



2008

**LOTE: Persian GA 3: Examination**

## Oral component

### GENERAL COMMENTS

Generally, student performances in the 2008 Persian oral examination were of a good standard. Students demonstrated a good level of general understanding and were able to carry the conversation forward.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

Students completed this section of the examination satisfactorily. They were prepared to interact effectively and give a range of information. Most students were able to use appropriate style and a good range of vocabulary. It is important that students respond to the questions fully and elaborate on their answers.

#### Section 2 – Discussion

Overall, the delivery of the reports was good and the structure and content were of a high standard. However, some students were not able to elaborate on different aspects of their topics. It is important that students and teachers understand and select appropriate topics for the Detailed Study so that students are exposed to a variety of views. Topics need to explore aspects of the language and culture of Persian-speaking communities as indicated in the *VCE Persian Study Design*. Some students lacked depth of knowledge of their chosen topic and discussion was limited. Students should be encouraged to use more extensive materials during examination preparation. Due to the limited time given for discussion, it is advisable that students concentrate on a single topic. For some topics, students relied only on their own experiences and lacked any other knowledge of the topic. Students are also reminded that bringing notes or cue cards to the examination room is not permitted.

Some of the topics chosen were: 'Persian History', 'Pollution in the Persian Gulf', 'Poverty in Afghanistan', 'The History of Oil', 'Women's Rights', 'Children in Afghanistan' and 'Air and Water Pollution in the Middle East'.

## Written component

### GENERAL COMMENTS

Generally, most students' responses to the written examination were satisfactory. However, some students did not analyse the questions and this led to irrelevant answers. Some weaknesses in the language were evident in spelling and sentence structure.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

Students were generally able to respond well to the listening passages and answer the tasks appropriately. However, a small number of students who had limited skills only identified minimal information from resources. Students are reminded that they must answer in the language specified on the examination paper as answers in the wrong language will receive no marks at all. Students should also remember to read instructions carefully before attempting a task, and give extra attention to questions that are more complex.

##### Question 1

Any three of:

- we have left three messages but have not heard from you
- we have not received any payments and the balance is overdue
- it has not been easy to contact you/you have been contacted many times
- the person has not finalised or signed the insurance papers.

##### Question 2

Any three of:

- her tone of voice (she sounds annoyed/cross)

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- she states 'We are very, very busy'
- she states 'We will take further action. This is the last time we will call you/we have called you three times'
- she states 'You have forgotten to sign the insurance papers'
- she states 'We are getting very close to the end of year holiday'
- he did not pay.

## Question 3

Any two of:

- 'For once in my life, let me decide for myself!'
- 'What a waste of money and time to study a course then drop it'
- she sounds impatient/annoyed
- she questions why everyone has to study Medicine or Engineering.

## Question 4

Father

Two of:

- do not study Arts as it is hard to find a job
- it is better to study Engineering or Medicine, then it is easy to find a job
- you will still be able to continue painting
- you will like the course once you have started it.

Mina

Two of:

- she is studying Arts and loves it
- she does not like Engineering or Medicine
- she thinks it is a waste of time and money to study a course and then drop it because she does not like it.

## Question 5

Both of:

- a student (an applicant) needs marks higher than 90 per cent in all subjects
- a student needs to meet the selection criteria.

## Question 6

All of:

- write a request letter to the Dean of the Faculty
- fill in the appropriate forms
- attend an interview.

## Question 7

All of:

- it is a tax-free scholarship
- the scholarship covers the tuition fees
- the scholarship covers the cost of materials.

## Question 8

On television

## Question 9

All of:

- less fuel consumption/cheaper fuel
- low maintenance
- more environmentally friendly.

## Question 10

Any three of:

- they do not have a good relationship
- the tone of the conversation

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- his aunt is upset that his mother has come to help with the cooking
- his aunt does not want to cooperate with his mother
- expressions such as 'How dare you!', 'I am a much better cook!' and 'Why did you ask her?'

## Question 11

Last time they did not count the children

## Question 12

Either of:

- it is New Year OR it is Sizdehbedar
- the New Year's picnic is very big.

## Section 2 – Reading and responding

Section 2 is divided into two parts: Part A – Answer in English and Part B – Answer in Persian.

### Part A – Answer in English

In Part A students are required to read two texts in Persian of 400–500 words. Many students performed well in this section but it was evident that students need to practise their reading both in the classroom and outside it, as the texts can be drawn from a range of topics and text types.

#### Text 6

### Question 13

Both of:

- she is not far away from connecting with her country (or homeland)
- she is not far away from connecting with her relatives (or family or family members).

### Question 14

She is wearing a scarf (or a headscarf).

### Question 15

Any three of:

- lots of pollution
- heavy traffic (or lots of traffic)
- very noisy (or very congested)/cars move one centimetre every 10 minutes
- people speaking the same language.

### Question 16

Both of:

- she is very happy/very pleased to be back home ('I cannot wipe the smile off my face') OR she is extremely happy ('I am in heaven')
- she is proud (or very happy) to hear everyone speaking her language.

### Question 17

Both of:

- young readers, teenagers or migrants would enjoy reading the book
- they would enjoy reading the book because:
  - the book is written in a very personal style
  - the book is about experiences that young readers, teenagers or migrants can relate to very easily.

### Question 18

Any two of:

- he made the Persian language alive again
- he made Persian literature invaluable and spread throughout the world
- every Persian speaker will be proud of him for years to come.



**Question 19**

Any four of:

- *Shahnameh* is seven times longer than the *Iliad*
- they are both epics (epic works, epic pieces or literature)
- the *Iliad* is a masterpiece like the *Shahnameh*
- the *Iliad* is important for European literature in the same way the *Shahnameh* is important for Persian literature
- the *Iliad* is written by Homer and *Shahnameh* is written by Ferdowsi.

**Question 20**

30 years

**Question 21**

Any three of:

- it is the national epic of the Persian-speaking world
- it is written in pure Persian
- it is both mythical and historical
- it reflects Ferdowsi's values and beliefs.

## Part B – Answer in Persian

In this section of the examination students are required to write a response of 150–200 words in Persian after they have read a short text of approximately 150 words. Examples of the text chosen as possible 'input' texts are 'letter, message, advertisement or notice' (*VCE Persian Study Design*, page 32).

**Question 22**

Students needed to write an evaluative article for a Persian newspaper about the positive and negative aspects of building the Sivand Dam. Responses in this section were marked on the following criteria.

- Capacity to understand general and specific aspects of the text
  - information about the Sivand Dam
  - the world's reaction to the Dam's plant
  - the effects of building the Dam on historical monuments
  - the advantages of the Dam for farmers
- Capacity to convey information accurately and appropriately
  - largely accurate grammar
  - range and appropriateness of vocabulary
  - well sequenced response, with good use of cohesive devices
  - accurate spelling
  - correct conventions and style for the text type (article): introduction, conclusion, body, punctuation, informality, opening, closing, date

## Section 3 – Writing in Persian

Students generally performed well in this section. However, some responses lacked the main characteristics of the text type. Students should be able to produce a piece of writing in Persian within the prescribed word limit and avoid writing beyond the limit specified. Most students chose imaginative writing for their writing task. Recurrent weaknesses were spelling, inappropriate vocabulary, grammar and a lack of variety of sentence structure.

The criteria used to assess these sections are listed below.

**Question 23**

Students were required to write an imaginative story beginning with 'Suddenly, I woke up to find myself in a desert...'

Relevance, breadth and depth of content

- five points (story, plot, characters, events, appropriate atmosphere)

Appropriateness of structure and sequence

- text type: imaginative – introduction, body, conclusion
- consistent and appropriate register
- well-sequenced and containing cohesive devices

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- style appropriate to the task – imaginative
- links between ideas, sentences and paragraphs

Accuracy, range and appropriateness of vocabulary and grammar

- excellent range of vocabulary
- complex use of vocabulary appropriate to the topic
- correct spelling
- correct grammar
- excellent range of grammatical structure (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic)

## Question 24

Students were required to write a formal persuasive letter to the school principal about the advantages of their school offering a basic computer course for Persian-speaking parents in the community.

Relevance, breadth and depth of content

- reasons for campaigning, facts and background, persuasive reasons that would inspire the audience to support the computer course

Appropriateness of structure and sequence

- text type: persuasive – title, author, introduction, body, conclusion
- consistent and appropriate register (formal)
- well-sequenced and containing cohesive devices
- style appropriate to the task – persuasive
- links between ideas, sentences and paragraphs

Accuracy, range and appropriateness of vocabulary and grammar

- excellent range of vocabulary
- complex use of vocabulary appropriate to the topic
- correct spelling
- correct grammar
- excellent range of grammatical structure (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic).

## Question 25

Students were required to write a speech to overseas students about the positive contributions that migrants have made to Australian society. They needed to use personal experiences and/or the experiences of their family and friends to make the text of their speech more interesting.

Relevance, breadth and depth of content

- five points (presenting different aspects of an issue, giving opinions, suggestions, expressions of cause and consequences, personal experiences)

Appropriateness of structure and sequence

- text type: personal – title, author, introduction, body, conclusion
- consistent and appropriate register (formal)
- well-sequenced and containing cohesive devices
- style appropriate to the task – personal
- links between ideas, sentences and paragraphs

Accuracy, range and appropriateness of vocabulary and grammar

- excellent range of vocabulary
- complex use of vocabulary appropriate to the topic
- correct spelling
- correct grammar
- excellent range of grammatical structure (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic)



## Question 26

Students were required to write an informative report for the cultural column of their local newspaper about wedding ceremonies and their traditions among Persian-speaking communities.

Relevance, breadth and depth of content

- five findings (facts, examples, explanations, analogies, quotations and references as evidence, differences in different communities).

Appropriateness of structure and sequence

- text type: informative – title, author, introduction, body, conclusion
- consistent and appropriate register (formal)
- well-sequenced and containing cohesive devices
- style appropriate to the task – informative
- links between ideas, sentences and paragraphs

Accuracy, range and appropriateness of vocabulary and grammar

- excellent range of vocabulary
- complex use of vocabulary appropriate to the topic
- correct spelling
- correct grammar
- excellent range of grammatical structure (present, past, future, conditional, subjunctive, impersonal – as appropriate to the topic)