2007 Public Examination

Armenian
Continuers Level

Thursday 18 October: 2 pm Eastern Standard Time

Reading Time: 10 minutes
Working Time: 2 hours and 50 minutes

- You have 10 minutes to read all the papers and to familiarise yourself with the requirements of the questions. You MUST NOT write during this time.
- Monolingual and/or bilingual printed dictionaries may be consulted during the reading time and also during the examination.

Section 1: Listening and Responding (30 marks)

Instructions to Students

1. Allow approximately 50 minutes for Section 1.
2. Write all your answers to the questions in Section 1 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.
3. You must answer ALL questions in Part A and Part B.
4. Answer Part A in ENGLISH and Part B in ARMENIAN.
5. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
6. All question booklets will be collected at the end of the examination.

This examination is used for the HSC (New South Wales), the NTCE (Northern Territory), the SACE (South Australia), the TCE (Tasmania), the VCE (Victoria), and the WACE (Western Australia).
Part A

20 marks
Attempt Questions 1–5

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately

You will hear FIVE texts. Each text will be played twice. There will be a short break between the first and second playings in which you may make notes.

Listen carefully to each text and then answer the questions in ENGLISH.

<table>
<thead>
<tr>
<th>Text 1</th>
<th>Marks</th>
<th>You may make notes in this space.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why was Alex successful at the European Song Competition?</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Text 2

2. (a) Why does Anahit say she cannot join the study group?  
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
(b) What made Anahit change her mind?  
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Text 3

3. What is most likely to happen next?  
(A) Garo will break off the relationship because Noem is too demanding. □
(B) Garo will break off the relationship because of what his friends are saying. □
(C) Garo will continue his friendship with Noem because he has few other good friends. □
(D) Garo will continue his friendship with Noem because he realises its importance to him. □

Text 4

4. Summarise the news item in dot point form.  
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

You may make notes in this space.
5. (a) What is the role of the *Light a Candle* organisation?

(b) How does the speaker use imagery, tone and language to achieve his purpose? In your answer, identify the main purpose of the speech.

End of Question 5
Part B

10 marks
Attempt Questions 6–7

When judging performance in this part, the examiner(s) will take into account the extent to which
the student demonstrates the capacity to:
• understand general and specific aspects of texts by identifying and analysing information
• convey the information accurately and appropriately

You will hear TWO texts, one relating to Question 6 and one relating to Question 7. Each text will
be played twice. There will be a short break between the first and second playings in which you may
make notes.

Listen carefully to each text and then answer the questions in ARMENIAN.

Text 6

6. As Norah, write a letter in ARMENIAN to the Tsolakian family. 4

Փոխը Նորաի որոն զարգացում է թե որպես Թունայի, Բուրակիլայի համար:

Փոխը Արմենի և Տւռքի Բուրակիլայի, տարբերակային վնասներ:

<table>
<thead>
<tr>
<th>Marks</th>
<th>You may make notes in this space.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Text 7

7. To what extent is Mrs Arakelian justified in dismissing Suren?

End of Section 1
2007 PUBLIC EXAMINATION

Armenian
Continuers Level

Section 2: Reading and Responding (30 marks)

Instructions to Students

1. Allow approximately 1 hour and 15 minutes for Section 2.

2. Write all your answers to the questions in Section 2 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.

3. You must answer ALL questions in Part A and Part B.

4. Answer Part A in ENGLISH and Part B in ARMENIAN.

5. Write your student/registration number and the centre number (if required) on the front cover of this booklet and on page 9.

6. All question booklets will be collected at the end of the examination.
Part A

20 marks
Attempt Questions 8–9

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

• understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately

8. Read the text and then answer in ENGLISH the questions that follow.
Question 8 (continued)

(a) Why does John Smith want to keep the dog?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

(b) Why has the author called this short story *Brown Wolf*? In your answer, refer to the moral or theme of the story.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

End of Question 8
Question 9 continues on page 5
Question 9 (continued)

(a) Which factors have contributed to Karineh’s success?

(b) What advice would Sarah give Harout?

Question 9 continues on page 6
(c) How is Ashot’s frustration expressed in the language of his letter?


End of Question 9
When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of a text by identifying, analysing, and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type)

10. Read the text and then answer in 150–200 words in ARMENIAN the question that follows.

Write a letter to a friend about the inspiring effect of the article and why you think Daniel should be considered a hero.

You may make notes in this space.
Section 3: Writing in Armenian (15 marks)

Instructions to Students

1. Allow approximately 45 minutes for Section 3.

2. Write your answer to a question from Section 3 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.

3. You must answer ONE question in ARMENIAN.

4. Write your student/registration number and the centre number (if required) on the front cover of this booklet.

5. All question booklets will be collected at the end of the examination.
When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- relevance and depth of treatment of ideas, information, or opinions
- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence response and capacity to use conventions of the text type

Answer ONE question from this section in 200–250 words in ARMENIAN.

11. You have been asked to talk to an Armenian primary school class about an aspect of Armenian history and culture that is important to you. Write the text of the speech.

12. Everyone has played a joke on someone else at least once in their lives.

Write a diary entry about a joke that you played on a friend, family member or teacher, and what the consequences were.

You may make notes in this space.
2007 Public Examination

Armenian
Continuers Level
Section 1: Listening and Responding

Transcript
Section 1, Part A

Text 1

Արար — Ադր «Ձեր հարցեր, որոնք արագած անարդանականությունը»-ի վերջում է երաշխի դարաշրջան Ադր
Փադրանդախ:

Բարի գրական Ադրի Ադր ձևական-հետազոտություն փուլային ժամանակ երաշխի ձևականության դեմ պատմել է ձևավորվել իր մշակութային ձևի առաջացմանը;

Ադր — Ուսմունք եւ Հայաստանի, իրական ժամանակակից երաշխի հատկացման, ոճերի ֆորմալ ձևականության համար պատմությունները ուսում եւ էական գրքի հետ;

Արար — Նշանակություն են հայկական կերպարների համար;

Ադր — Ավելի ստեղծաբար երաշխի հատկացման կերպարները և ավելի արդադար երաշխի հատկացման կերպարներների կազմությունը, մնա երաշխի ձևը ժամանակի ընթացքում, որի հետևանքով է երաշխական կերպարների կազմությունը ուսում եւ էական գրքի հետ;

Արար — Վերջինն է նոր երաշխի կերպարների համար համար;

Ադր — Ավելի նոր՝ հայկական կերպարները սկսել է կարգավորվում եւ բացակայում է ստորոտային;

Արար — Պետեր կարդի ստեղծագործությունները սկսել է կարգավորվում և՝ բացակայում է ստորոտային;

Ադր — Պետեր որոշ ավանդական երաշխի հատկացման, որը թեև յուրաքանչյուր ընթերցում է պատմությունը և թեև զարգացավ;

Ադր — Պետեր որոշ ավանդական երաշխի հատկացման, որը թեև յուրաքանչյուր ընթերցում է պատմությունը և թեև զարգացավ;

Ադր — Այսպես էին... Պետեր ավանդական երաշխի հատկացման, որը թեև յուրաքանչյուր ընթերցում է պատմությունը և թեև զարգացավ;

Ադր — Պետեր այսպես...
Karõ – No jem, Es erkou tomsak apahovac em «Y ardago jn » hamergi hamar:
Karõ – Ha, Ha, hapa £në k;ouzes งิ่ง:
No jem – Hamergôn jeto j sourí qmelou erï†nw:
Karõ – Do;un oroîô:
No jem – Çiîd a jd ösel k’ouzem, doun miît inci kö yges, es a jd irapôs ëem ouzer eu erbe­
Karõ – Kam , no jnisk o;ë a jdwan wnwouîõrôn:
No jem – Kö jiîes a jd êouêahandôsö, or do;un tesnel aóaxarkeêir, es îat hrapourouac TestingModule
d epic ëem ouzer eu:
Karõ – Wou öntrouïiund ôr, ba jê îat haíeli pah ouneêanw irar het: Menw miît
Gites ba jê No jem, önkernerôs, omanw kö mtacen ïô doun miît mer bolor
No jem – Ba jê ñastõrôn, es k’ouzem oroîoum ners wezi het ka jaênel:
Karõ – Es gitem a jd, ba jê o;ë anonw:
No jem – Ñat k†reuor ô, ïô £në kö qorhin anonw: Aran, mterim  önkerd, an kö karcô ïô
Karõ – Aj;o,  do;un lau es inci hamar, mia jn V aëôn ou Seuakn en or kö îarounaken qõsil noj
No jem – Åe;m krnar hauatar, or doun hima, irapôs, ëes ouzer a jleus îarounakel jaraberouïiund i
Karõ – Բան փառաբերեք, եւ հերթաբան որոշեք ինչպես ծանոթագրեք:
No jem – եւ գալրեա ապր, պայք է ադեք:
Karõ – Զամ համարեք ի, եթ երբ իր բարձր անդամ: Այսպիս, փոքրիկ քյորուն, այ երբ բարձր եթ կամ ադեք էս եվ հայ ծանոթ:
No jem – Ի երբ քան կա բարձր անդամ, այսիս փոքր եթ այսիս մեծ եթ կամ ջնորդ եթ:}

– 3 –
Text 4

The figure of the waist (Waistline) has been in existence for a long time, and it is often used as a reference for measuring the body. The waist is defined as the narrowest part of the body, usually at the level of the umbilicus. The waist measurement is important for assessing body composition and evaluating the risk of various health conditions, such as obesity, diabetes, and heart disease.

The waist-to-hip ratio is another important indicator of body fat distribution. A higher ratio indicates a greater amount of abdominal fat and an increased risk of health problems. The waist-to-hip ratio is calculated by dividing the waist circumference by the hip circumference. A ratio of 0.8 or lower for women and 0.9 or lower for men is considered healthy.

Text 5

The waist-to-hip ratio (Waistline) is a useful indicator of body composition and health risks. It is calculated by dividing the waist circumference by the hip circumference. A ratio of 0.8 or lower for women and 0.9 or lower for men is associated with a lower risk of health problems such as obesity, diabetes, and heart disease. The waist-to-hip ratio is used in various research studies and clinical settings to assess body fat distribution and risk of disease.

The waist-to-hip ratio is also used in epidemiological studies to assess the relationship between body fat distribution and health outcomes. A study published in the American Journal of Epidemiology found that a higher waist-to-hip ratio was associated with an increased risk of type 2 diabetes, heart disease, and certain types of cancer. The study also found that a higher waist-to-hip ratio was associated with a lower risk of osteoporosis and hip fractures.

The waist-to-hip ratio is also used in clinical settings to assess the risk of health problems. For example, a study published in the Journal of Clinical Endocrinology and Metabolism found that a higher waist-to-hip ratio was associated with an increased risk of cardiovascular disease in women with polycystic ovary syndrome (PCOS).

The waist-to-hip ratio is also used in public health campaigns to promote healthy body composition and reduce the risk of chronic diseases. For example, a study published in the Journal of Public Health found that a campaign to promote healthy body weight and waist-to-hip ratio was effective in reducing the prevalence of obesity and improving waist-to-hip ratio in a population of pregnant women.
Section 1, Part B

Text 6

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة — 

المرأة —