



**2011**

**Languages: Persian GA 3: Examination**

## Written component

### GENERAL COMMENTS

Students were generally well prepared for the tasks and attempted all questions in the written examination. Students need to read the instructions carefully and write their answers in the appropriate language, as answers in the wrong language receive no credit. Some students need further practice analysing texts and extracting the relevant and accurate information. Students should make sure they can use a dictionary effectively as this can assist them in correct comprehension of tasks (English/Persian) or to find accurate English equivalents of Persian words (Persian/English). The vocabulary of the proficient students was quite extensive and appropriately used. Teachers are advised to refer to the *VCE Persian Study Design*, which is available on the VCAA website <[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)>, when preparing students for the written examination.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

##### Part A – Answer in English

Students were required to listen to four texts in Persian and respond to all questions in English. Most students attempted all questions and generally completed the task in the correct language. Students should be encouraged to make use of the ‘note column’ and refer to their notes when writing their responses. In this part of the examination, the marks were the highest. Students must ensure that they read the question carefully and ensure they understand it before responding.

##### Text 1

###### Question 1a.

- A hat and sunscreen are needed.
- The beach is mentioned clearly in the text (for a picnic).

###### Question 1b.

- There are entertaining programs such as chess.
- Senior citizens can go to the venue in buses organised for them (from the Persian school).

###### Question 1c.

This is radio announcement and therefore has a public/general audience (everybody can participate in this picnic).

##### Text 2

###### Question 2a.

Any three of:

- best
- they move all kinds of furniture in a short time
- cheap
- all the customers are happy.

###### Question 2b.

- Her tone changed: she was calm at the beginning and then she became angry with Ali.
- She said very direct things to Ali, for example: ‘You better change the name of your company!’/‘Add her name to the list of unhappy customers!’

##### Text 3

###### Question 3a.

To expand (or promote) Persian language/art/culture/literature

###### Question 3b.

- By gathering in the centre and reading the poems, young people will be introduced to the works of these great poets.
- It will familiarise young people with the Persian play writers.



**Question 3c.**

The announcement was made to:

- announce the news about the expansion of the library and building an art centre (because of a donation of money from a former student)
- ask students to collect money/books.

**Text 4**

**Question 4a.**

- The photographer has collected the photos carefully and meticulously within two years.
- The best ones have been selected and the exhibition has been well received.

**Question 4b.**

Differences

- In the past, he concentrated on the feelings of human beings but now he is looking at the impact on the environment.
- In the past, he took mostly portraits of human beings but now he doesn't.
- In the past, his photos were in black and white but the new collection is coloured.

**Part B – Answer in Persian**

In Part B, students listened to two texts in Persian and were required to answer a number of questions in Persian. Students should understand general and specific aspects of texts and produce correct answers in accurate and appropriate Persian. Many students performed well in Part B, although weaknesses such as spelling errors and grammatical mistakes became visible in this part. Answers given in the wrong language did not earn any marks.

**Text 5**

**Question 5a.**

Her uncle has young children/lives in a small house/it is too noisy.

**Question 5b.**

- Her uncle as a family member feels it is his responsibility to take care of his niece.
- Her parents would feel uncomfortable if she lived by herself or with another person that the family does not know well.

**Question 5c.**

- They wouldn't accept any money from her.
- She feels embarrassed talking about money.
- They would be/might be offended to think they are not taking care of her properly.

**Text 6**

**Question 6a.**

Kian:

- likes to use his parents' experience as long as his opinion is also considered
- would like to marry someone who is of a similar age to him
- does not want to find his wife through the Internet.

Sima:

- is happy with the traditional patterns of courtship and marriage (she approves of the way her sister did things)
- wants to take the opportunity to be guided by her parents' wisdom
- would like her husband to be older (as this is the traditional way).

**Question 6b.**

- Kian states that people do not tell the truth on the Internet.
- Kian states that he does not like the fact that photos on Facebook are accessible to everyone.



## **Section 2 – Reading and responding**

### **Part A – Answer in English**

Students were presented with two written texts in Persian and required to answer a number of questions in English. Students should demonstrate the capacity to understand general and specific aspects of texts by comparing, contrasting, summarising, evaluating and conveying the information accurately and appropriately. Students should read each text carefully and note unfamiliar or difficult words and find them in the Persian/English dictionary. Students' performance in this section was generally satisfactory.

#### **Text 7**

##### **Question 7a.**

- It loses its flavour, aroma, taste and colour if it is put into inappropriate packaging.
- It takes up a lot of space compared to its weight.
- It loses its water content easily in the dry climate of Iran so it should be taken to market quickly.

##### **Question 7b.**

- lack of proper packaging in Iran
- wholesale export to other countries

##### **Question 7c.**

Any three of:

- new policies
- by conducting seminars and trade exhibitions
- by limiting the bulk selling of saffron
- by developing high quality packaging to attract consumers.

##### **Question 7d.**

Any two of:

- he is an expert in imports and exports (or he claims to be an expert in imports and exports)
- he is a member of the Chamber of Commerce
- he has a comprehensive knowledge of this issue.

#### **Text 8**

##### **Question 8a.**

So many fans visit Konya to pay a pilgrimage to his shrine.

##### **Question 8b.**

- UNESCO announced 2007 as Mowlavi's year.
- A stamp was also printed in his commemoration.

##### **Question 8c.**

- Mowlavi mixes love, knowledge and mysticism in the book.
- He does it in such a way that it is possible for everyone to enjoy it and to gain some benefit from it.

##### **Question 8d.**

- He is similar to Western writers in that he tells the stories in the form of dialogues.
- Inner dialogues of the characters are revealed to the readers (stream of consciousness).
- He conveys complex mystic concepts in stories in a way that makes them easy for readers to understand.

##### **Question 8e.**

It is important to:

- draw young people's attention to Persian culture
- influence their viewpoint and attitude towards life in a positive way.



## **Part B – Answer in Persian**

### **Text 9**

#### **Question 9**

In this part, students were asked to write a persuasive advertisement of 150–200 words in Persian. Students needed to include the information given in the letter and write an advertisement for *Youth* magazine promoting the computer shop. Responses in this section were assessed on the following criteria (which was printed on the back page of examination booklets):

- the capacity to understand general and specific aspects of the text
- the capacity to convey information accurately and appropriately.

## **Section 3 – Writing in Persian**

In this section, students had to choose one of four questions and write their answers in Persian in 200–250 words. Almost all students attempted this section and some produced excellent pieces of writing. Text types and types of writing (for example, persuasive, evaluative, imaginative, informative and personal) caused some difficulties, as a lack of understanding of how to write an article, and how to structure and sequence ideas was evident with some students. Most students wrote in the appropriate text type, but common errors were incorrect use of vocabulary, incorrect linking of sentences and errors in grammatical structure.

### **Question 10**

For Question 10 students had to write the text of a personal speech to give to a group of young people on the value of doing volunteer work for elderly people from Persian-speaking communities.

### **Question 11**

This question asked students to write an informative article for a Persian newspaper about the positive impact of television and its educational values for young people in today's world.

### **Question 12**

Students were required to write an imaginative story for their younger sister about the adventures they had while riding on a magic carpet. This was the most popular question in Section 3.

### **Question 13**

This was an evaluative task which required students to write a report for a Persian magazine about a recent summer trip back to their country, evaluating their experiences.