



Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE

In Persian

Paper 1: Translation into English, reading comprehension and writing (research question) 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 1: Translation in to English, Reading comprehension and writing(research question) in Persian

Section A- Mark scheme (translation)

Section	Persian text	Correct answers	Acceptable answers		Mark
1	در دوره‌ی صفویه	During the Safavid period,	In Safavid time/ era		(1)
2	برخی از سازهای خارجی	some foreign instruments		Some foreigners	(1)
3	از جانب پادشاهان اروپایی فرستاده شدند	were sent by European monarchs	...Kings ...	European kings sent	(1)
4	به عنوان هدیه، به دربار شاهان آن سلسله	as gifts to the court of the kings of that dynasty.	As a gift to the royal family of that time		(1)
5	در زمان قاجار	During the Qajar time,	During Qajar period		(1)
6	به ویژه، حکومت بلند مدت ناصرالدین شاه،	especially the long rule of Nasser al-Din Shah,	during the long time Naser al-Din Shah was ruling the country/ long term leading of .../ was in charge for a long period of time		(1)
7	تأثیر غرب بر فرهنگ ایرانی بیشتر شد.	western influence on Iranian culture grew.	the impact of Western culture on Iranian culture (has) increased.		(1)
8	سفرهای زیاد به اروپا	The many visits to Europe	Lots of trips ...	Extra European trips	(1)
9	در این دوران	during this period	in this time		(1)
10	تأثیر زیادی داشت	had a great impact	had lots of impact/ made lots of changes		(1)

11	بر جنبه‌های گوناگون زندگی مردم ایران	on different aspects of the life of the Iranian people,	on many / various aspects of the life of Iranians	on different Iranian life	(1)
12	از جمله موسیقی	including music.	and music	from musical sentence	(1)
13	در همین مسافرت‌ها بود که	During these trips	It was during these trips that / In their journeys / travels		(1)
14	از چند کارشناس موسیقی	a number of (skilled) musicians	(they invited) several (expert) musicians... / Professional musicians	a few singers...	(1)
15	دعوت شد	were invited			(1)
16	تا به تهران بیایند و به ایرانیان آموزش بدهند.	to come to Tehran and teach Iranians.	in order to come to Tehran to teach Iranians	until they come to Tehran	(1)
17	در نتیجه، شاگردان	This meant students	As a result learners / in conclusion	...apprentices	(1)
18	بیشتر از گذشته آشنا شدند	became more familiar than previously	got more familiar than before		(1)
19	با سبک‌های مشهور امروزی	with well-known modern styles.	...famous.../ genre		(1)
20	علاوه بر آن، نت‌نویسی به شیوه‌ی جدید نیز یاد داده شد.	In addition, notation was also taught in a new way.	Also they learned writing notes in a new method.	They learned new notes	(1)

Section B- Mark scheme (reading comprehension)

Question number	Answer	Mark
2 (i)	D	
Question number	Answer	Mark
2 (ii)	C	1
Question number	Answer	Mark
2 (iii)	A	1
Question number	Answer	Mark
2 (iv)	B	1

Question number	Answer	Mark
3	<p>Award one mark each for the answers below, Only four answers are required. One mark will be deduced for each additional answer.</p> <p>Correct answers are:</p> <ul style="list-style-type: none">• A• E• G• I	(4)

Question number	Answer		Mark
4 (a)	اگر هنرها و صنایع دستی در کنار هم قرار بگیرند.		1

Question number	Answer	Reject	Mark
4 (b)	تغییر سبک زندگی		1

Question number	Answer	Reject	Mark
4 (c)	محلها با نام یکی از انواع گیوه یا با نام خانوادگی سازندگان هنرمند آنها، نامگذاری می‌شد.		2

Question number	Answer	Reject	Mark
4 (d)	ارزش زیاد / پاره نشدنش به دلیل دوام بالا		1

Question number	Answer	Reject	Mark
4 (e)	معرفی گیوه‌دوزی در آثارشان		1

Question number	Answer	Reject	Mark
5 (a)	تعریف مشخصی از نخبگی وجود ندارد		1

Question number	Answer	Reject	Mark
5 (b)	نخبه به فردی برجسته کارآمد اثرگذار در تولید علم، هنر و فن‌آوری کشور گفته می‌شود. نخبگان با به کارگیری هوش و خلاقیت خود می‌توانند به گسترش دانش و نوآوری کمک کنند، در نتیجه موجب سرعت بخشیدن به رشد و توسعه‌ی کشور می‌شوند.		2

Question number	Answer	Reject	Mark

5 (c)	<p>نخبگی هر فرد در شرایط خاصی بروز می‌کند و در صورت نبود آن شرایط، نمی‌توان درباره‌ی نخبگی شخص، بطور دقیق اظهار نظر کرد. / شاید تعریف‌ها و آیین‌نامه‌ها، فردی را نخبه ندانند، اما او به واقع نخبه باشد.</p>	نبودن در شرایط دقیق	1
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Question number	Answer	Reject	Mark
5 (d)	<p>کاهش ارزش ریال در برابر ارزهای خارجی و سخت‌گیری بیشتر کشورهای مقصد، درباره‌ی مهاجران،</p>		2

Question number	Answer	Reject	Mark

Section C- Indicative content

KU = knowledge and understanding

URW= Understand and respond to written language

ACC = Accuracy and range of language mark grid

Question number	Indicative content
6	<p>Candidate may include:</p> <ul style="list-style-type: none">• Reference from knowledge of culture and society (research) to migration and its impacts on migrants' lives. (AO4)• Information from knowledge of culture and society (research) in relation to reasons why villagers prefer to migrate to the cities despite facing lots of difficulties there (AO4)• Information from knowledge of culture and society (research) about health and hygiene issues migration to cities can cause to migrants. (AO4); candidates may compare specific health issues to the information given in the text (AO2)• Reference from knowledge of culture and society (research) to the negative aspects of villager migration to their families, for example putting the children's lives at risk (AO4); candidates may make reference to facts such as facing economic hardships (caused by being jobless in cities or doing low paid jobs) mentioned in the text (AO2)• Arguments and conclusions consistent with their ideas/information/references/examples included within the response(AO4)

Question number	Indicative content
7	<p>Candidate may include:</p> <ul style="list-style-type: none"> • Reference from knowledge of culture and society (research) to the changes in the lifestyle in Iran and Afghanistan. This has led people to adopt Western values and lifestyle. (AO4) • Information from knowledge of culture and society (research) on different types of use of internet and advantages and disadvantages of using internet especially social media in daily life. (AO4) • Information from knowledge of culture and society (research) in relation to the comparison of the impact of internet and social media on people's values and beliefs (AO4) to the information given in the text. (AO2) • Reference from knowledge of culture and society (research) to the negative aspects in the Persian speaking world of using internet and social media on people's beliefs, for example occurrence of indifference among younger members of family towards religious beliefs and following secular values instead. (AO4) candidates may make reference to the disadvantages of social media and internet in relation to issues mentioned in the text to link to this point (AO2) <p>Arguments and conclusions consistent with their ideas/information /references /examples included within the response(AO4)</p>

Question number	Indicative content
8	<p data-bbox="376 271 660 297">Candidate may include:</p> <ul data-bbox="427 309 1385 911" style="list-style-type: none"> <li data-bbox="427 309 1385 405">• Reference from knowledge of culture and society (research) to women’s struggle for equality, for example the differences between men and women in Iranian society. (AO4) <li data-bbox="427 416 1385 555">• Information from knowledge of culture and society (research) about the fact that even though the number of women in social activities has increased, society and the political system should give them more opportunities to engage more in political activities. (AO4) <li data-bbox="427 566 1385 663">• Information from knowledge of culture and society (research) in relation to the extent of women’s education and their political engagement. (AO4) candidates may compare them to the information given in the text. (AO2) <li data-bbox="427 674 1385 842">• Reference from knowledge of culture and society (research) about how the country can benefit from women’s presence in different aspects of its development. (AO4) candidates may make reference to the advantages of women’s engagement in political activities in the text to link to this point. (AO2) <li data-bbox="427 853 1385 911">• Arguments and conclusions consistent with their ideas /information /references/examples included within the response(AO4)

Question number	Indicative content
9	<p>Candidate may include:</p> <ul style="list-style-type: none"> • Information from knowledge of culture and society (research) in relation to the government's policies to have a closer relationship with the west. (AO4) candidates may compare them to the information given in the text. (AO2) • Information from knowledge of culture and society (research) about Iranian art when artists became acquainted with western art. (AO4) • Reference from knowledge of culture and society (research) to conflict between traditions and modernism in Iran and its impacts on Iranian art, in particular painting. (AO4) • Reference from knowledge of culture and society (research) focussing on influences of political decisions and attitudes on Iranian art. (AO4) candidates may make reference to the reactions of artists to those decisions in the text to link to this point. (AO2) • Arguments and conclusions consistent with their ideas/information/references/examples included within the response. (AO4)