2024 VCE Persian written examination report

General comments

Students performed well in all three sections of the 2024 Persian written examination. They appeared familiar with the exam structure and effectively allocated their time for each section.

Overall, the responses for Section 1, which involved listening and responding, were satisfactory for Part A and excellent for Part B.

In Section 2, Part B, which involved reading and responding, students again provided satisfactory responses.

Additionally, students should write their answers only in the designated margins provided for this purpose.

Specific information

This report provides sample answers, or an indication of what answers may have been included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1

This section was assessed according to how well students understand general and specific aspects of texts by identifying and conveying information accurately and appropriately.

Part A: Listening and responding in English

Most students performed well in this section of the examination, demonstrating a good understanding of all spoken texts. Those who took the time to read the questions carefully and identified the relevant answers from the information they heard tended to achieve higher marks. It is recommended that students dedicate more time to practising clear and legible handwriting in both Persian and English. Answers given in the wrong language did not earn any credits.

Text 1

Question 1a.

* by charging a small fee to all students who will be participating in activities
* by selling traditional food donated by the parents
* by selling donated artwork

Question 1b.

* to repair the floor of the school sports centre
* to replace the old volleyball net / to buy a new volleyball net

Text 2

Question 2.

* She got her favourite book sooner (not easier).
* She did not have to pay for postage.
* The writer signed the book for her.
* She enjoyed listening to the sections of the book the writer read for the audience.
* She found other good books to buy.

Text 3

Question 3.

* She has returned / gone back to work (inferring she was able to drive there).
* She walks every day.
* She goes swimming with her friends in the local swimming pool.
* She invites her family once a week to dinner.
* She occasionally looks after her neighbours’ children.

Part B: Listening and responding in Persian

Most students successfully selected and used the information provided in the spoken texts to answer the questions. Students who received high marks wrote their responses in full sentences, avoiding fragmented or point-form answers unless required by a bullet point format in the answer space. Students should pay attention to grammatical structures and vocabulary.

Text 4

Question 4.

* او در تعطیلات تابستانی می تواند به صورت تمام وقت هر روز کار کند

(He is available to work full-time every day during the summer holidays.)

* او به خوبی با دیگران کار می کند

(He is a great team worker.)

* او فرد سخت کوشی است

(He is a hard-working person.)

* او مهارت های مناسب برای کار در قسمت نانوایی را دارد چون می تواند غذا و نان بپزد

(He has suitable skills for the bread department because he can cook / bake bread.)

* او سریع یاد می گیرد / از اینکه کمکی کند خوشحال است.

(He is a quick learner / He is happy to help.)

Text 5

Question 5a.

* نقالی با خواندن اشعار یا داستان مانند یک تئاتر اجرا می شد

(Naqqali was performed by reciting verses from poems or a story theatrically/dramatically.)

* نقالی با استفاده از حرکات دست و بدن اجرا می شد

(Naqqali was performed using hand and body gestures.)

* گاهی نقالی به همراه موسیقی اجرا می شده است

(Sometimes Naqqali was performed with musical accompaniment.)

Question 5b.

* برنده باید با استعداد باشد و حافظه خوبی هم برای بخاطر سپردن و خواندن داستان واشعار داشته باشد.

(The winner must (also) have a good memory to be able to recite a poem or story.)

* باید بتواند بدون داشتن تمرین قبلی توجه حضار را جلب کند

(The winner must be talented and be able to improvise on the spot to captivate the audience.)

Text 6

Question 6a.

* او از خانم رحمانی یاد می گیرد که :

 سطل های زباله های باز یافتی وزباله های خانگی د ر روزهای مختلفی جمع آوری می شوند

(He learns from Mrs Rahmati that:

The recycled rubbish and general rubbish bins are collected on different days.)

* متوجه می شود که مواد خطرناک مانند رنگ نقاشی اضافه را باید به محل های تعیین شده شهرداری برده شوند

(Dangerous items such as old paint must be disposed of at designated collection locations/places/points.)

* یاد می گیرد که او باید با شهرداری تماس بگیرد و بردن صندلی ها را با آنها هماهنگ کند.

(He needs to contact the council and organise with them to collect the chairs / hard rubbish.)

Question 6b.

* شهرداری اول یک اخطار کتبی به او می فرستد

(The council will send him a written warning the first time.)

* اگربه قوانین توجهی نکند، جریمه نقدی می شود

(If he does not follow the rules, he will be fined.)

Section 2

Part A: Reading and responding in English

Student performance in this section was generally satisfactory. Student responses were assessed according to how well they understood general and specific aspects of the texts.

Some students had difficulty selecting the correct information from the two texts. Students should read the texts carefully to comprehend the content and spend sufficient time analysing the questions before responding. Unfamiliar or difficult words can be noted and found in a bilingual dictionary.

Text 7

Question 7a.

* It is domed-shaped.
* It is made from bedrock / carved into the ground.
* It has five chambers/rooms.

Question 7b.

* The historical value of Takht-e Rostam is from the fact that it is one of the most important buildings left from the Buddhist period.
* Many items from the area remain undiscovered.

Text 8

Question 8a.

Any three of the following reasons:

* International Women in Mathematics Day
* an opportunity to acknowledge female mathematicians’ achievements around the world
* the birthday of Ms Maryam Mirzakhani
* to honour the memory of Maryam Mirzakhani and acknowledge her contribution to mathematics on her birthday.

Question 8b.

* to inspire other women across the globe to be interested in mathematics
* to increase their intellectual capabilities.

Part B: Reading and responding in Persian

Students’ responses were assessed according to 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

This question required students to write a persuasive formal letter to the Environment Agency in Iran, urging them to take action to support the protection of the Persian cheetah.

Many students performed well in this section of the examination. Students who scored highly used the given information with some degree of creativity and some interesting input. These students responded effectively by using persuasive language and persuasive devices, and addressed the purpose and audience specified in the task.

Lower-scoring responses copied information from the text without considering the requirements of the task. Insufficient use of the correct conventions and style of a formal letter (for example, date, address, salutation and ending) was evident in these responses. Students should practise writing in a variety of styles and text types to different audiences by using past examination papers.

Students may have included the following points in their response:

* یوز پلنگ ها به خاطر پوست زیبایشان شکارشده اند

(The cheetah has been hunted for its beautiful fur.)

* شکار غیر قانونی بز های وحشی درمناطق حفاظت شده که طعمه یوز پلنگ ها می شده اند

(Illegal poaching of the cheetah’s prey, such as wild goats, occurs inside protected areas.)

* باید پیامد های قانونی مانند جریمه برای شکارچیان وجود داشته باشد

(There should be consequences (such as fines) for poachers.)

* حفاظت از آن ها در مناطق وسیع زندگی شان

(Cheetahs require protection throughout the vast landscapes they live in.)

* توقف ساخت و ساخت در مناطق زندگی آن ها

(Stop construction in the cheetah’s habitat.)

* توقف استخراج معادن در مناطق زندگی آن ها

(Stop mining in the cheetah’s habitat.)

Section 3: Writing in Persian

Student responses were assessed according to how well they:

* 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.

Most students responded well to the various text types.

* Responses that scored highly demonstrated the required style, relevant text type and audience.
* Low-scoring responses treated the topics with insufficient depth and meaning. These responses did not address the conventions of the required text type, the context, the purpose or the audience specified in the questions.

Many students used a good range of vocabulary and wrote grammatically correct Persian. Lower-scoring responses used limited vocabulary and included important grammatical errors.

Students were required to respond to only one question. Questions 10 and 11 received the most responses.

Question 10

Students were asked to imagine that they were a teacher for a day. They were required to write a story about that day, beginning with the prompt, ‘When I was a teacher for a day …’

The text type is ‘story’ so the piece of writing required a clear beginning, middle and end. The story should have included a title, and used appropriate structure, content, register, style and layout.

The story was required to be told from the point of view of a student who was a teacher for a day. The story may have included dialogue or could have been recounted by a narrator.

The story’s plot may have involved a surprise or a revelation.

Question 11

Students were asked to write a diary entry about the six weeks they had spent away from their family and friends studying in a Persian-speaking community. They should have reflected on their achievements and challenges during these six weeks.

The response should have used the first-person singular voice and emphasised ideas, opinions, feelings, experiences, and even information about living and studying in a Persian-speaking community.

The responses should have been subjective, informal and familiar in style. They should have included date, place and time; an opening and conclusion; and used an appropriate register, style and layout.

Question 12

Students were required to write a blog post evaluating the positive and negative aspects of online learning for students.

The language used should have been appropriate for a blog that contained personal views and opinions about online degrees, including positive and negative aspects of online degrees. The response should have included a date and title, and employed the correct structure, content, register, style and layout for a blog.