

Report on the Units

June 2010

H195/H595/R/10

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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F885 Persian: Listening, Reading and Writing 1

This was the second year of the new GCE Persian AS examination (F885). The format of the paper this year was not different to that of 2009. However, the number of candidates sitting the paper was significantly higher due to the legacy AS unit (2894) no longer being available.

The candidates and the question paper performed well.

Candidates' performance would improve if they could:

- (a) Familiarise themselves with the various exercise types and the rubrics of the exam.
- (b) Follow the rubrics carefully and answer the questions accordingly.
- (c) Write legibly.
- (d) Use appropriate grammar in more complex structures, such as relative clauses, ezafe and conditionals.
- (e) Pay attention to correct spelling and appropriate use of prepositions.
- (f) Be fully aware of the language topic areas in the new AS specification.
- (g) Use a more formal style of writing in the exam paper, rather than a colloquial one.
- (h) Write in the allocated spaces and avoid writing in the margins, this is particularly important as the paper is marked onscreen.

Section A: Listening and Writing

Task 1 – Listening

Exercise 1 – Questions 1-12

The majority of candidates responded well to these questions.

Task 2 – Listening

Overall, the questions were answered well. However, some candidates wrote words in the gaps provided, rather than writing the numbers associated with the words (as they were supposed to). The 7th and 13th gaps differentiated the candidates effectively as there were close distracters in the list given.

Task 3 – Listening Comprehension

The questions were answered well. Questions 3 and 8 differentiated the stronger candidates. In this particular exercise the questions should be answered in English – a few candidates answered in Persian. Please see comment (b) above.

Task 4 – Writing

This task requires a good level of understanding and knowledge in both languages and was generally well responded to. The stronger candidates were identified by their ability to successfully translate the second sentence.

Section B: Reading and Writing

Task 5 – Reading

Questions 1 - 20

This exercise was well answered by the majority of candidates.

Task 6 – Reading Comprehension

Questions 1 – 16

Questions 8, 11 and 16 differentiated the stronger candidates.

Task 7 – Reading and Writing

Questions 7a and 7b were generally well answered. However, some candidates did not follow the rubrics as carefully as they should.

F886 Persian: Listening, Reading and Writing 2

There is a significant change in the format of the new GCE A-Level (F886) compared with the legacy paper (2895).

The candidates and the Question Paper performed well. Candidates' performance would improve if they could:

- (a) Familiarise themselves with the various exercise types and rubrics used in the exam.
- (b) Follow the rubrics carefully.
- (c) Observe the word limits set for the various writing tasks.
- (d) Write legibly.
- (e) Use a style or register that is appropriate to what they have been asked to write. A colloquial style may be considered acceptable in a personal letter or email to a friend, but inappropriate in a formal piece of writing, such as an essay or a business letter. Inappropriate style prevents candidates achieving higher marks in the quality of language criteria.
- (f) Write answers in the allocated spaces and within the page frame - i.e. avoid writing on the margins. This is particularly significant for onscreen marking.
- (g) Pay particular attention to 'spelling', notably the significant role played by the following features in Persian script:

'Dots': the number and position of 'dots' in dot-bearing letters.

'Dented' letters: the exact number of teeth required for each letter, e.g. س (s) and ش (sh). The second 'stroke' needed for the Persian letter گ (g) to distinguish it from ک (k).

The above features are important because a 'violation' of the rules may create a different word with an entirely different meaning. Furthermore, this can be of special significance when answering multiple-choice questions by writing a Persian letter in the box/gap.

- (h) Use a pen, rather than a pencil.
- (i) Enter all the required details in their appropriate boxes (Centre/Candidate Numbers and full name).

SECTION A: LISTENING AND WRITING

Exercise 1: Listening

Questions were generally well answered. Since the questions (and answers) were in English, those candidates whose command of the English language was as good as their listening comprehension skill in Persian, did better with this exercise.

Exercise 2: Listening

Questions were generally well answered. However, Questions 2K, 2L, 2p-i, 2p-ii, as well as the Quality of Writing differentiated the stronger candidates.

SECTION B: READING AND WRITING

Exercise 3: Reading

Questions were generally well answered.

Exercise 4: Reading

Questions were generally well answered. Question 4A played a differentiating role.

Exercise 5: Reading

Questions were generally well answered.

Exercise 6: Reading and Writing

Questions were generally well answered.

Exercise 7: Reading and Writing

Questions were generally well answered and Question 7A differentiated the stronger candidates.

Exercise 8: Transfer of Meaning

This exercise played a significant role in differentiating the stronger candidates from those who need to work further. Naturally, those candidates whose command of the English language was as good as their reading comprehension skills in Persian, did better in this exercise.

Exercise 9: Reading and Writing

Questions were generally well answered. Question 9B played a differentiating role.

Exercise 10: Reading and Writing

Questions were generally well answered.

Exercise 11: Reading and Writing

Questions were generally well answered. Questions 11C and 11F differentiated the stronger candidates from those who need to work further.

SECTION C: WRITING

The Quality of Language in this section played a significant role in differentiating the stronger candidates. Candidates may need to be reminded that in this section, the essay should be linked to a Persian-speaking country. There should be specific references to relevant aspects of life in that country in order to achieve the higher marks available on Grid N.

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