



2010

LOTE: Persian GA 3: Examination

Written component

GENERAL COMMENTS

Responses to the 2010 Persian examination were very impressive and students attempted all questions.

Students are reminded that they should read questions carefully and highlight key words before responding. No credit was given for using information not included in the text. Errors in spelling and grammar were a problem. Teachers are advised to refer to the *VCE Persian Study Design* when preparing students for the written examination.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

Students were presented with five texts in Persian and were required to answer all questions in English. Students understood and extracted information from the texts. Their response to this section of the examination was pleasing.

Text 1

Question 1a.

The end of Persian school is being celebrated.

Question 1b.

Any two of:

- the restaurant has its own bakery
- it has nice kebabs
- fresh lamb and chicken are used to make the kebabs
- vegetarian food is also available.

Question 1c.

Day of the week	Dinner
Monday	vegetarian
Tuesday	chicken
Friday	lamb

Text 2

Question 2a.

- The team won against the other team/the team is in the final.
- The team won a special victory because three players were injured and games were played during the exam period.

Question 2b.

Any two of:

- victorious
- hardworking/competent
- committed/determined
- favourite/our beloved team/a team to be proud of.

Question 2c.

The school will provide support by cancelling afternoon classes so that the students can watch the final.

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Text 3

Question 3a.

- She thinks traditional music represents her culture and people.
- Traditional music makes her feel proud.

Question 3b.

- Rap music is good because it can raise (talk about) social issues/problems in society.
- Sometimes rap music has no meaning.
- Some young people like dancing to rap music.

Text 4

Question 4a.

She found this information in a health magazine/in a magazine about health/food issues.

Question 4b.

Any two of:

- the food has a better aroma/taste
- slow cooking kills harmful bacteria
- the food has been prepared using fresh meat and vegetables.

Question 4c.

Any two of:

- minerals and vitamins are lost during preparation
- canned food contains lots of preservatives
- canned food contains frozen ingredients (not fresh ones).

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 were given marks both for the correct answer and for the quality of the writing produced. This means that students might know the answer to a question, but if they do not express the answer in accurate and appropriate Persian they will not be awarded full marks. Answers given in the wrong language did not earn any marks.

Text 5

Question 5a.

- Enrol in a computer course in his field.
- Take part in job interview classes.
- Write his résumé and send it to the agencies/check their websites.

Question 5b.

- She tried to be helpful at the beginning.
- She said, 'I am happy to have a look'.
- She was annoyed as Reza kept saying that he knew everything.
- She said, '...then why you are asking me?'
- Her tone showed that she was annoyed.

Text 6

Question 6a.

- He says, 'You cannot start working until next year'.
- He asked her why she did not attend school.
- He says, 'That means that you would lose half a year'.
- His tone of voice showed that he was concerned.

Question 6b.

- Hamid thinks her grandmother should go to a hospital or a nursing home.
- Soraya thinks that caring for elderly relatives is the family's responsibility.
- Soraya says there are not many homes for elderly relatives available.



- Soraya says that people cannot be certain about the quality of the services that these homes provide for elderly relatives.

Section 2 – Reading and responding

Part A – Answer in English

Students were presented with two written texts in Persian. Students were required to answer in English. The standard of the responses in this part of the examination was higher than last year. Students should read each text carefully in order to establish the text's overall meaning and to answer questions accurately and appropriately.

Text 7

Question 7a.

Any two of:

- destroy the flowers' fragrances (perfume/pleasant smell)
- take away the sparkle from the leaves
- die prematurely/leaves turn yellow.

Question 7b.

- defective car exhausts
- dust in the air
- polluted water

Question 7c.

Any three of:

- the writer uses the words 'tragic' and 'disaster' when speaking about the environment
- the writer talks about the trees in detail and the reader can understand the issue very clearly in order to take action
- the tone of the article is very serious
- the writer uses expert opinions.

Question 7d.

Any three of:

- restricting the usage of old cars
- alternating the days for driving
- filtering the polluted water
- introducing gas to the vehicles.

Text 8

Question 8a.

- Norouz is always held on the first day of spring with the sunrise.
- Norouz celebrates the rebirth of nature.

Question 8b.

- growing wheat sprouts
- spring cleaning
- the Chaharshanbeh Souri festival

Question 8c.

It brings families closer and strengthens the unity among family members as everyone tries to be together for the celebration.

Question 8d.

- to pass the thirteenth day far from home because the thirteenth day is unlucky
- to prepare themselves for the responsibilities of the New Year

Question 8e.

- It imposes an internal and external change on people.



- People distance themselves from the darkness and coldness, and are born again with the rebirth of nature and time.

Part B – Answer in Persian

Text 9

Question 9

In Part B, students were required to write a formal letter of 150–200 words in Persian. They were required to use information given in an advertisement to write to a tour company. Responses in this section were assessed on the following criteria. (These assessment criteria are 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 Section 3, students needed to choose one of four questions and write their answers in Persian in 200–250 words. Most students chose Question 12 and produced an imaginative piece of writing. Some students who chose Question 10 limited themselves by simply writing the plot of a film and failed to evaluate all aspects of the film. Some students were very creative and produced excellent pieces of writing.

All topics were assessed using the three criteria printed on the back page of the examination paper:

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar.

Question 10

Students were required to write an article for a Persian newspaper evaluating an interesting movie that they had seen recently.

Question 11

Students were required to write the text of a speech for Persian VCE students to persuade them to consider the benefits of taking a year away from their studies after finishing high school to visit their parents' country of birth before continuing with their tertiary studies.

Question 12

Students needed to write an imaginative story for a short story competition to be held in their school, beginning with 'I got up in the morning and went to wash my face. I was very much surprised when I could not see my face in the mirror. I realised that I had become invisible . . .'

Question 13

Students were required to write an informative report for a Persian newspaper on the impact of the expansion of industry and new employment opportunities for young people in Persian-speaking countries.