

2016 VCE Persian written examination report

General comments

Generally, most students' responses to the 2016 Persian written examination were satisfactory. Students are reminded to make use of the reading time to read and understand the questions, so that they can readily respond to all key words in the questions. It is important for students to take notes and highlight the key words before attempting to answer the question.

Students should practise using past Persian examinations as this can be a valuable preparation tool for all students. Past examinations can be accessed on the VCAA website.

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 were presented with three spoken texts in Persian, asked questions in English and were required to answer all questions in English. Many students appeared to have understood the spoken passages, and provided correct answers to the questions.

Text 1

Question 1a.

The movie was an excellent film because:

- Ms Baharian got the 'Best Actress' award for this movie
- the movie won the 'Best Film' award.

Question 1b.

- She hopes that other Iranian women will be encouraged to follow their dreams/achieve what they like or have talent for.
- They can achieve this with hard work/confidence.

Question 1c.

It is important because of the closeness (resemblance) between the story of the film and the real life of young people in Persian-speaking communities today.

Text 2

Question 2a.

This program was recorded in winter, because the announcer mentioned that there was a heavy snowstorm last night.

Question 2b.

- To plant the Saman flower: You need to plant 2–3 seeds in a small pot, you need to water them with a quarter of a glass of water every day and leave them in the sun all day.
- To look after the Saman flower: When it germinates, you must transfer it to a larger pot, it needs half a glass of water and 1–2 hours of sunlight every day.

Text 3

Question 3a.

This course is suitable for:

- students who enjoy designing
- students who are interested in construction (engineering)
- Persian-speaking students.

Question 3b.

- They will be eligible to get a scholarship to study further.
- They will have an opportunity to get involved in the project as an architect in the building of the new Persian Art Centre.

Part B – Answer in Persian

In Section 1, Part B, students listened to three texts in Persian and were required to answer several questions in Persian. Students are strongly advised to read the question carefully before beginning to respond. All responses needed to be in Persian, and students who gave their answers in English received no marks. Students performed very well in this part, although weaknesses such as spelling errors and grammatical mistakes were evident. Students should be encouraged to write their responses in full sentences in Persian for this section of the examination.

Text 4

Question 4a.

- ندا به مناسبت شب یلدا مجبور بود برای نامزد پسرش لباس و جواهر بخرد.

As a tradition on Yalda's Night, Neda had to buy and send/offer jewellery and nice clothes to her son's fiancée.

Question 4b.

آنها با خانواده و دوستان جمع شده سعی دارند که شبی طولانی تر را داشته باشند.
بزرگان داستان هایی را باز گو می کنند .
خواندن شعر حافظ و فال گر فتن مر سوم است.
با خوردن آجیل ، میوه های خشک و تازه مثل هندوانه و انار یلدا را جشن می گیرند.

- people gather with family and friends; they try to stay awake longer at night
- elders tell stories
- reading Hafez poems/fortune telling by Hafez
- eating nuts, dry and fresh fruits such as watermelon and pomegranates

Text 5

Question 5a.

- نیلوفر یکی از بر گزار کننده گان این راهپیمایی بود.

- او قرار بود که سخنرانی کند.

- She was one of the organisers of the walk against using cars.
- She was supposed to give a speech.

Question 5b.

- او سعی کرد که با دوچرخه اش برود ولی دوچرخه پنچر شد.
- او سعی کرد که با قطار برود ولی قطار تاخیر داشت.
- او سعی کرد که با اتوبوس برود ولی اتوبوس تصادف کرد.

- She tried to use her bike (but its tyre was flat).
- She tried to use the train (but it was delayed).
- She tried to catch a bus (but the bus was involved in an accident).

Question 5c.

- او قصد داشت که مردم را به استفاده نکردن از اتومبیل تشویق کند ولی خودش در انتها مجبور به استفاده از ماشین شد.

She was going to encourage people not to use their cars, but she ended up using a car herself.

Text 6

Question 6a.

- جشن تولد خاله مینا در خانه یکی از دوستان برگزار خواهد شد.

Aunt Mina's birthday party is going to be held at a friend's house.

Question 6b.

- کتاب: او کاتب نخوانده زیاد دارد.

- لباس: او سلیقه بخصوصی در انتخاب لباس دارد.

- گلدان گل: او به بوی گل ها حساسیت دارد.

- a book, but she has many unread books
- clothes, but she only likes particular colours and designs
- a pot of flowers, but she has hay fever

Question 6c.

- بلیط برای کنسرت موسیقی سنتی و شام در رستوران خوب بهترین هدیه برای او خواهد بود.

A ticket to a traditional music concert and dinner at a restaurant

Section 2 – Reading and Responding

Part A – Answer in English

In Section 2, Part A, students were given two written texts in Persian and asked a number of questions in English. Student performance in this section was generally satisfactory. However, some students had difficulty identifying and selecting the correct information from the texts and using them to respond appropriately. When students are not sure of a word's meaning, it is recommended that they check the word using a Persian–English dictionary.

Text 7

Question 7a.

- Animals are used instead of human characters.
- The stories are powerful and enriched with fresh ideas.
- They are simple and short.
- They are full of moral lessons.
- They appeal to both adults and children.

Question 7b.

Modern/contemporary writers and poets have used animals as the main characters in their stories.

Text 8

Question 8a.

- Iran was far from coffee-growing/production countries.
- There were many difficulties in transporting and trading coffee.
- There were close relationships between the trade of Iran and China.
- The roads for transferring the tea were safer (for example, The Silk Road).

Question 8b.

- There were rigid rules in India against foreigners learning tea production.
- It was very difficult to transfer tea saplings and seeds from India.

Part B – Answer in Persian

Text 9

Question 9

In Section 2, Part B, students were asked to write a formal letter of approximately 150 words in Persian to an immigration agent. They should have included the information given in the text and provided their family situation. Students needed to express their interest in receiving the specified services from the agent.

Most students answered this question well. However, it was apparent that some students simply copied material from the given text without any language manipulation. High-scoring students used the information with a degree of creativity and some interesting input.

Some responses lacked the correct conventions and style for the text type (a letter) including an introduction, conclusion, body, punctuation, opening, closing, address and date.

Section 3 – Writing in Persian

In this section students needed to choose one of three questions. Most students performed well in this section and some students produced very creative pieces of writing. Students should familiarise themselves with the assessment criteria in order to achieve maximum marks.

Students were assessed according on how well they:

- demonstrated depth of treatment of information, ideas and/or opinions
- wrote text appropriate and relevant to context, purpose and audience
- structured and sequenced information and ideas
- manipulated language structures and vocabulary in Persian.

Some students with good linguistic skills seemed unfamiliar with different text types and styles. This was especially evident in responses to Question 12, where responses needed to be an

imaginative story but were sometimes written as a report about what technology will bring in the future. This problem could be overcome by practising the correct structure for different types of writing. Some students did not read the question carefully; for example, some responses to Question 10 were reports about advantages and disadvantages of mobile phones, which was not what the question was asking. Question 12 was most popular choice.

Question 10

Students were required to write an evaluative speech for Persian-speaking students about the advantages and disadvantages of ordinary people using mobile phones to create news stories.

Question 11

Students were asked to imagine that it is the year 2080 and write a short story for a youth magazine about one day of their life in that year.

Question 12

Students were required to write a persuasive letter to a friend, giving several reasons why the friend should complete their current university course before travelling.