

2017 VCE Persian written examination report

General comments

Students mostly prepared well for the three sections of the 2017 VCE Persian written examination. They were generally able to identify the main points in the text and provide specific information when responding to questions, although some students need further practice analysing texts and extracting relevant and accurate information.

Specific information

This report provides sample answers or an indication of what the answer 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 relevant information and answer all questions in English. Students should be encouraged to use the note-taking space and to refer to their notes when writing their responses. Many students took accurate notes while listening to the texts but did not make use of these notes or include all required information in their responses. Many students performed well in this section of examination.

Text 1

Question 1a.

Go to the Frankfurt airline office on the first floor with:

- a current ticket
- a passport
- extra money.

Question 1b.

- The airline has offered food vouchers (through Desks 1 and 2).
- The airline has offered accommodation for the night (through Desks 1 and 2).

Text 2

Question 2a.

- to offer/give clothing items that people no longer require to people in need
- this encourages kindness/help in the community/society
- this makes people feels closer to each other

Question 2b.

- to donate the items (of clothing) to a charity
- to sell the items (of clothing) and then donate the money to those in need

Text 3

Question 3a.

Negin says that it is not logical because we spend millions of dollars to:

- extract (bring out) the oil from the ground
- refine the oil
- make plastic from the oil
- make disposable cups and plates from the plastic.

Then the plastic cups and plates are thrown away after using them just once (one use).

Question 3b.

When she heard that she had to help with the washing up if normal dishes were used, she said, 'Oh, no! I should close my mouth and not say anything!'

Part B – Answer in Persian

In Section 1, Part B, students were presented with three spoken texts in Persian and required to respond to a number of questions in Persian. Students should understand general and specific aspects of texts and produce correct answers in accurate and proper Persian. Many students performed very well in Part B; however, some weaknesses in the language were evident, such as spelling errors and grammatical mistakes.

Text 4

Question 4a.

خانم احمدی قول داد که اگر نادر نامه بنویسد:

حقوق نادر را بررسی کند

در اختیار گذاشتن اتومبیل را بررسی کند

She promised if he writes a letter:

- she will consider his wages
- she will also consider a work car for him.

Question 4b.

کارهای مهم تری دارم

الان وقت حرف زدن ندارم

تن کلام خانم احمدی دوستانه نبود

- She said, 'I have more important things to do.'
- She said, 'I don't have time to talk right now.'
- The tone of her voice was very abrupt ('Bye.')

Text 5
Question 5

عدم آشنایی مهاجرین جدید با:

زندگی حیوانات بومی

قوانین ایمنی

قوانین کشور

باعث اشتباهاتی در زندگی مهاجرین میشود که گاهی خنده آور است

خانم زمانی وقتی که صداهای عجیبی را از بیرون خانه اش می شنید فکر میکرد کسی قصد ورود به خانه اش را دارد. در نتیجه این صداها را ضبط و آن را به اداره پلیس برد.

Not being familiar with the native wildlife, the safety rules and the laws of new country can cause misunderstandings among new migrants, which can sometimes be funny.

In this text, the people could hear a strange noise like breathing coming from outside the house. They thought that somebody was going to break in, so they taped the noise and took it to the police station. This was very funny because it was a possum making the noise, not a burglar.

Text 6
Question 6a.

بهار، بهترین فصل برای رفتن به این تور است زیرا علی اطلاعات بیشتری را میتواند کسب کند.

The best time to go on the tour is in spring because the weather is better at that time of year and as a result he will be able to get more information about their way of life.

Question 6b.

با روش زندگی عشایر بیشتر آشنا میشود

با آداب و رسوم آنها آشنا میشود

تجربه زندگی در چادر عشایر را پیدا میکند

- He will become familiar with their way of living.
- He will get to know their customs and traditions.
- He will be able to experience living in their tent.

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 were required to answer a number of questions in English. Students should remember to read each text carefully so they comprehend the content, and they should spend sufficient time analysing the questions. Students' performance in this section was generally satisfactory. It is recommended that students use a Persian–English dictionary to check words whose meaning they are unsure of.

Text 7
Question 7

- Nima Yushij had received an excellent education. (He was educated in famous schools in Tehran.)
- Nima was taught by a teacher called Nezam Vafa, who was a great poet himself.
- Nima did not use the usual meter and principles of traditional poetry (such as the *ghazal*).

- Nima was familiar with the French language and with French poetry (and could use these, too).
- Nima used local words in his poetry in a very positive way – these words made his poetry dynamic.

Text 8

Question 8a.

- Students use English letters to write Persian sentences.
- Students use images to convey meanings.
- Students shorten their texts when they use communication apps.

Question 8b.

- The richness of writing is not only in the content but also in correct spelling.
- The orthographic principles of the language are present in the writing.
- The Persian language is one of the most valuable cultural legacies of the Persian-speaking community.

Part B – Answer in Persian

Text 9

Question 9

In Section 2, Part B, students were asked to write a persuasive email of approximately 150 words in Persian to a film production company applying for the position of Chef's Assistant and explaining why they are the most suitable person for that position.

Students needed to include the information given in the job advertisement in their email. Most responses were well written and addressed most of the main points. Students who scored highly used the given information with a degree of creativity and some interesting input. Some responses lacked the correct convention and style of the text type (email).

Section 3 – Writing in Persian

In this section, students had to choose one of three questions and write their answer in Persian in 200–250 words. All students attempted this section and some produced excellent pieces of writing. However, some responses did not comply with the required kind of writing and text type. Students should familiarise themselves with different text types and styles. Question 11 was the most popular choice.

Responses in this section were assessed according to the following criteria:

- depth of treatment of information, ideas and/or opinions
- text appropriate and relevant to context, purpose and audience
- structure and sequence of information and ideas
- ability to manipulate language structures and vocabulary in Persian

Question 10

Students were required to write a personal letter to their cousin, explaining why they are unable to accept their invitation to travel to their city to help run the family business.

Question 11

Students were required to write an imaginative story for a short-story competition. The story had to start with the following sentence: 'I opened an old box in my grandmother's storage room and suddenly ...'

Question 12

Students were required to write an informative script for a speech to be given at assembly at the Persian school, explaining why they are nominating their friend as their class representative.