2022 VCE Persian written external assessment report

General comments

Students handled the three sections of the 2022 Persian written examination well. Generally, responses for Section 1: Listening and responding were very good. Responses for Part B of Section 2: Reading and responding were satisfactory; however, some students had difficulty expressing the required answers in English. Students need to familiarise themselves with the different text types. They also should have enough practice in analysing texts and extracting the relevant and accurate information from them. The highlighting technique can be used to achieve this. Students need to develop their skills in using English–Persian or Persian–English dictionaries.

Specific information

Section 1

This section was assessed according to the criterion ‘understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately’.

Part A – Listening and responding in English

Many students understood and extracted the relevant information from the spoken passages and were able to answer the questions appropriately, although some found them challenging and did not comprehend the questions, and gave the wrong answers. Students need to practise the aural section using past examinations, which can be accessed on the VCAA website. Also, they should include all the information they have written in the note-taking space into their responses. No marks are awarded for the notes written in the note-taking area.

Text 1

Question 1a.

* To stop the destruction of the old houses and traditional residential houses being replaced by skyscrapers.
* To not change the old look of town.
* To not cause/create problems for residents finding new places to live.

Question 1b.

* There will be a speech by the head organiser.
* The agent from council will answer all the questions.

Text 2

Question 2a.

* Her birthday is on the next day.
* His/her friend’s grandmother lives in Iran and not Australia.

Question 2b.

* The company/they has/have many happy customers.
* If he is not satisfied with his purchase, he will not be charged.
* If he is a regular customer, he can get 10 per cent off his next order.

Text 3

Question 3a.

* Provide retirees pieces of land so they can grow vegetables and herbs.
* They make new friends.
* They learn different gardening techniques.

Question 3b.

* The city council will offer land at a cheaper rate to those happy to share their produce with the locals.
* Cheap natural fertiliser and insect killer.

Part B – Listening and responding in Persian

Most students performed very well in Part B. They understood the texts well and responded to all questions, and as a result were awarded high marks. Students should remember to add all the information given in the text and try to answer the questions in full sentences in Persian. They were given marks for correct answers and for the quality of the writing produced. Some spelling and grammatical mistakes were evident.

Text 4

Question 4

* Go to the school office to fill out the form.
* Get it stamped with the school logo.
* Take it to the coach of the first class.
* Make payment online once the enrolment is approved.

برای پر کردن فرم به دفتر مدرسه برود

مهرمدرسه روی فرم زده شود

ان را در اولین کلاس به مربی بدهد

هزینه ثبت نام به صورت انلاین پرداخت شود

Text 5

Question 5a.

* Playing setar is hard.
* He was busy on Saturdays / because he has a study group and plays soccer (in the afternoon).

نواختن ستار مشکل است

اوشنبه هابعد ازظهر بخاطر کلاس درس اضافه و بازی فوتبال گرفتار است

Question 5b.

* It is fun.
* There are similarities between guitar and setar.
* He can play in the band for New Year.
* He can change his study time with the group.

نواختن ستارلذت بخش است

شباهت هایی بین نواختن ستاروگیتاروجود دارد

او میتواند درگروه برای سال نو بنوازد

می تواند گروهی را که با آنها درس می خواند از شنبه به جمعه تغییر بدهد

Text 6

Question 6a.

* Discovery of a container full of old gold coins dating back 2000 years.
* Finding a treasure chest containing jewellery, such as earrings and rings with precious stones.

کشف کوزه ای پر از سکه های قدیمی طلا که قدمتشون به 2000 سال پیش میرسد

کشف صندوقی حاوی جواهراتی مثل گوشواره وانگشتر باسنگهای قیمتی

Question 6b.

* Confirm the existence of human civilisation in that area about 2000 years ago.
* Fact that humans had advanced tools to make such jewellery at that time.
* Confirm that coins were used for the purpose of commerce.
* Confirm the ability to extract stones from natural mines in that area at that time.

تایید وجود تمدن بشری درآن منطقه در2000 سال پیش

انسان ها در آن زما ن ابزارهائ پیشرفته ای برای ساختن جواهرات داشته ا ند

استفاده ازسکه برای خرید وفروش

قابلیت استخراج سنگهای قیمتی ازمعادن طبیعی در منطقه در آن زمان

Section 2

Part A – Reading and responding in English

This part was assessed according to the criterion ‘understand general and/or specific aspects of texts (for example, by comparing, contrasting, summarising or evaluating) and convey the information accurately and appropriately’.

Students’ performance in this section was generally satisfactory. Many students attempted all questions and understood the texts well. Some students did not read the questions carefully. and had difficulty selecting the correct information from the texts. Students should read each text carefully and spend sufficient time analysing the questions. They could note unfamiliar or different words and look them up in the Persian–English dictionary. The responses to both texts were equally satisfactory.

Text 7

Question 7

* Caravanserais connected the routes along Silk Road / assisted in the development of commerce in the region.
* Caravanserais provided information for merchants to learn about the type of items on demand.
* Caravanserais also protected people, animals and goods against attacks in rural areas.
* Caravanserais also played a major role in the development of roads, trips and trades over different eras.

Text 8

Question 8

* The homes date back 700 years / people still live in them (even though they date back 700 years).
* The homes are one of the three stone villages in the world.
* The houses in the village are rocky and made of volcanic ash (from the eruption of the volcano Sahand).
* Houses are cone-shaped and look like beehives.
* The thickness of the walls of the houses is 2–3 metres.
* The houses are strong and provide insulation from heat in summer and cold in winter.

Part B – Reading and responding in Persian

Students’ responses were assessed on how well they:

* demonstrated an understanding of the stimulus text
* wrote text appropriate and relevant to context, purpose and audience
* structured and sequenced information and ideas
* manipulated language structures and vocabulary in Persian.

Text 9

Question 9

In this question students were asked to write a letter to a member of their family, evaluating the two options they have for their accommodation before making a final decision. Most responses were well written and used the required language, register and structure. Students who scored highly used the given information with a degree of creativity and some interesting input.

Many students presented very innovative and interesting ideas in their responses to this question. However, some students simply copied material from the given text without adding much to it, and subsequently did not gain high marks. Students should be aware of the format of a letter (for example, date, address, salutation and signing off).

Responses may have included the following:

* The language should be informal.
* Students should express their appreciation for the invitation.
* The letter should have points to justify the decision to go to the dorm or stay with the friend (the positive and negative points should be mentioned as this is evaluative writing).
* Most of the points in the text should be included in the response.
* The students should make a final decision.
* The response should be written using correct letter-writing conventions (e.g. Dear…, first person, salutation to start the letter and conclude the letter).

Section 3: Writing in Persian

This section assessed students’ ability to demonstrate their writing skills by creating an original text of approximately 250 words in Persian in response to the questions. Students had to choose from three questions, each requiring a different text style. Students generally performed well. However, students should practise producing writing structures correctly, ensuring that their writing demonstrates the characteristics of the text type selected. Some students were creative and produced good pieces of writing. Many students used a wide range of vocabulary and wrote grammatically correct Persian, while the vocabulary of some others was limited and showed grammatical errors. Students should try to read more Persian texts to improve their vocabulary and grammar. Imaginative story writing was popular among students. Students should remember that one of the characteristics of imaginative stories is being genuinely interesting and entertaining. In Section 3, students had to choose only one of the three questions.

Responses were assessed against the following criteria:

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

Question 10

Students were required to write a personal diary entry about the changing behaviour of some young people today.

Responses should:

* use informal language
* usually employ first- or second-person
* emphasise ideas, opinions, feelings and impressions rather than factual, objective information
* use reflective writing (author understands and unravels his/her own feelings or ideas).

Question 11

Students were required to write an imaginative story ending with the statement: ‘And that was how I became famous’.

Responses should:

* be an interesting story with a beginning, middle and end
* have a turning point, a surprise or revelation that gives the story a strong structure and adds extra interest for the readers
* end with the mentioned sentence
* be genuinely interesting and entertaining as this is one of the characteristics of good stories, both written and spoken.

Question 12

Students were required to write a script of a speech to persuade their classmate that learning languages opens the door to the cross-cultural understanding.

Responses should:

* formally address the class at the start of the speech
* be written in a formal register that is also friendly, as this is a class of students the same age as the presenter
* use persuasive language
* give a number of sound reasons to support that learning languages opens the door to developing cross-cultural understanding.