



Mark Scheme (Results)

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Pearson Edexcel International Advanced Level
In Persian (9PN0/03)

Paper 3: Listening, reading and writing in Persian

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 3 marking principles for Sections A and B

- For open response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases where appropriate.

Example of short phrases with two or more words:

- انجام پروژه‌های مشترک (عبارت فعلی)
- برنامه دوره (عبارت اسمی)

- When responding to open response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to give an accurate response to the question.

مثال:

متن: ازدواج، با ایجاد خانواده، یک پدیده اجتماعی است که همواره پشتیبان سلامت جامعه می‌باشد.

سوال: یک دلیل مثبت تأثیر ازدواج بر جامعه را نام ببرید؟
جواب قابل قبول: (سلامت) جامعه را حمایت می‌کند.
جواب غیر قابل قبول: ازدواج همواره پشتیبان سلامت جامعه می‌باشد.

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in Section A or questions 5a) and 5b) in Section B. Therefore errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication. However there are marks for quality of language in question 5c) in Section B (see mark grid for *Accuracy and range of language*).
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example:

به سود همه/ همه‌ی کشورهای شرکت کننده

- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

(1) به خاطر آغاز بهار

و

(1) جوانان

Use OR to show the various answers where there are more possibilities than available marks:

Any **one** of:

تفاوت سن (1)

و یا

قدرت (1)

و یا

نقش خانواده (1)

- Any parts of an answer that are not essential are bracketed, for example:

نیروگاه‌های اتمی بیشتر از گاز طبیعی استفاده می‌کنند (به جای سوخت‌های سنگین مایع/ سوخت‌های فسیلی).

- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

SECTION A mark scheme

Question number	Answer	Mark
1(i)	C	(1)

Question number	Answer	Mark
1(ii)	D	(1)

Question number	Answer	Mark
1(iii)	C	(1)

Question number	Answer	Mark
1(iv)	A	(1)

Question number	Answer	Mark
2(i)	C	(1)

Question number	Answer	Mark
2(ii)	B	(1)

Question number	Answer	Mark
2(iii)	D	(1)

Question number	Answer	Mark
2(iv)	C	(1)

Question number	Answer	Mark
2(v)	B	(1)

Question number	Answer	Reject	Mark
3(a)(i)	به دنبال آینده‌ی بهتر.	برای درس خواندن	(1)

Question number	Answer	Reject	Mark
3(a)(ii)	این‌که آن‌ها به دنبال پول هستند.		(2)

Question number	Answer	Reject	Mark
3(a)(iii)	با گوش دادن به حرف آن‌ها با استفاده از آن‌ها در اداره‌ی کشور.		(1)

Question number	Answer	Reject	Mark
3(a)(iv)	با فراهم کردن امکانات شغلی/تحقیقی بیشتر.		(1)

Question number	Answer	Reject	Mark
3(a)(v)	زیرا جامعه برای پیشرفت به آن‌ها نیاز دارد.		(1)

Question number	Answer	Reject	Mark
3(b)(i)	اینکه دکترا مثل یک شغل است یعنی حقوق می‌گیرند. دادن فرصت‌های برابر. با چاپ مطالب/تحقیقات آن‌ها.		(3)

Question number	Answer	Reject	Mark
3(b)(ii)	فرار مغزها باعث خارج شدن مهارت‌ها هم هست. پر کردن جای افراد ماهر سخت است. دلایل دیگری چون وابستگی خانوادگی باعث می‌شود / یا هزینه‌های بالای مهاجرت		(3)

Question number	Answer	Reject	Mark
4(a)	ایجاد درآمدهای خارجی.		(1)

Question number	Answer	Reject	Mark
4(b)	دارای کمترین گردشگر در دنیا		(1)

Question number	Answer	Reject	Mark
4(c)	گردشگری قسمت عمدهی اقتصاد آنها را تشکیل می‌دهد.		(1)

Question number	Answer	Reject	Mark
4(d)	اولین عکاس بود. و باعث جذب گردشگر شد.		(2)

Question number	Answer	Reject	Mark
4(e)	از نظر تاریخی جزو ده کشور اول دنیا و از نظر طبیعی جزو پنج کشور اول دنیاست.		(2)

Question number	Answer	Reject	Mark
4(f)	نمی‌توان از کارت‌های بین‌المللی بانکی استفاده کرد.		(1)

Question number	Answer	Reject	Mark
4(g)	گردشگری داخلی.		(1)

SECTION B

Question number	Answer	Reject	Mark
5(a) (i), (ii), (iii), (iv)	<p>Any four of:</p> <p>شخص سنت‌گرا (The traditional person) thinks:</p> <p>خانواده مقدس است. (1)</p> <p>با تأثیر کشورهای دیگر، فداست خانواده دارد از بین می‌رود. (1)</p> <p>پدر باید قدرت خانواده باشد که خانواده به هم نخورد. (1)</p> <p>مادر هم در خانواده ایرانی مهم است. (1)</p> <p>اهمیت مادر این است که بچه‌هایش به او احترام می‌گذارند. (1)</p> <p>کمرنگ شدن باورهای دینی. (1)</p>	<p>Specific factual details that do not express what he thinks about Iranian family.</p> <p>تعریف خانواده در دنیا عوض شده است. خانواده ی ایرانی با خانواده های دیگر فرق دارد. فرزندان دیگر به پدر و مادر خود احترام نمی‌گذارند.</p>	(4)

Question number	Answer	Reject	Mark
5(b) (i), (ii), (iii), (iv)	<p>Any four of:</p> <p>جامعه شناس: (The sociologist) thinks:</p> <p>نمی‌شود جلوی تغییرات را گرفت (1)</p> <p>باید تغییرات در شکل خانواده را پذیرفت (1)</p> <p>تغییرات می‌تواند به نفع جامعه، و مثبت باشد (1)</p> <p>مثبت یا منفی بودن تغییرات در خانواده جای بررسی دارد (1)</p> <p>استقلال با برابری در خانواده شکل می‌گیرد (1)</p> <p>سنت از بین نرفته، اما قدرتمندی گذشته را ندارد. (1)</p>	<p>Specific factual details that do not express what she thinks about the Iranian family e.g.</p> <p>جامعه شناسی مدرن به ما می‌آموزد. مردم هنوز باورهای دینی دارند. تغییر طبیعی است.</p>	(1)

Section B, question 5C – Listening, reading and writing task

There are two levels-based mark grids applied to question 5C. The mark grids are:

- understand and respond to spoken and written language (AO1), (AO2)
- accuracy and range of language (AO3)

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you must look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5-8 with a small amount of band 9-12 material, it would be placed in band 5-8 but be awarded a mark near the top of the band because of the band 9-12 content.

Step 2: Decide on a mark

- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Understand and respond to spoken/written language (AO1), (AO2)

AO1: 6 marks

AO2: 6 marks

- This mark grid assesses students' ability to understand and evaluate the viewpoints in two sources (one spoken, one written) through making judgements and drawing conclusions.
- When deciding how to reward an answer, you should consult this mark grid as well as the indicative content associated with the question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.
- The recommended word count for this task is 180-230 words, but you must mark the whole response regardless of length.

Note: Candidates can only be awarded a maximum of 6 marks if they refer to just one of the sources.

Marks	Description
0	No rewardable material
1-4	<ul style="list-style-type: none">• Occasionally relevant judgement expressed on the viewpoints in the spoken (AO1) and written (AO2) sources; frequently strays into description of content without evaluation; conclusions are frequently inconsistent with evaluation.• Response demonstrates partial understanding of viewpoints in both the spoken (AO1) and written (AO2) sources; heavily reliant on one of the sources.
5-8	<ul style="list-style-type: none">• Expresses some relevant judgements on the viewpoints in the spoken (AO1) and written (AO2) sources, some of which are substantiated; occasionally strays into description of content without evaluation; conclusions are not always consistent with evaluation.• Response demonstrates some understanding of viewpoints in both the spoken (AO1) and written (AO2) sources; some over-reliance on one of the sources.
9-12	<ul style="list-style-type: none">• Expresses fully relevant and substantiated judgements on the viewpoints in the spoken (AO1) and written (AO2) sources showing clear evaluation; conclusions fully consistent with evaluation.• Response demonstrates a balanced understanding of viewpoints in both the spoken (AO1) and written (AO2) sources.

Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1-2	<ul style="list-style-type: none">Limited variation in the use of grammatical structures and vocabulary, limited use of complex language; limited variation of expression relying on rehearsed language that may be irrelevant; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed.
3-4	<ul style="list-style-type: none">Occasional variation in the use of grammatical structures and vocabulary, with use of repetitive complex language, resulting in occasional variation of expression; occasional sequences of articulate writing.Occasional sequences of accurate language; sometimes errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5-6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex language, resulting in some variation of expression; some sequences of articulate writing.Some sustained sequences of accurate language; occasionally errors occur that hinder clarity of communication.
7-8	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including examples of complex language, resulting in frequent variation of expression and predominantly articulate writing.Accurate language throughout most of the response; errors occur but rarely hinder clarity of communication.
9-10	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures, expressing ideas in a variety of ways, resulting in articulate writing.Accurate language throughout; any errors do not hinder clarity of the communication

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways
- all grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments/interest the reader. The writing will become more difficult to read with ease as the reader has to stop and re-read to understand the message.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example some gender and adjectival agreements, as long as they do not include mismatch of cases (e.g. είδαν οι καλοι φίλους)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Indicative content: Question 5c

Students must evaluate the points of view in both 5a) and 5b)

Question number	Indicative content
5(c)	<ul style="list-style-type: none"> Any answer that describes (the traditional person's) point of view in positive or negative terms consistent with the information presented in the source material, for example, agreement with the view that it is the impact of western countries that the Iranian family has lost its essence as an institution. Any answer that describes (the sociologist's) view in positive or negative terms consistent with the information presented in the source material, for example, agreement with the view that students should not work doing jobs that do not pay well. Conclusions consistent with candidate's line of argument for example the combination of work and study is something positive that prepares you well for the future, OR that it is better to focus only on your classes when you study.

Additional Guidance – Example student answer to 5c)

The example below demonstrates what a student might include in their answer to 5c) and how it may be structured. The *Comment* column demonstrates how the answer meets the requirements of the assessment criteria in the mark grid *Understand and respond to spoken/written language*.

Example student answer	Comment
<p>به نظر من ادعای فرد سنت‌گرا، مبنی بر مهم تر بودن نقش پدر در خانواده، اساسی ندارد. او ادعا می کند قدرت‌مند بودن پدر باعث می‌شود خانواده از هم نباشد، اما به نظر من، این نشان‌دهنده‌ی زورگویی به زن خانواده است. بر اساس حرف‌های فرد سنت‌گرا، زنی که از زندگی خود راضی نباشد، تا زمانی که مرد بخواهد، باید حرف او را گوش بدهد و با او بماند، و من مخالف این هستم. به نظر من در جامعه‌ی سالم زن‌ها و مردها به یک اندازه خوشحال و راضی هستند.</p>	<p>Makes relevant judgements on the spoken source. Demonstrates understanding.</p>
<p>من با جامعه شناس موافقم که تغییرات به هر حال اتفاق می‌افتد و فکر می‌کنم جامعه باید آماده‌ی پذیرش تغییرات باشد که بتواند به شکل مثبتی از آن‌ها بهره ببرد. البته من با این نظر جامعه شناس که مردم هنوز باورهای سنتی دارند موافق نیستم چون معتقدم در ایران هنوز جواب آماری درستی برای سوال‌هایی که مربوط به اعتقادات مردم باشد وجود ندارد.</p> <p>من می‌توانم نگرانی شخص سنتی را در ارتباط با تأثیرپذیری ایران از جوامع جهانی، درک کنم و معتقدم این اتفاق افتاده است. اما من برخلاف او این تغییر را باعث تأسف نمی‌دانم. به علاوه، این گونه تأثیرپذیری محدود به ایران نیست، بلکه تمام دنیا از هم تأثیر می‌پذیرند. در بسیاری کشورها، تغییرات در ساختار جامعه به نفع جامعه بوده است. پس در ایران هم این تغییرات می‌توانند مثبت باشند.</p>	<p>Makes relevant judgements on the written source. Demonstrates understanding.</p>
<p>با در نظر گرفتن نظرات هر دو نفر و در ادامه‌ی آنچه در بالا گفتم، من فکر می‌کنم یک نگاه علمی به جامعه و بررسی ساختار خانواده با آگاهی و بدون تعصبات دینی و سنتی بهترین و دقیق‌ترین تصویر را از جامعه با ما می‌دهد. به همین دلیل، به طور کلی با صحبت‌های جامعه شناس موافق هستم. اما می‌خواهم این را اضافه کنم، که به نظر من، بهتر است که سنت، دین و مدرنیته در کنار هم در خدمت جامعه باشند و با هم حرکت کنند.</p>	<p>Draws conclusions consistent with own viewpoints made about the spoken and written sources. Demonstrates understanding.</p>