

2018 VCE Persian written examination report

General comments

Most students attempted all parts of the examination and their overall performance was satisfactory. However, students should practise producing writing structures correctly, ensuring that their writing demonstrates the characteristics of the text type selected.

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

Students listened to three texts in Persian and were required to extract information to answer questions. All questions were answered in English. In this section, students were generally able to respond well to the listening passages and answer the questions appropriately. Students should remember to read the questions carefully before attempting to respond.

Text 1

Question 1a.

In order to attend the excursion, Sara needs to bring:

- the signed parent permission form
- \$20 with the form
- a camera to take pictures for the science project.

Question 1b.

- Mr Zandi has left a couple of messages already/he hasn't heard from Sara's mother yet.
- Mr Zandi has sent the form twice with Sara/she has not returned the form yet.

Text 2

Question 2a.

- (She has been accepted into Law) and it is in a different city and it won't be easy for them to pay for her expenses.
- They are worried because she sometimes helps them with their administration work.
- They are unhappy because she takes care of her grandmother occasionally (but if she is living away from home, she won't be able to do that).

Question 2b.

- She said, 'I would not miss this opportunity'.
- She said, 'I will not stop until I get my degree/certificate'.

Text 3

Question 3a.

- They did not have formal (proper) scientific facilities at school.
- Their families faced financial limitations when sending them overseas.
- They had only two weeks to get ready for the competition.

Question 3b.

- The robot was built to deal with water shortages.
- The robot is able to sort different-coloured balls in a pretend water-purification scenario.

Part B – Answer in Persian

In this section of the examination students listened to three spoken texts in Persian and answered the questions in Persian. Most responses demonstrated that students understood the texts very well and these students were awarded high marks.

Text 4

Question 4

- ترس از آب و در نتیجه علاقمند نبودن به شنا
- نداشتن نرمش کافی بدنی برای شرکت در کلاس های بدنسازی و بوکس
- خستگی بعد از مدرسه
- علی مایل نیست دوستش را بیاورد چون او هم خسته خواهد بود
- او هنوز مدرسه می رود و پول کافی برای ثبت نام ندارد

- Ali says that he has a fear of water and so is not interested in swimming.
- He says that his body is not flexible enough for cardio (exercises) and boxing classes.
- He says that he is quite exhausted (tired) after school.
- He says that he doesn't want to bring a friend as his friend will be tired.
- He is a student and does not have enough money to enrol in the classes.

Text 5

Question 5a.

لواش، چون خوردن این نان با اکثر غذاها آسان است و قیمت آن هم برای همه مناسب است

Lavash bread (is the most popular bread), because it is affordable and can be eaten with most food types

Question 5b.

- استفاده از تنورهای مدرن/ برقی
- مواد اولیه متفاوت
- کم کردن تعداد کارکنان در نانوایی

- Modern/electric ovens are now used.
- There is a variety of/there are different ingredients for people with a variety of requirements.
- Fewer human resources are now used in the bakery.

Text 6
Question 6

- استفاده از محصولاتى كه نیاز به آب كمترى دارند
- سیستم پیشرفته آبدهى به طور مستقیم
- آب پاش هاى كم مصرف و زماندار
- استفاده از آب باران و آب بازیافت شده
- ایجاد آبراههاى تمیز

- the use of crops that need less water
- the use of irrigation systems/irrigation with sprinkler or drip and timers
- the harvesting of rainwater
- the treating of (waste) water
- having clean waterways (so that more can be collected when it rains)

Section 2 – Reading and responding
Part A – Answer in English

Students were presented with two written texts in Persian and were required to answer a number of questions in English. Many students performed well in this section. Students should read each text carefully and note unfamiliar or different words and look them up the Persian/English dictionary.

Text 7
Question 7a.

Country or culture	The meaning given to turquoise in each country or culture
Iran	Turquoise was a symbol of power and wealth/sometimes used to keep its owner from an evil eye.
America	Ancient inhabitants from some parts of America believed that its blue colour could make direct contact with the sky and sea.
Egypt	The Egyptians believed that turquoise is a holy stone/they called it the 'Stone of Life'.

Question 7b.

A stone that changed colour was considered unlucky and a warning sign to its owner. However, we now know that the change in colour can be caused by factors such as light, the material it is made from, dust and chemicals.

Text 8
Question 8a.

- Scientific knowledge/technology was spread.
- Cultural, intellectual exchanges took place.
- Different religions were introduced to people living in other countries.

Question 8b.

- advances in ship design resulted in increasing the ships' speed and the volume of goods they could carry
- new geographical discoveries/new ways/new shipping directions

Part B – Answer in Persian

Text 9

Question 9

Students were asked to write an evaluative review of a hotel in Shiraz, to be published on a travel website. Both positive and negative points should have been mentioned, but the review should have conveyed that the overall experience was positive.

Students who scored highly presented interesting ideas in their responses. However, some students simply copied material from the given text without adding much to it and subsequently did not gain high marks.

Students should read the text carefully and understand general and specific aspects by identifying, analysing and responding to information. This information should be conveyed accurately and appropriately.

Section 3 – Writing in Persian

In this section students had to choose one of three questions and write their responses in approximately 250 words in Persian.

Students generally performed well. Some responses were very creative and rich in content. Question 10 and 11 were popular choices.

All responses were assessed on how well students:

- 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.

Question 10

Students were required to write a personal article for their school newsletter on the topic: 'How to achieve a balanced life between study and leisure during the last two years of school'.

Question 11

Students were required to write an imaginative story for a magazine for young adults beginning with, 'It was freezing cold and very late. Someone knocked on my door.'

Question 12

Students were required to write a persuasive speech explaining to their classmates why their place of birth is the best place on Earth.