

Persian

Advanced Subsidiary GCE

Unit **F886**: Persian: Listening, Reading and Writing 2

Mark Scheme for June 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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





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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Tick
	Development of point
	Incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
	Present tense correctly used
	Accurate language
	Inaccurate language

Abbreviations Meaning

- / Alternative and acceptable answers for the same marking point
 () Words which are not essential to gain the mark
 — Underlined words must be included to gain the mark

12 Subject-specific Marking Instructions

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in Tasks* 6 and 7. The texts will not appear automatically on your marking screen.

*** Note:**

In the Persian exam, the word 'Task' has been replaced with 'Exercise' in both English and Persian texts.

Section A: Listening and Writing**Task 1:****Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in **Target language** get no marks.

Question	Answer	Marks [6]	Guidance
a	What (in Sara's opinion) is the best invention / creation (so far).	1	
b	You can be contacted any time.	1	Key words: 'contact' and 'any time'
c	Either of these two will be acceptable: Connections between people research (or) finding information	1	
d	They had nothing to write home about.	1	Any reference to their being poor is accepted.
e	He has warm dinners!	1	
f	He quotes his mother who describes his father as 'lazy'. OR: He refuses to say anything negative about his father.	1	Any indication that he is not prepared to say anything negative (e.g. 'lazy') about his dad is accepted.

Task 2

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question	Answer	Marks [22]	Guidance
a	(الف) کمبود امکانات تحصیلی در زمان خودشان	1	اشاره به "زمان گذشته" ضروری است.
b	(ب) کمتر مورد استقبال قرار می‌گرفتند	1	هر اشاره‌ای به نظر منفی جامعه قابل قبول است.
c	(پ) باید از خانواده اجازه می‌گرفتند	1	"اجازه‌ی خانواده" قابل قبول است.
d	(ت) از آن‌ها انتظار می‌رفت که خانه‌دار باشند	1	هر اشاره‌ای به "خانه‌دار بودن" یا "زندگی خانوادگی" قابل قبول است.
e	(ث) اولین دانشگاه (تأسیس شد)	1	
f	(ج) انگشت‌شمار بودند / کمتر از ده نفر	1	هر اشاره‌ای به کم بودن تعداد قابل قبول است.
g	(چ) مخالفت خانواده	1	
h	(ح) تغییرات اجتماعی گسترش تکنولوژی‌های ارتباطی	2	اشاره به تکنولوژی ارتباطی ضروری است.
i	(خ) متخصص / کارشناس	1	
j	(د) (برای اولین بار) تعداد دختران دانشگاهی از پسران بیشتر شد	1	اشاره به بیشتر شدن تعداد دختران نسبت به پسران ضروری است.
k	(ذ) (برخی می‌گویند) مفید (است و بعضی می‌گویند) مخرب/مضر (است).	2	
l	(ر) تهیه‌ی خوابگاه حفاظت دختران در برابر آسیب‌های اجتماعی تغییر (جنسیتی) بازار کار	1 1 1	
m	(ز) خوششان نیامد/ با کاهش تعداد دختران در دانشگاه‌ها مخالفند	1	
n	(ژ) رقابت شدید برای ورود به دانشگاه	1	اشاره به "رقابت برای ورود به دانشگاه" ضروری است.
o	(س) مثل آن است که زندگی‌اش بر باد رفته است	1	
p	(ش) (خدمت) سربازی	1	
q	(ص) که هرگز با دختری که تحصیلاتش از او بیشتر است ازدواج نکند	1	
r	(ض) اگر هر دو تصمیم بگیرند که تحصیلشان را ادامه دهند	1	

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS (<i>and/or A2</i>) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

In Section B there are 10 marks for Quality of Language.

Task 3

Question	Answer	Marks [7]	Guidance
1	ب	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
2	پ	1	
3	الف	1	
4	پ	1	
5	الف	1	
6	الف	1	
7	ب	1	

Task 4:

Question	Answer	Marks [8]	Guidance
a	الف: بهره‌برداری	1	1 mark for each correct answer The marks are awarded individually. No annotations are necessary.
b	ب: زیاله	1	
c	پ: توقع	1	
d	ت: خلاف	1	
e	ث: تلاش	1	
f	ج: رفع	1	
g	چ: به‌موقع	1	
h	ح: قصد	1	

Task 5

Question	Answer	Marks [5]	Guidance
1	س	1	Gap-fill No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings.
2	د	1	
3	ب	1	
4	ر	1	
5	ط	1	

Task 6

Question	Answer	Marks [5]	Guidance
1	(۱) روزی چند بار زباله‌ها را جمع می‌کنند.	1	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
2	(۲) مورد توجه بوده است.	1	
3	(۳) شرکت‌های خصوصی	1	
4	(۴) شهرداری است.	1	
5	(۵) باید قدر زباله‌ها را بدانند.	1	

Task 7**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (✗) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 7

Question	Answer	Marks [10]	Guidance
a	الف) سه هدف از فهرست زیر پذیرفته می‌شود (۱ نمره برای هر هدف): حل مشکلات کارگران شهرداری سلامت و بهداشت آنها جمع کردن سریع زباله‌ها بازیافت زباله‌ها	3	
b	ب) ۱- (مستقر شدن) بازار پرندفروشان (در آن محله) ۲- قول داد که از محل بازدید کند ۳- واکنش (یا) اعتراض مردم (هر گونه اشاره به نارضایتی مردم قبول است).	1 1 1	
c	پ) (بازار) پرندفروشان	1	"باغ پرندگان" قبول نیست.
d	ت) ۱- «باغ پرندگان» را به محله‌ی دیگر می‌برد ۲- اگر مردم شهرک یادشده آن را نخواهند	1 1	"ساخت/ برنامه‌ی باغ پرندگان" قبول است. اشاره به "پرندفروشان" قبول نیست.
e	ث) مردم اطلاعات نادرست/نامناسب دریافت کرده‌اند	1	هر اشاره‌ای به تصور نادرست مردم از تصمیم شهرداری در مورد باغ پرندگان و بازار پرندفروشان قبول است.

Task 8: Transfer of Meaning

Question	Answer	Marks [10]	Guidance	
			Content	Levels of response
1	The bitterness of historical experiences remains in the minds of future generations for years.	2	<p>Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors.</p> <p>Exceptional responses and marks to award:</p> <p>1. Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark, depending on level of inaccuracy in meaning. *</p> <p>2. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark, depending on level of inaccuracy of English.</p>	<p>GRID H.2 TRANSFER OF MEANING</p> <p>2 Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.</p> <p>1 Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.</p> <p>0 Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.</p>
2	Now, how can one assure Iranians of today that at this moment, history is not repeating itself?	2		
3	The premature revelation of some documents from Western embassies in Tehran,	2		
4	which points to the continuation of the same traditional methods,	2		
5	would not help (to) gain the trust of the people of Iran.	2		

Task 9

Question	Answer	Marks [5]	Guidance
a	الف: برنامه‌ی مستند / "پایان امپراتوری"	1	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	ب: (اجازه/ امکان) فروش / بهره‌برداری / استفاده	1	
c	پ: فقیر	1	
d	ت: استقلال ایران به خطر نیفتد.	1	
e	ث: پیروزی مصدق (یا) ملی شدن نفت	1	

Task 10

Question	Answer	Marks [7]	Guidance
a	الف: به وجود آوردن اطمینان (یا) باور کردن هرگونه اشاره به ایجاد فضای دوستانه بین طرفین قبول است.	1	Multi- /choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	ب: به مالکیت عمومی (یا دولتی) درآمدن / آوردن نفت هرگونه اشاره به تعلق نفت به همه‌ی مردم قبول است.	1	
c	پ: میدان نبرد	1	توضیح دادن (یا نوشتن مترادف/ هم‌معنی برای) تمام کلمات هر عبارت ضروری است.
d	ت: به هیچ وجه (یا) اصلاً / ابداً / قطعاً / هیچ‌وقت / ممکن نیست / به هیچ شرط	1	
e	ث: طرح/ برنامه برای تلافی (یا) کار بدی بر ضد آنها انجام دهد / ایجاد مشکل برای دشمن.	1	
f	ج: به بهانه‌ی جشن‌ها/ پارتی‌ها هر اشاره‌ای به پنهان کردن هدف اصلی قبول است (مثلاً به گونه‌ای کسی نفهمد).	1	
g	چ: عامل مهمی بود (یا) سهم مهمی داشت	1	

Task 11**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - d. Marks are awarded on a point by point basis, according to the mark scheme.
 - e. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - f. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (✗) when a word in the response invalidates an otherwise acceptable answer.
 - Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 11

Question	Answer	Marks [10]	Guidance
a	الف) بی‌اعتمادی (یا) نبودن اعتماد (یا) رابطه‌ی بد بین ایران و آمریکا و انگلستان	1	
b	ب) درآمد انگلستان از نفت ۹ برابر (یا: خیلی بیشتر از) درآمد ایران بود.	2	
c	پ) زیر پوشش میهمانی‌ها (یا) عملیات سری	1	
	در سفارت انگلستان در تهران	1	
d	ت) سه نکته از چهار مورد زیر قابل قبول است: ۱- جمعیت اجاره‌ای بود (یا) پول / دلار گرفته بودند ۲- نقش مؤثر (یا) تعیین‌کننده‌ای داشت. ۳- هیچ‌گونه عقیده‌ی سیاسی نداشتند.	3	
e	ث) شرکت‌های نفتی / آن‌ها با شاه قرارداد (نفتی) امضا کردند.	2	اشاره به امضای قرارداد نفتی ضروری است.

- Assessing **Quality of Language** across Section B
 - a. You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
 - b. Apply Grid C.2 and enter the mark.
 - c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS (<i>and/or A2</i>) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 12-19**Task specific guidance**

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 12-19	No Indicative Content – personal response	[25]	<p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Task 12-19 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 12-19	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	[20]	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance</p> <p>0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate’s first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 – Wrong/right = 50/50</p> <p>7–8 – More right than wrong.</p> <p>Grid F.2 guidance</p> <p>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 – Effective = <i>good</i>. Reads easily.</p> <p>9–10 – idiom ≠ <i>idioms</i>.</p>

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

GRID C.2		QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .	
7–8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	
5–6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .	
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	

GRID F.2		QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .	
7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).	
5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.	
3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.	
0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .	

APPENDIX 2

Transcripts of Listening Texts

Task 1

[SETTING: Conversation]
(One Male voice + one Female voice)

Eng: Exercise 1:

Advances in technology and their impact on people's lives

Saaraa (Female)

Kaamraan (Male)

(M) به نظر تو بهترین اختراع تا حالا چی بوده؟

(F) تلفن همراه، چون کسانی که باهات کار دارن هر لحظه می تونن باهات تماس بگیرن.

(M) من فکر می کنم از اون مهم تر اینترنته، که نه تنها ارتباط بین افراد، بلکه تحقیق و پیدا کردن اطلاعات رو هم آسون کرده.

(F) البته ناگفته نمونه که این نظر ما جووناست. اگه از مادرم بپرسی، می گه ماشین لباس شویی.

(M) من فکر می کردم این نظر مامان بزرگاست.

(F) بله، ولی ما تو یه ده کوچک زندگی می کردیم، و گذشته از اون وضع مالیمون تعریفی نداشت.

(M) مامان بزرگم می گفت پیش از اینکه ماشین لباس شویی به بازار بیاد، مجبور بود لباسارو با دست بشوره.

(F) مادر منم همیشه مخترعشو دعا می کنه.

(M) پدر منم همیشه سازنده ی «مایکروویو» رو دعا می کنه! آخه می دونی، پدرم شبا دیر می آد خونه. وقتی «مایکروویو» نداشتیم، همیشه شامشو سرد می خورد!

(F) چرا؟ مگه نمی تونست رو اجاق گاز گرمش کنه؟

(M) راستش، مادرم می گه چون تنبله!

(F) خودت چی فکر می کنی؟ نظر خودت چیه؟

(M) والا چی بگم! راستش نمی دونم چی بگم!

Task 2

[SETTING: RADIO REPORT]
(One Male voice + one Female voice)

- (M) تمرین ۲: درک شفاهی
- (M) افزایش حضور دختران در دانشگاه: فرصت یا تهدید؟
- (F) وقتی پای صحبت بزرگترها به خصوص خانم‌ها می‌نشینیم، اغلب از کمبود امکانات تحصیلی در زمان خودشان سخن می‌گویند. در آن زمان اگر دختری پیدا می‌شد که تحصیل را تا مراحل بالا ادامه می‌داد، کمتر مورد استقبال قرار می‌گرفت چون در بیشتر مواقع انتظار جامعه‌ی آن روز از یک دختر این بود که با اجازه‌ی خانواده ازدواج کند و به عنوان یک زن خانه‌دار به زندگی‌اش ادامه دهد.
- (M) حدود ۷۰ سال پیش، وقتی اولین دانشگاه ایران ایجاد شد، تعداد دختران دانشجوی انگشت شمار بود و اگر دختری اظهار تمایل می‌کرد که به دانشگاه برود، با مخالفت شدید خانواده روبه‌رو می‌شد.
- (F) تغییرات اجتماعی، گسترش تکنولوژی‌های نوین ارتباطی و به دنبال آن آشنا شدن با فرهنگ‌ها و نحوه‌ی زندگی سایر ملت‌ها سبب شد که کم‌کم نقش‌های جدیدتری در جامعه شکل بگیرد و جای خالی زنان متخصص در جامعه احساس شود.
- (M) این عوامل سبب شد که دختران به ادامه‌ی تحصیل علاقه مندتر شوند. در سال ۱۳۷۷ برای اولین بار در عمر هفتاد و چند ساله‌ی نظام دانشگاهی در ایران، نسبت دختران دانشگاهی به پسران افزایش یافت. برخی از کارشناسان این روند را مخرب و بعضی دیگر مفید ارزیابی کرده‌اند.
- (F) افزایش نسبی تعداد پذیرفته‌شدگان دختر در دانشگاه‌ها در سال‌های اخیر باعث بعضی نگرانی‌ها در بین مدیران و دست‌اندرکاران شده است، مانند: تأمین خوابگاه، حفاظت دختران در برابر آسیب‌های اجتماعی و همچنین تغییر جنسیتی بازار کار.
- (M) اما این نگرانی‌ها به نظر خیلی از افراد، به خصوص دختران، خوش نیامد و آن‌ها به صورت غیررسمی با هرگونه طرحی برای کم‌کردن حضور دختران در دانشگاه‌ها به شدت مخالفت کردند. یک دانشجوی دختر می‌گوید:
- (F) در دوره‌های پیش دانشگاهی دخترانه، رقابت شدیدی میان دختران برای ورود به دانشگاه وجود دارد، به طوری که خیلی از دختران اگر ذره‌ای امید قبولی‌شان پایین بیاید، مثل این است که همه‌ی زندگی‌شان بر باد رفته است.
- (M) از سوی دیگر، بسیاری از پسران از ضرورت انجام خدمت سربازی که فرصت ادامه‌ی تحصیل را از آن‌ها می‌گیرد، صحبت می‌کنند. یک حسابدار مرد می‌گوید:
- من هرگز با دختری که مدرک تحصیلی بالاتری از من داشته باشد ازدواج نخواهم کرد چون دوست دارم که همسر آینده‌ام از لحاظ سطح تحصیلات با من برابر باشد، مگر اینکه هر دو تصمیم بگیریم که تحصیلمان را ادامه دهیم.

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