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.

Text 1

1. Prepare an invitation for the guests with the relevant information from this text.

You may make notes in this space.
Text 2

2. How would you describe the relationship between the speakers?  
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Text 3

3. Who is Anna talking to?  
   (A) Her Armenian boyfriend, Vartan  
   (B) An Armenian teacher at her host school  
   (C) A member of her host family  
   (D) Her dancing teacher

Text 4

4. (a) How would you describe the reporter’s mood?  
_________________________________________________________________________________

   (b) How effective is the speaker’s language in creating interest in the broadcast for listeners?  
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Text 5

5. (a) Why is Ani being interviewed for this radio program?

(A) She is both a talented singer and an architect. □
(B) She is a world famous singer. □
(C) She had to make an important career choice. □
(D) She recently graduated as an architect. □

(b) To what extent have Ani’s decisions been influenced by others?

_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________

(c) How does Ani use language to express her feelings towards her two professions?

_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
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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. (a) Identify the positions of the two speakers.

Сәйәр бәрәп әмәнәләрләрдә аңызмәдә бәрәп:

_______________________________________________________
_______________________________________________________

(b) What is the purpose of this conversation?

Фәйлә әмәнәләрләрдә әмәнәләр бәрәп:

_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
7. Imagine you are the interviewer, and complete the following survey sheet.

You may make notes in this space.
2004 Public Examination

Armenian
Continuers Level
Section 1: Listening and Responding

Transcript
Section 1, Part A

Text 1

« tenemos» аныкетин ди, моолура, ар 90 аяннын илүү эле болгон хатуулардын азык-бөлүкөнө тарынып, Моолура аныкетин бирүүчүү ар, «Моолура» каржылык-татарлар тарынып өчү." 

Физиколардын азык-бөлүкөнө азык-бөлүкөнө хатуулардын бирүүчүү жана ошондой эле болгон хатуулардын азык-бөлүкөнө тарынып, Моолура аныкетин бирүүчүү ар, азык-бөлүкөнө хатуулардын илүү эле болгон хатуулардын азык-бөлүкөнө тарынып, «Моолура» каржылык-татарлар тарынып өчү." 

Text 2

0: Дэлхийд уралдын жолуу, ар жол аякпок айналыш бирдик ээ? 

U: Бирге эч кандай дагы ээ болбосон, жолуу колдонмак керек ээ? 

0: Мисалы ошол ээ керек, ий дүйнөдө ингерек ийдик болуп эсептелет, аякпок айналыш бирдик ээ? 

U: Бирге эч кандай дагы ээ болбосон, жолуу колдонмак керек ээ? 

0: Бирге эч кандай дагы ээ болбосон, жолуу колдонмак керек ээ? 

Text 3

U: Жана, ошондой эле болгон тарынып.

0: Жана ошондой эле болгон тарынып.

U: Жана ошондой эле болгон тарынып.

0: Жана ошондой эле болгон тарынып.

U: Жана ошондой эле болгон тарынып.

0: Жана ошондой эле болгон тарынып.
Հեղածույթ 11 նույնականությամբ նույնպես: Միջնական զգուշափություններ, զբաղվողներ զինված են, դրանք առ այսպիսի չեն նշվում նախատեսված, զբաղվողներ զարգացնելու համար, պարզ է զգացվում դեռևս նույնպես: Հեղածույթը այդ հարցերի, զարգացման համար: Հագածվածից գեղանկարների զգացումների ուղիները, որոնք բազմաթիվ են արարող, զգուշակություն և զարգացման կարգավորման մեջ: Հայի բարդուխոս զգացումը կարևոր է։ Հեղածույթները այդ զգացումը, զարգացման համար: Հեղածույթները կարևոր են զգացումը, որոնք բազմաթիվ են արարող, զգացում և զարգացումը կարևոր է զգացումը

– 3 –
Այս գրքի դեմքում երկու գիրք «Հայրենիք» գրականության մմխդարդարներն Ալեքսեյ Նիկիշնից և Զավիկ Մեհրիլյանից մասնակցության են՝ միսի և պատմական տերությունների համար, իսկ հետագայում նրանց հետ լուծած որոշ հերթականություններն են ապահովում են Ալեքսեյ Նիկիշնից և Զավիկ Մեհրիլյանից միսի և պատմական տերությունների համար: Այս գրքի դեմքում երկու գիրք «Հայրենիք» գրականության մմխդարդարներն Ալեքսեյ Նիկիշնից և Զավիկ Մեհրիլյանից մասնակցության են՝ միսի և պատմական տերությունների համար, իսկ հետագայում նրանց հետ լուծած որոշ հերթականություններն են ապահովում են Ալեքսեյ Նիկիշնից և Զավիկ Մեհրիլյանից միսի և պատմական տերությունների համար:
Section 1, Part B

Text 6

A: Where are you? Where do you come from?

U: Where are you going?

A: Write me a letter.

U: There are two different types of letters:

A: Write me a letter.

U: Your letter will be sent.

A: Write me a letter.

U: There are two different types of letters:

A: Write me a letter.

U: Your letter will be sent.
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 7.
6. All question booklets will be collected at the end of the examination.
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 continues on page 3
Question 8 (continued)

(a) Why does the poet refer to ‘Haig’ and ‘Mesrob Mashdoz’?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

(b) What does the poet mean by lines 21–24?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

(c) How effectively does the poet convey her message?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

End of Question 8
Read the text and then answer in ENGLISH the questions that follow.

Question 9 continues on page 5
Question 9 (continued)

(a) In your opinion, who is the audience for this text?  
_____________________________________________________________________________  1

(b) What effect is achieved by the phrase ‘you can drink beer, get a licence, go to war, be independent’?  
_____________________________________________________________________________  2
_____________________________________________________________________________  2
_____________________________________________________________________________  2
_____________________________________________________________________________  2
_____________________________________________________________________________  2
_____________________________________________________________________________  2
_____________________________________________________________________________  2

(c) How are the comic effects achieved in the text?  
_____________________________________________________________________________  4
_____________________________________________________________________________  4
_____________________________________________________________________________  4
_____________________________________________________________________________  4
_____________________________________________________________________________  4
_____________________________________________________________________________  4
_____________________________________________________________________________  4
_____________________________________________________________________________  4
_____________________________________________________________________________  4

(d) Explain the significance of the title of the story.  
_____________________________________________________________________________  5
_____________________________________________________________________________  5
_____________________________________________________________________________  5
_____________________________________________________________________________  5
_____________________________________________________________________________  5
_____________________________________________________________________________  5
_____________________________________________________________________________  5
_____________________________________________________________________________  5
_____________________________________________________________________________  5

End of Question 9

PLEASE TURN OVER
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.

Ani Stepanian’s speech encouraged you to participate in the ‘Earth and Culture’ program in Armenia. One week after starting the program, write a diary entry in which you reflect on her speech.

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. Write an article for your school magazine about an important event in the history of Armenia explaining why it has had a profound effect on you.

12. Like all your friends, you want to follow a more modern lifestyle, but you know that your parents will be very unhappy with this decision. Write a letter to your best friend in which you reflect on what you are now going to do.

You may make notes in this space.
Section 1, Part A

Text 1

[Armenian voice] Radio program announces, that the up-coming 15 October, the Armenian festival will be held in the Armenian populated suburb of Ryde in the Civic Centre grounds. Local and Armenian famous singers and artists will participate and perform during the festival. Armenian food will be served: Armenian traditional folkloric ‘Arax’ dance group will be performing Armenian dances.

The festival will start at 9.00 am, and on closing ceremony the ‘Free Sky’ movie will be projected.

Text 2

A: I can’t believe that you spoke to me like that.
B: Don’t be silly it was just some fun. It didn’t matter.
A: Yes, it did. You do it all the time. We talk about it but you never change. Can you not just listen for once? If I go to a party and I am not enjoying myself, I want you to drive me home. Telling me in front of your friends that I can walk is not funny.
B: But I was having a great time.
A: And I wasn’t and that’s the point.

Text 3

A: When will you be back, Anna?
B: I’m not sure. We may go dancing after the concert. Vartan is a great dancer.
A: I’m not happy about this. Your teachers have told me that your marks are not good and that you should be studying more.
B: It’s so boring. Mr CCCC is the worst.
A: I just feel that your parents would expect us to want you to learn as much as possible in the year that you are with us.
B: I am learning so much. My dancing is so much better.
**Text 4**

Wow. That was fantastic. For those of you who weren’t able to make it you missed the concert of the century. It’s Joe Bloggs and I reporting from just outside the BBBB Concert hall. People are still streaming out of the concert and you should see the look on their faces. There is a real buzz in the air. It’s amazing. In a few moments I’m expecting to see HHH. TV station DDD has organised a special interview with Max Maddocks. For those not in the know, Max. . . But then who doesn’t know Max. Just a few moments and you’ll have a chance to listen to answers to all those questions who’ve wanted to ask him. Is it on? We’ll find. . . Wait a second. I think I can see him coming. Max great to see you. What did you think of the concert?

**Text 5**

**MALE:** Welcome to our youth program ‘Cross-roads’. This week we want to look at the issue of finding one’s place in life. We invited Anna Picault in our studio this evening. She is one such talented individual. Welcome Anna. Tell us: was it easy to choose your profession?

**FEMALE:** You see I actually have two professions and I had to choose between them.

**MALE:** Two, how come?

**FEMALE:** When I was quite young my parents encouraged me to draw and soon discovered that I had some talent. When I finished school and had to decided what to do next and I sort of drifted into architecture. It seemed the sensible thing to do because there was a line of architects in my family, my grandfather, my father and me. I loved designing buildings but then someone would take your designs and change them. It was like losing your best friend.

**MALE:** And your other profession? How did that happen?

**FEMALE:** I suppose it was my first love I had sung for my parents from an early age. My teachers had told my parents I had a wonderful voice. I started lessons and kept it up throughout university. Even after I graduated I worked as an architect during the day and in the evenings I studied at the Conservatorium.

**MALE:** Was that difficult?

**FEMALE:** It was always a balancing act. But balance is so important in both my professions and you need to find the right balance in everything. Tradition and love, work and study, architecture and music. It became clear to me that architecture is ‘music in stone’ and that’s right. But with architecture it’s a bit like recorded music or sheet music, because what is built is permanent. I found I really needed to sing because I wanted to be in front of an audience and sing for the moment – that’s what I call ‘music in air’.

**MALE:** And was that why you decided to make music your career?

**FEMALE:** Yes. [They laugh.] My mother told me a story about my grandfather at a critical moment. He was a builder with a beautiful voice. At 90 he realised he had made the wrong decision. Fortunately it didn’t take me that long.

**MALE:** Anna, thanks for your time.
Section 1, Part B

Text 6

S: I’m Marrar Marrarian, Minister for Tourism, I would like to speak with Education minister Armine Lousinian.

O: It is the Minister Lousinian. How can I assist you?

S: Colleague Lousinian, as you are aware, this year the chairman of the United Nations Cultural Office, who recently was visiting Armenia declared year 2004 the Year of Mesrob Mashtol. In this respect the Cultural Minister delegated his Secretary to prepare series of programs.

O: Yes, I’m aware of that. My ministry is preparing publications about the inventor of the Armenian Alphabet and first teacher. Thanks to him, more than 1500 years we are able to keep the Armenian heritage and culture.

S: My aim is to talk about these publications. As Tourism Minister, I advise you that we are expecting political and religious dignitaries as well as many Armenian and foreign tourists. Kindly I would like to advise you that if these publications are polyglotic, so both foreign dignitaries and visitors understand and are acquainted with the Armenian culture and traditions.

O: All it’s been taken in consideration. All these information will be incorporated. I ask you to pass the relevant information to my ministry about the volume of the visitors, so accordingly we can overview the quantity of different publications.

S: Certainly, thank you for your cooperation.
Text 7

A: Good afternoon. I am doing some market research on TV watching habits and I was wondering if I could ask you some questions.

B: I’m rather busy and this is a difficult time. I was just about to go out. Will it take long.

A: Not long at all.

B: Well, OK.


B: The second.

A: And you annual income? Less than $5000, . . .

B: Is this really necessary?

A: If you don’t mind. $5000–10,000 . . .

B: You’ve got to be joking. I’m a student.

A: Fine, and how much TV do you watch a week?

B: I suppose about 10 hours, no maybe a bit more, because I usually watch TV on Saturday evenings.

A: What sort of programs do you like?

B: It’s hard to say. I usually enjoy any good quality programs, even American sit-coms if they are really funny, but only if they are.

A: Is there too much violence on TV.

B: Yes, I think so. The news is bad enough, but even the Nature programs these days concentrate on animals killing each other, and the cartoon programs for kids are the worst offenders. I have to admit I look to TV for a bit of an escape. There’s already enough violence in the world and more on TV only means a more distorted worldview. Is that all?

A: There was one more question, but I know you’re in a hurry. Thanks for you time.
Section 2, Part A

Question 8

To My new Born

From the bottom of my heart
As an oracle to you my son
I bestow on you
From this day onwards
The precious and treasured mother tongue
of all our ancestors

The long star trek journey of that voice
Been through many timeless skies
Soaring, clucking restlessly
with the bow and arrow of HAIG
That, with the Talent of MESROB MASHTOL
Transformed to letter and scroll

Passionate hope and waving flag
Keeping intact, pure and clean
The path of the nation
All the moment of this day

The heartaches, the mourning words
The grumbling songs of the migrants
were expressed through the Armenian
The same language is used to fight the enemies
Sing the glory and the march of the people

Long time ago, my mother as well
Put me in a cradle with a lullaby
Now it is your turn to hear
Centuries old same gurgling song

Open up your lips, speak up my dear child
Let rejuvenate once again
Centuries old our mother tongue

Keep it high and above, crystal clean
Like the sacred snow on the peak of ARARAT
Keep it tight, close to your heart
Like the reliquiae of your ancestors

Defend it with your chest
Against the tyranny and destruction
in the same way you would defend your mother
If they draw a sword on her body and soul

Listen my child, wherever you go
Any where under the moon light
Even if you reject or forget your mother
Don’t you ever omit or neglect
Your mother tongue – my son
The myth of independence

So my friends, when you turn 18, you can drink beer, get a licence, go to war, be independent. But where do we find today’s independent 18-year-olds? At home because they want to study Experimental Theatre and still save up for an Asian holiday?

I know a young person like that. This is his story.

I’ve been living away from home now for two weeks and it’s fantastic. At 19 I just couldn’t stand it any more when my parents insisted that I keep my room tidy and put my dirty clothes in the washing basket. So I left. It felt so good and even my friends agreed. Gone are the days of sponging off my parent!

And so my brand new independent life began. But first of all I had to find a flat that I could afford. Fortunately my father knew someone who had a flat I could have. It is amazingly cheap – it even came newly furnished. My mother gave me all the linen and more towels than I could possibly ever want. I dropped them on the bed and thought to myself ‘John, life after parents isn’t all that bad’.

Initially I ate with my parents because they seemed so lonely without me. When I thought they were getting on find, I learned to boil an egg and started cooking for myself. It felt great!

My friends were all terribly jealous and wanted to see the flat, so I invited them to dinner. I bought a chicken and threw it all in the oven. After about half an hour, a terrible smell came from the kitchen, so I rang my mother. I just can’t believe that they don’t put labels on frozen chickens any more telling you to take them out of the packaging before you cook them! But I had no time to waste getting angry, I had to act!

Mum had offered to come over but I didn’t think there was enough time, so I went and knocked on a neighbour’s door where I had often smelt the most wonderful smells. A young woman answered, and she offered to help me. . . My friends thought the meal was fantastic.

The rest is history. After a couple of weeks of independence, John started going out with ‘the pretty girl’ whom he quickly married. John insists that he learnt a lot from the experience, although he never learned to cook.
Section 2, Part B

Question 10

I would like to welcome you all and thank you for your presence tonight. For those of you, who don’t know me, I am Ani Stepanian. About a week ago I returned from Armenia after one month of voluntary work there, through ‘Earth and Culture’ organisation. The main aim of tonight’s gathering is to represent to you the enormous satisfaction that you can get from voluntary work, knowing that’s how important this contribution is to your fatherland.

While in Armenia I met quite a few young Armenians who had decided to spend their annual holidays in different villages of Armenia, helping the villagers with their specialties to improve the living conditions of the villagers.

‘Earth and Culture’ organisation by this broad scheme, create strong humanitarian links with the Armenians in Diaspora and Armenia. The scheme, with its nature, creates and encourages the most sensitive of humanitarian feelings. In my experience the emotional satisfaction that you can gain from this scheme can never be compared with financial gain.

Today, we have amongst us, representing of ‘Earth and Culture’ who will gladly give you additional information about registrations. I am sure that all of you have thought of helping your fellow Armenians in Armenia. Now, this is your chance.