Shiva lost a large amount of money.
- Shiva did not receive what she ordered (a mobile phone).

Text 5

Question 5a.

Hamid went to attend (take part in) an international winter climbing competition.

Question 5b.

- Be more vigilant and not forgetful.
- He needs to check the weather beforehand.

Question 5c.

- to visit new facilities built for tourists
- to take photos for his report

Text 6

Question 6a.

- taking him to classes twice a week for five years
- extra classes on Saturday
- taking him long distances (across the city) for monthly concerts
- getting him ready for interstate competitions/tickets and registration

Question 6b.

He has withdrawn from the competition and is no longer involved with music, in spite of all her support for him.

Section 2 – Reading and Responding

Part A – Answer in English

In Section 2, Part A, students were given two written texts in Persian and then asked a number of questions in English. Some students did not read each text carefully to comprehend the content and did not spend sufficient time analysing the questions. This led to misinterpretation and irrelevant responses. Student performance in this section was generally satisfactory. It is recommended that students use a Persian-English dictionary to check words for which they are unsure of the meaning.

Text 7

Question 7a.

- explore Australia
- helped with some infrastructure projects (in early Australia) by transporting supplies and food (for example, Overland Telegraph)
- transported supplies and mail to the townships and settlements
- helped with development of the railway that later became known as the Afghan Express

Question 7b.

- Camels were brought to Australia because horses were not suitable for the harsh climate in central Australia – camels performed better in hot, dry deserts.
- Cameleers were brought to Australia because nobody could handle (train/look after) camels.

Text 8

Question 8a.

- cost of swimming lessons
- language barriers/unfamiliarity with English/lack of English
- limited availability/access for some groups

Question 8b.

- Free beginner (introductory) swimming classes for children will be provided.
- Swimming classes will be provided for males and females.
- Information sessions with Persian interpreters will be provided.
- Adult classes will be held at times that are suitable for busy people.

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. Students needed to include the information given in the text of the advertisement to write a letter to their grandparents to encourage them to purchase a new unit.

Most responses were well written and addressed most of the main points. Some responses lacked the correct conventions and style for the text type (a letter): introduction, conclusion, body, punctuation, opening, closing and date.

Section 3 – Writing in Persian

In this section students had to choose one of three questions and write their answers in Persian. Generally students responded well; however, some responses did not comply with the required kind of writing and text type. This was evident especially in responses to Question 11, where responses needed to be a personal diary entry.

Question 10

Students were required to write an informative text of a speech for an international conference on youth and culture. Their speech needed to be about how Persian-speaking communities can preserve their culture in Australia.

Question 11

Students were required to write a personal diary entry in which they talked about their choice of study at university and future career, which were both different from what their parents would like them to do.

Question 12

Students needed to imagine that they were a precious, ancient object and write a story for a Persian short-story competition.