

Examiners' Reports

June 2011

H195/H595/R/11

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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 Question Paper was the third series of the GCE Persian AS examination (F885).

Many candidates used their knowledge and skills appropriately to respond to the tasks in all sections. However, many others did not seem to have knowledge and skills required to respond appropriately on Tasks 5, 7a and 7b. Appropriate time allocation for each section is an important factor in improving Candidates' performance.

Most Candidates performed well. Their performance would improve further if they could be encouraged to:

- (a) Familiarise themselves with the various exercise types and the rubrics of the exam.
- (b) Follow the rubrics carefully, particularly in both parts of the Writing Task.
- (c) Organise time appropriately in order to complete the sections within the time allocated for each task.
- (c) Write legibly.
- (d) Use appropriate grammar in more complex structures, such as relative clauses and conditionals.
- (e) Pay attention to correct spelling and appropriate use of prepositions.
- (f) Be fully aware of the language topic areas in this 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 on screen.
- (i) Use a pen, not a pencil.

Comments on individual questions

Most Candidates responded well to the questions. Questions 9 and 12 differentiated candidates well.

Task 2 – Listening

The questions were answered well.

Task 3 – Listening Comprehension

Questions 1-12

The majority of Candidates responded well to these questions, particular attention was required to respond correctly to questions 8, 11 and 12.

Task 4 – Listening and 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 correctly translate the third sentence.

Section B: Reading and Writing

Task 5 – Reading

The format of this task was different to that of previous years. However, many Candidates responded well to these questions.

Task 6 – Reading Comprehension

Questions 1-12

Overall, these questions were well responded to. Questions 7, 10 and 11 were good differentiators.

Task 7 – Reading and Writing

7a and 7b

There were many excellent responses to the two parts of this task, which included several positive and negative aspects of cinema and its role in and effects on their lives. In some responses, there were good examples of personal experience. However, some candidates did not respond to the question they were asked appropriately. In some responses part B of the task was only the extension of Part A, whereas good responses should discuss and develop the question asked in Part B.

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REPORT FOR PUBLICATION TO CENTRES

BY PRINCIPAL EXAMINER

GCE PERSIAN (F886)

Listening, Reading and Writing 2

June 2011

Final Mark Scheme already submitted.

1. General Comments

Most Candidates performed well. Their performance would improve further if they could be encouraged to:

- a) Familiarise themselves with the various Exercise types and rubrics used in the exam.
- b) Follow the rubrics carefully.
- c) **Speakers of Dari (a Persian dialect spoken in Afghanistan):**
Familiarise themselves with the differences between their dialect and Persian as spoken in Iran. This mostly involves vocabulary, pronunciation and some grammatical structures.
- d) Observe the word limits set for the various writing tasks (where applicable).
- e) Write legibly.
- f) 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 loses marks.
- g) Write answers in the allocated spaces, and within the page frame - i.e. avoid writing on the margins. This is particularly significant for on-line marking.
- h) 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.

Exercise 1

Questions were generally well answered. Since the rubrics for this Exercise were/are in English, Candidates whose English was as good as their Persian did well in this Exercise. Question 1.e played a differentiating role.

Exercise 2

Questions were generally well answered. Since the rubrics for this Exercise were/are in Persian, Candidates with stronger reading and writing skills in Persian did very well in this Exercise. Questions 2(i), 2(u) and 2(QL) differentiated the stronger candidates from those who needed to work further.

Exercise 3

Questions were generally well answered. Question 3(7) played a differentiating role.

Exercise 4

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

Exercise 5

Questions were generally well answered.

Exercise 6

Questions were generally well answered. Question 6(1) was answered correctly by stronger Candidates.

Exercise 7

Only the stronger Candidates managed to obtain full marks for this Exercise. Question 7(d) differentiated the stronger Candidates from those who needed to work further.

Exercise 8

This was a translation task. Only Candidates with a sound knowledge of both languages managed to obtain full marks for this Exercise. It was pleasing to note that some of the stronger Candidates had placed the word "tree" in inverted commas to draw attention to its metaphorical use – in line with the original Persian text.

Exercise 9

Questions were generally well answered. Questions 9(a) and 9(d) differentiated the stronger Candidates.

Exercise 10

Questions were generally well answered. Question 10(g) was answered correctly only by very strong Candidates.

Exercise 11

Questions were generally well answered. Questions 11(b) and 11(e) differentiated the stronger Candidates from those who needed to work further.

Exercise 12

Section C (Writing) played a very significant part in differentiating the stronger Candidates, who displayed:

- (a) Genuine insight in responding to the task providing consistently relevant information in support of their points of view and opinions;
- (b) Logical organisation of thought in developing and structuring their argument;
- (c) High and consistent level of accuracy in a wide range of vocabulary and idiom with a variety of complex sentence structures.

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