

B O A R D O F S T U D I E S
NEW SOUTH WALES

Persian Background Speakers

Stage 6 Syllabus

2000

Original published version updated:

April 2006 – BoS Job Number # 2006204

October 2005 – Job Number # 2005352

June 2009 – Assessment and Reporting information updated

© 2009 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document has been produced by the Board of Studies NSW on behalf of the Australian Curriculum, Assessment and Certification Authorities in collaboration with the Board of Studies Victoria, Curriculum Council of Western Australia, Northern Territory Board of Studies, Senior Secondary Assessment Board of South Australia, and the Tasmanian Secondary Assessment Board. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study. Teachers in schools in NSW may make multiple copies, where appropriate, of sections of the HSC papers for classroom use under the provisions of the school's Copyright Agency Limited (CAL) licence.

When you access the Material you agree:

- to use the Material for information purposes only;
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW;
- to acknowledge that the Material is provided by the Board of Studies NSW;
- not to make any charge for providing the material or any part of the Material to another person or in any way make commercial use of the material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee;
- to include this copyright notice in any copy made;
- not to modify the Material or any part of the material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 4554 1

2009399

Contents

1	The Higher School Certificate Program of Study	5
2	Introduction to Persian in the Stage 6 Curriculum	6
2.1	The Language.....	6
2.2	Description of Target Group	6
2.3	Rationale.....	6
3	Continuum of Learning for Persian Stage 6 Students	7
4	Aims	9
5	Objectives	9
6	Course Structure.....	10
7	Objectives and Outcomes.....	11
7.1	Table of Objectives and Outcomes.....	11
7.2	Key Competencies.....	13
8	Content	14
8.1	Themes and Contemporary Issues.....	14
8.2	Tasks	17
8.3	Texts and Text Types	17
8.4	Dictionaries	18
8.5	Grammar.....	19
9	Course Requirements	26
9.1	HSC Course Prescriptions.....	26
10	Post-school Opportunities	27
11	Assessment and Reporting	28

1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

provide a curriculum structure which encourages students to complete secondary education;

foster the intellectual, social and moral development of students, in particular developing their:

- knowledge, skills, understanding and attitudes in the fields of study they choose
- capacity to manage their own learning
- desire to continue learning in formal or informal settings after school
- capacity to work together with others
- respect for the cultural diversity of Australian society;

provide a flexible structure within which students can prepare for:

- further education and training
- employment
- full and active participation as citizens;

provide formal assessment and certification of students' achievements;

provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Introduction to Persian in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is the standard, official version of Persian. It is the official language of Iran, which is a multicultural society with more than 6000 years' history. Different languages (e.g. Persian, Kurdish, Turkish) and different dialects are spoken in Iran. Persian is also the official language of Tajikistan. Along with Pashto, Persian enjoys official status in Afghanistan, where it is often called Dari. Persian is also spoken in parts of Azerbaijan, Pakistan, India, Turkmenistan, and Uzbekistan. It is also used by communities from these countries in Australia and overseas.

For the purposes of this syllabus, the standard varieties of Persian as used in Iran and in Afghanistan are equally acceptable. Dialects, colloquialisms, and slang are not encouraged, but may be used in the oral examination as appropriate. The Persian alphabet contains thirty-two letters and is written from right to left.

2.2 Description of Target Group

The *Persian Background Speakers Syllabus* is designed for students with a cultural and linguistic background in Persian.

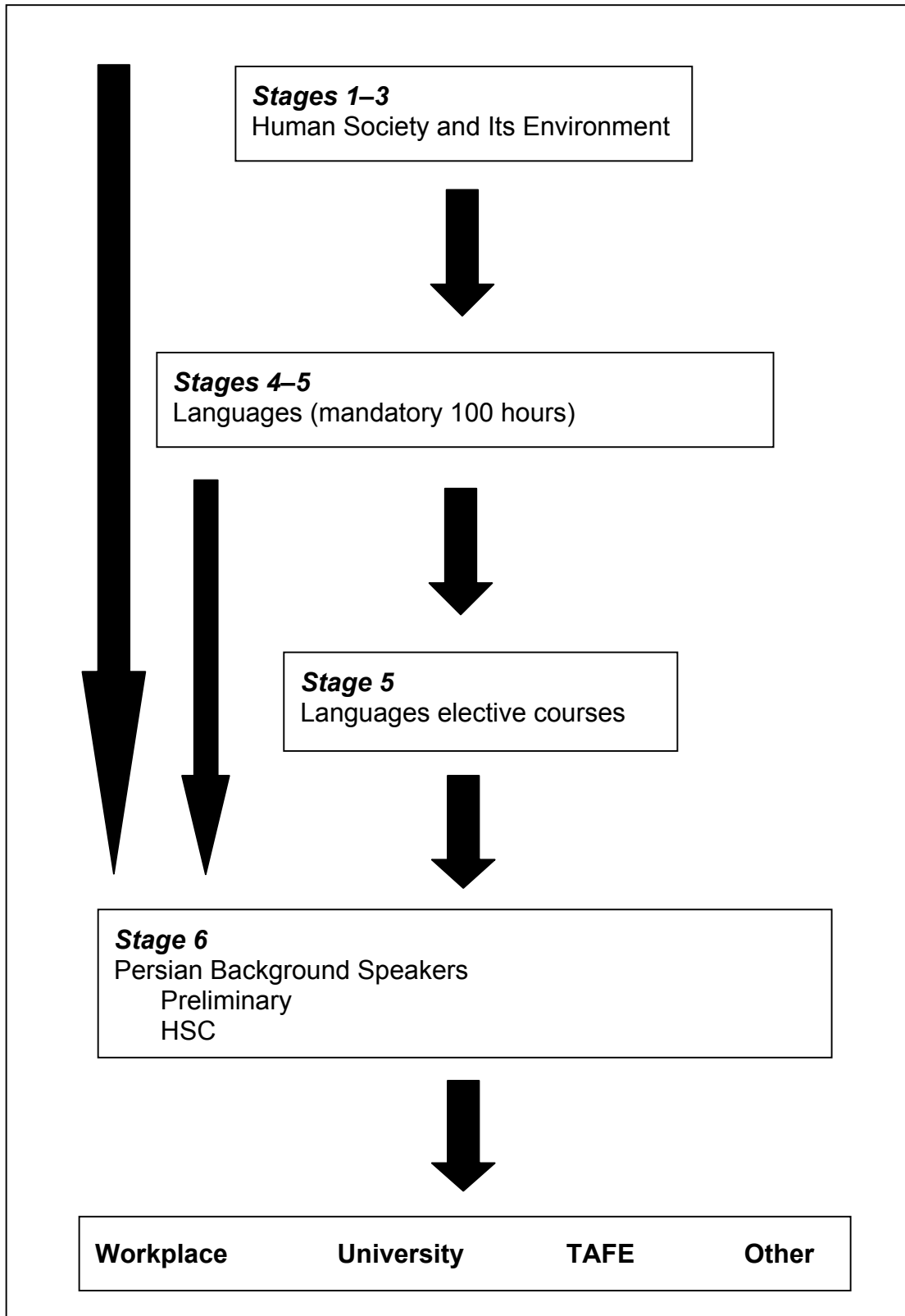
2.3 Rationale

The study of Persian contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development, and general knowledge, and gives access to the culture of Persian-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Persian is valuable for increasing all students' cultural understanding. It also enriches the sense of cultural identity of students from a Persian-speaking background.

The ability to communicate in Persian may, in conjunction with other skills, increase students' vocational opportunities in interpreting, in translating, in community welfare, and in the diplomatic service, and may also increase students' opportunities for tertiary studies in Australia and abroad.

3 Continuum of Learning for Persian Stage 6 Students



Persian Background Speakers Stage 6 Syllabus

The New South Wales curriculum provides opportunities for students to study a language or languages from Early Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study.

Stage 6 offers students the opportunity to continue the study of a language at Background Speakers level. Students may also begin the study of a language in Stage 6.

4 Aims

The aims of the syllabus are to develop the student's:

- ability to use Persian to communicate with others
- understanding and appreciation of the cultural contexts in which Persian is used
- ability to reflect on his or her own and other culture(s)
- understanding of language as a system
- ability to make connections between Persian and English, and/or other languages
- cognitive, learning, and social skills
- potential to apply Persian to work, further study, training or leisure.

5 Objectives

The student should be able to achieve the following objectives:

- Objective 1 — exchange information, opinions and ideas in Persian
- Objective 2 — express ideas through the production of original texts in Persian
- Objective 3 — analyse, evaluate, and respond to texts that are in Persian
- Objective 4 — understand aspects of the language and culture of Persian-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between Persian and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course is intended to provide the student with the opportunities to develop his or her communication skills, knowledge and understanding of the language through the study of a range of authentic Persian texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, the student will develop the skills needed to study the prescribed texts for the HSC course.

The HSC Course (120 indicative hours)

In addition to the development of language and communication skills, the HSC course is structured to provide the student with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

7 Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that the student will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which the student achieves these outcomes will be reported in the performance scale.

7.1 Table of Objectives and Outcomes

Objectives	Outcomes
<p>The student should be able to:</p> <p>1. exchange information, opinions, and ideas in Persian</p>	<p>The student:</p> <p>1.1 conveys information, opinions, ideas, feelings, and attitudes accurately and appropriately</p> <p>1.2 exchanges and justifies opinions and ideas</p> <p>1.3 uses appropriate features of language for a variety of contexts, purposes, and audiences</p> <p>1.4 uses strategies to sustain communication</p>
<p>2. express ideas through the production of original texts in Persian</p>	<p>2.1 sequences and structures information, opinions, ideas, feelings, and attitudes logically and coherently</p> <p>2.2 demonstrates control of appropriate language structures and vocabulary</p> <p>2.3 produces texts that are persuasive, creative, and discursive</p> <p>2.4 produces texts appropriate to context, purpose, and audience</p> <p>2.5 uses a variety of features to put forward and defend opinions, convey meaning and incorporate a wide range of expressions by, for example, being able to recognise and use the subtleties and nuances of allegories and metaphors</p>

Persian Background Speakers Stage 6 Syllabus

<p>3. analyse, evaluate, and respond to texts that are in Persian</p>	<p>3.1 presents information in a different form and/or for a different audience</p> <p>3.2 explains the significance of context in conveying meaning</p> <p>3.3 identifies, discusses, and analyses main points and detailed items of specific information</p> <p>3.4 summarises and interprets information and ideas</p> <p>3.5 compares and contrasts aspects of texts</p> <p>3.6 infers points of view, values, attitudes, and emotions from features of language in texts</p> <p>3.7 responds to fiction and non-fiction texts personally and critically</p> <p>3.8 composes an argument supported by textual references</p>
<p>4. understand aspects of the language and culture of Persian-speaking communities</p>	<p>4.1 demonstrates knowledge of appropriate language structures and semantic relations, and language origins</p> <p>4.2 examines and discusses sociocultural elements in texts</p> <p>4.3 recognises and employs language appropriate to different sociocultural contexts, and appreciates indirect and culturally appropriate ways of addressing others, including protocols</p> <p>4.4 appreciates and explores the ways in which allegories and metaphors provide insight into understanding aspects of the language and culture of Persian-speaking communities</p>

7.2 Key Competencies

The Persian Stage 6 Background Speakers course provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work, and everyday life.

Key competencies are embedded in the *Persian Background Speakers Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodology of the syllabus and through classroom pedagogy. Students interact with each other and, through this interaction, the key competencies of **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, the student will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency **solving problems**.

8 Content

8.1 Themes and Contemporary Issues

Themes provide a context and an organisational focus within which the student will develop his or her knowledge of Persian, and understanding of the cultural contexts in which Persian is used.

Themes will be studied through a range of texts, some of which may be prescribed. The texts will enable the student to reflect on, and respond to, aspects of language and culture of Persian-speaking communities. The student will develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.

8.1.1 Prescribed Themes

Until the 2005 Preliminary and 2006 HSC course there are four prescribed themes:

- Society of Persian-speaking countries
- Culture of Persian-speaking countries
- History and geography of Persian-speaking countries
- Persian literature and poetry.

From the 2006 Preliminary course there are four prescribed themes:

- Social issues in Persian-speaking communities
- Culture of Persian-speaking communities
- Persian-speaking communities in a changing world
- Persian language, poetry and literature.

8.1.2 Prescribed Contemporary Issues

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives for each of the issues.

Until the 2005 Preliminary and 2006 HSC course the Themes and Contemporary Issues are as follows:

Theme	Contemporary Issues
Society of Persian-speaking countries	changing role of the family impact on young people of changing social values changing role of women, past and present
Culture of Persian-speaking countries	the influence of Persian arts and handicrafts on the economy of Persian-speaking countries the influence of culture on the education process festivals and traditions in Persian-speaking countries and the diaspora
History and geography of Persian-speaking countries	the significance of prominent historic events, people and places the influence and significance of ancient and modern architecture
Persian literature and poetry	modern and classical poetry: significance to students modern and classical poetry: stylistics, semantics, syntax

Persian Background Speakers Stage 6 Syllabus

From the 2006 Preliminary Course the Themes and Contemporary Issues are as follows:

Theme	Contemporary Issues
Social issues in Persian-speaking communities	Youth issues The changing role of the family The role of women The impact of economic development and social change
Culture of Persian-speaking communities	The significance of festivals and traditions The influence of culture on young people in diverse Persian-speaking communities The significance of Persian arts, handicrafts and architecture

Persian-speaking communities in a changing world	The significance of prominent historic events, people, and places in contemporary society The changing face of tourism and the environment in Persian-speaking communities The impact of the media in Persian-speaking communities
Persian language, poetry and literature	The relevance of modern and classical literature and poetry in contemporary society The impact of the changing nature of the language on society

8.2 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and outcomes.

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills, and understanding at increasingly complex levels.

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)

- a context (this may be real, simulated, or imaginary, and include aspects such as where, when, who is involved)

- a process (thinking, problem-solving, creating)

- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

8.3 Texts and Text Types

The term 'text' refers to any form of communication — spoken, written, or visual, or combinations of these. Texts are sometimes usefully grouped as 'text types'. For example, texts such as a letter, an interview, or a report, share a certain generic structure that is not arbitrary, but reflects the purpose for which the text has been produced. Each text type has defining characteristics of which the student should be made aware.

The student will read, listen to, and view a range of texts and text types in Persian relevant to the prescribed themes and contemporary issues. English language texts may also provide a perspective on the themes and contemporary issues being explored. However, most of the texts studied must be in Persian. In addition, the student will be expected to construct a range of texts appropriate to a variety of contexts, purposes, and audiences.

The student will analyse and evaluate texts from linguistic perspectives (language forms and features, structure), and cultural perspectives (thematic, contextual, social, and political), and consider the relationships between them. The student will analyse and evaluate the way texts convey their message and how they impact on their audience.

In this way, the student will develop skills in listening, speaking, reading, and writing. The student will also develop skills in critical literacy by reflecting on his or her own and other cultures, and by making connections between Persian and English, and/or other languages.

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those that the student may be expected to produce in the external examination. In their teaching and learning program, teachers may introduce the student to a wider range of text types than are presented here.

Until the 2005 Preliminary and 2006 HSC course the text types are as follows:

Advertisement	Essay*	Recount*
Announcement	Interview	Report*
Article*	Journal entry*	Review*
Biography	Letter*	Short story*
Broadcast	Narrative account*	Speech/Talk* (script)
Description	Personal profile	Summary*
Discussion*	Poem	

From the 2006 Preliminary Course the text types are as follows:

Advertisement	Interview*	Report*
Announcement	Diary/Journal entry*	Review*
Article*	Letter*	Short story*
Biography	Narrative account*	Speech or talk*
Discussion*	Personal profile	Summary*
Essay*	Poem	

8.4 Dictionaries

The student should be encouraged to use dictionaries. It is expected that teachers will help students to develop the necessary skills and confidence to use dictionaries effectively. Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Persian Background Speakers Stage 6*.

8.5 Grammar

Grammar can be described as the organisation of, and the relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used below are not intended to promote or favour any particular theory of grammar.

The student will already have acquired a significant understanding of the function of grammar in Persian through prior knowledge or study of Persian. Developing the student's ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending his or her awareness of the system of structures that underlie the language, as well as the ability to apply and adapt this knowledge.

The student studying Persian in a Background Speakers course is expected to recognise and use the following grammatical structures.

Grammatical item	Sub-elements	Example(s)
<i>Nouns</i>	اسم خاص	آرش ، تبریز
	اسم عام	مرد ، شهر
	اسم معرفه	بیژن ورزش میکند
	اسم نکره	مردی کتاب میخواند
	اسم مفرد	پسر، درس
	اسم جمع	پسران ، پسرها ، درسها
	اسم ساده	قلم ، سرباز ، خانه
	اسم مرکب	قلمدان ، سرباز خانه ،
	اسم ذات	کتابشناسی
	اسم معنی	کاغذ ، میز ، دختر
	اسم مصدر	هوش ، دانش ، زیبایی
	اسم صوت	دانش ن ستایش ، دیدار ، بوسه
	اسم مصغر	قاه قاه ، کیش کیش
جمعهای عربی	پسره ، یارو ، خواجه	
واژه های هم معنی	امتحانات ، محصلین	

	علم و دانش ، نور و روشنایی	واژه های متشابه
	خار و خوار ، خویش و خیش	واژه های متضاد
	دانش و نادانی کتاب (مضاف الیه)	مضاف و مضاف الیه
	علی (مضاف)	
<i>Adjectives</i>	قرمز ، بزرگ ، دانا ، خریدار ، گریان ، دادگر ، آسمانی ، درستکار	صفت مطلق
	خوبتر ، با هوشتر	صفت برتر (تفضیلی) = صفت مطلق + تر
	خوبترین ، با هوشترین	صفت برترین (عالی) = صفت مطلق + ترین
	خانه (موصوف) بزرگ (صفت)	صفت و موصوف
<i>Pronouns</i>	من ، تو ، او ، ما ، شما ، آنها (ایشان)	ضمیر شخصی گسسته
	م ، ت ، ش ، مان ، تان ، شان خود ، خویش ، خویشتن	ضمیر شخصی پیوسته
	این ، آن	ضمیر مشترک
	که ، کجا ، کی ، کدام ، کو ، چگونه ، چطور ، چند ، چه ، چندم	ضمیر اشاره
	همه ، هیچ ، یکی ، دیگری ، فلان ، خیلی	ضمیر پرسشی
<i>Adverbs</i>	تند ، بسیار ، هرگز ، هنوز ، خیلی	قید ساده
	هرروز ، مردانه	قید مرکب
	شب ، بعضی وقتها	قید زمان
	اینجا ، آنجا	قید مکان

	کم کم ، زیاد	قید مقدار
	خوب ، به آرامی	قید کیفیت
	افتان ، خیزان	قید حالت
	افسوس ، متاسفانه	قید تاسف
	عجبا	قید تعجب
	حتما	قید تصدیق
	چگونه	قید پرسش
	شاید	قید شک و تردید
<i>Prepositions</i>		
	با ، بی ، در ، تا	حرف اضافه ساده
	از برای ، به مجرد ، در باره ، همینطور	حرف اضافه مرکب
<i>Conjunctions</i>		
	و ، تا ، چون ، نیز	حرف ربط ساده
	همینکه ، از این روی ، از بس ، وقتیکه	حرف ربط مرکب
<i>Exclamations</i>		
	خدایا ، پروردگارا ، دلا	ا
	ای خدا ، ای برادر	ای
	یا رب ، یا خدا	یا
<i>Suffixes and prefixes</i>		
	ب(بخرد) ، با (با ادب) ، بر(برکنار) ، بی(بی ادب) ، در(درآمد) ، باز(باز آمدن)	پیشوند
	ا (دردا ، پهنا) ، ار (گفتار) ، آسا(برق آسا) ، اک (خوراک) ، آگین(عطر آگین)	پسوند
	ا (سراسر ، لبالب ، بناگوش)	میانوند
<i>Infinitive</i>		مصدر اصلی: فعل ماضی +ن

(خوردن ، گفتن ، رفتن)
مصدر جعلی: بلعیدن ، فهمیدن

بن فعل گذشته
بن فعل حال

خورد ، گفت ، رفت
خور ، گو ، رو

Verbs

فعل معین (فعل ربط)	ام ، آی ، است ، ایم ، اید ، اند
گذشته ساده (ماضی مطلق) = بن	رفتم ، رفتی ، رفت ، رفتیم ، رفتید
گذشته + شناسه	رفتم ، رفتید
گذشته (ماضی) نقلی = بن ماضی	رفته ام ، رفته ای ، رفته است ،
+ ه + فعل معین	رفته ایم ، رفته اید ، رفته اند
گذشته (ماضی) استمراری =	میرفتم ، میرفتی ، میرفت
می + گذشته مطلق	میرفتم ، میرفتید ، میرفتند
گذشته (ماضی) نقلی استمراری	میرفته ام ، میرفته ای ، میرفت
= می + گذشته نقلی	است ، میرفته ایم ، میرفته اید ،
	میرفته اند
گذشته دور (ماضی بعید)	رفته بودم ، رفته بودی ، رفته بود
(بعید) = صفت مفعولی (بن	، رفته بودیم ، رفته بودید ، رفته
گذشته + ه) + گذشته ساده	بودند
بودن	
گذشته دور تر (ماضی	رفته بوده ام ، رفته بوده ای ،
ابعد) = صفت مفعولی (بن	رفته بوده است ، رفته بوده ایم ،
گذشته + ه) + گذشته نقلی	رفته بوده اید ، رفته بوده اند
بودن	
گذشته التزامی = صفت مفعولی	رفته باشم ، رفته باشی ، رفته
+ مضارع ساده باشیدن	باشد ، رفته باشیم رفته باشید ،
	رفته باشند
گذشته ملموس = گذشته مطلق	داشتم میرفتم ، داشتی میرفتی ،
داشتن + گذشته استمراری فعل	داشت میرفت ، داشتیم میرفتیم ،

داشتید میرفتید ، داشتند میرفتند	اصلی
روم ، روی ، رود ، رویم ، روید ، روند	حال ساده + بن حال (مضارع) + شناسه
میروم ، میروی ، میروم ، میرویم ، میروید ، میروند	حال (مضارع) اخباری = می + حال ساده
بروم ، بروی ، بروم ، برویم ، بروید ، بروند	حال التزامی = ب + حال ساده
دارم میروم ، داری میروی ، دارد میروید ، داریم میرویم ، دارید میروید ، دارند میروند	حال ملاموس = حال ساده داشتن + حال اخباری
خواهم رفت ، خواهی رفت ، خواهد رفت ، خواهیم رفت ، خواهید رفت ، خواهند رفت	آینده (مستقبل) = حال ساده خواستن + بن گذشته فعل
برو ، بخور ، بخوان ، بروید ، بخوانید ، بخورید	فعل امر = ب + حال ساده دوم شخص مفرد یا جمع فعل لازم
سعيد آمد ، او جلو در ایستاده است.	
بیژن کتاب را آورد شاگردان آمدند	فعل متعدی فعل معلوم
در بسته شد . خیابان کنده شد.	فعل مجهول = صفت مفعولی + ساختهای شدن
سلامت باش خدا شما را سلامت کند.	فعل دعا ساخت امر
آمرزاد بیامرزاد	ساخت حال التزامی بن حال + آد ب + بن حال + آد
کناد	بن حال کن
باد ، مباد بادا ، مبادا	بن حال مصدر بودن و نبودن بن حال مصدر بودن و نبودن +

۱

شناسه = م_ ، ی_ ، د_ ، یم_ ، ید_ ند

وجه فعل

وجه اخباری: آن است که وقوع فعل را به طور قطع و یقین خبر دهد.

گذشته : ساده ، نقلی ، دور ، استمراری ، ملموس ، دورتر ،

حال ساده ، اخباری ، ملموس

آینده

وجه التزامی: آن است که مفهوم فعل را با امری چون آرزو ، امید ، شرط ، تردید و مانند

آنها همراه کند.

گذشته التزامی ، حال ساده ، حال التزامی

وجه امری: وقوع فعل یا داشتن و پذیرفتن حالتی را طلب میکند.

بخور

دیگر فعلهای معین:

داشتن (برای ساختن گذشته ملموس)

خواستن (برای ساختن آینده)

شدن (برای ساختن مجهول)

بودن (برای ساختن)

جمله

اجزای جمله:

نهاد و گزاره: عمر خیام نیشابوری (نهاد) ریاصیدان بزرگی بود (گزاره).

فاعل ، فعل ، مفعول : سیامک (مفعول) سیب را خورد (فاعل).

جمله خبری: بیژن آمد

جمله پرسشی: حال شما چطور است؟

جمله عاطفی: خوشا روزی که با هم مینشستیم! عجب گل زیبایی!

جمله امری: کتابت را بردار. هیاهو نکنید.

جمله فعلی (جمله با فعل تام یا غیر ربط): ماه تابید. من داستان را خواندم.

جمله اسنادی (جمله با فعل ربط): فردا شنبه است.

جمله بی فعل: ایستادن ممنوع. خبردار.

جمله ساده (جمله تنها با یک فعل): آرش پیش از برآمدن آفتاب از خواب بر میخیزد.

جمله مرکب (جمله با بیش از یک فعل): همینکه به خانه رسیدم میهمانان آمدند.

جمله مستقل یا کامل (به تنهایی روشن است): عالم بی عمل درخت بی ثمر است.

جمله ناقص (به تنهایی روشن نیست): تا خدا یاریت کند.

جمله مثبت: او به مدرسه رفت.

جمله منفی: او به مدرسه نرفت.

جمله معترضه (در ضمن جمله میآید): استادم ، روانش شاد باد (جمله معترضه)، در فلسفه و عرفان

کم نظیر بود.

+ receptive use

9 Course Requirements

For the Preliminary course:

120 indicative hours are required to complete the course
themes and contemporary issues are prescribed for study.

For the HSC course:

the Preliminary course is a prerequisite
120 indicative hours are required to complete the course
themes, contemporary issues, and texts are prescribed for study.

9.1 HSC Course Prescriptions

There are prescribed texts required for study in the Persian Background Speakers Stage 6 HSC course. These are published on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>). The prescribed texts will also be published in the *Board Bulletin*. As the prescribed texts are reviewed, the amendments will be published on the Board of Studies website and in the *Board Bulletin*.

The study of prescribed texts will not commence prior to the completion of the Preliminary course.

10 Post-school Opportunities

The study of Persian provides the student with knowledge, skills and understanding that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Persian assists the student to prepare for employment, and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Persian Background Speakers syllabus is contained in *Assessment and Reporting in Persian Background Speakers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Persian Background Speakers are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc