



Mark Scheme (Pre Standardisation)

Summer 2022

Pearson Edexcel GCE

In Persian (9PN0)

Advanced

Paper 03

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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/ همه کشور های 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:

نیروگاه های اتمی بیشتر از گاز طبیعی استفاده می کنند (به جای سوخت های سنگین مایع/ سوخت های 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**

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
1(i)	C	(1)

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
1(ii)	C	(1)

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
1(iii)	A	(1)

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
1(iv)	D	(1)

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
2(i)	D	(1)

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
2(ii)	C	(1)

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
2(iii)	B	(1)

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
2(iv)	B	(1)

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
2(v)	B	(1)

Question number	Answer	Reject	Mark
3(a)(i)	Accept any of the following : به معنا و مفهوم این هنر توجه ندارند به دنبال درآمد هستند		1 mark for each correct answer. Total of 2 marks

Question number	Answer	Reject	Mark
3(a)(ii)	Accept any of the following : به دلیل معنا و مفهوم عمیق و قابلیت‌های زیباشناسانه و مفهوم فلسفی		1 mark for any correct answer

Question number	Answer	Reject	Mark
3(a)(iii)	Accept any of the following : در مشرق زمین/ از مشرق زمین		1 mark for any of correct answers

Question number	Answer	Reject	Mark
3(a)(iv)	Accept any of the following : قابلیت ترکیب آسان این هنر یا شکل پذیری آسان این هنر		1

Question number	Answer	Reject	Mark
3(a)(v)	نوآوری و خلاقیت هنرمندان هنرهای تجسمی		1

Question number	Answer	Reject	Mark
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<b>3(b)(i)</b>	<ul style="list-style-type: none"> <li>• بر اساس تحقیقات</li> <li>• برای ثبت سخن الهی استفاده شده / در نوشتن کلام خدا استفاده شده</li> <li>• درس‌های اخلاقی می‌آموزد/ بسیار مورد احترام است / بر پاک بودن و انسانیت هنرمند می‌افزاید</li> </ul>		<b>(3)</b> <b>For any correct summary point award 1 mark</b>
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<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>3(b)(ii)</b>	<ul style="list-style-type: none"> <li>• نا آگاه بودن هنرمند خوش‌نویس</li> <li>• هنرمند قدیمی تمامی انواع خط را می‌شناخت</li> <li>• نداشتن آگاهی از انواع خط نستعلیق / فکر می‌کنند که خط نستعلیق عربی است</li> </ul>		<b>(3)</b> <b>For any correct summary point award 1 mark</b>



Question number	Answer	Reject	Mark
4(a)	بعد از جنگ ایران و عراق		1 mark for each correct response

Question number	Answer	Reject	Mark
4(b)	اختلاف درآمد بین دو کشور امکانات رفاهی		1 mark for each correct response Total of 2marks

Question number	Answer	Reject	Mark
4(c)	Any one of the following: افزایش نرخ تورم کاهش قدرت خرید مردم عواملی که رشد مهاجرت را بالا می‌برند		1

Question number	Answer	Reject	Mark
4(d)	Any <b>two</b> of the following: دسترسی به پیشرفت‌های علمی دسترسی به شبکه‌های علمی جهانی پیشرفت‌های صنعتی		1

Question number	Answer	Reject	Mark
4(e)	گسترش شبکه‌های تجاری بین‌المللی گسترش بازاریابی محصولات ایرانی		1 mark for each correct response Total of 2

Question number	Answer	Reject	Mark

<b>4(f)</b>	دولت باید سیاست‌های خود را تغییر دهد		<b>1</b>
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**SECTION B mark scheme:**

Question number	Answer	Reject	Mark
<b>5(a)</b> <b>(i), (ii), (iii), (iv)</b>	<p>Any <b>four</b> of the following:</p> <p>دولت برای کاهش آلودگی سرمایه گذاری کافی نکرده است. (1)</p> <p>تاثیر مرکز های صنعتی بر آلودگی از خودروها بیشتر است. (1)</p> <p>سیستم حمل و نقل نیاز به نو سازی دارد (1) .</p> <p>وسایل نقلیه از سوخت مناسب استفاده نمی کنند (1)</p> <p>مرکز های صنعتی در داخل شهر ساخته شده اند (1)</p> <p>مرکز های صنعتی بیشتر از ماشین ها آلودگی ایجاد می کنند (1)</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	Specific factual details that do not express what she thinks about	<b>(4)</b>

Commented [MP1]: سیستم حمل و نقل نیاز به نو سازی دارد

Commented [IM2]: سوخت مناسب

Question number	Answer	Reject	Mark
<b>5(b)</b> <b>(i), (ii), (iii), (iv)</b>	<p>Any <b>four</b> of the following:</p> <p>دولت به سختی می کوشد آلودگی را کاهش دهد (1)</p> <p>دولت راهکارهای زیادی در نظر گرفته است (1)</p> <p>دولت سعی می کند فرهنگ جامعه را در حفظ محیط زیست تغییر دهد (1)</p> <p>دولت می کوشد رفت و آمدهای شهری را کم کند (1)</p> <p>باید از وسایل ارتباط جمعی برای کاهش آلودگی استفاده کرد. (1)</p> <p>دولت باید آگاهی مردم را بالا ببرد . (1)</p> <p>دولت باید مردم را به بازیافت تشویق کند . (1)</p>	<p>Specific factual details that do not express what she thinks about</p> <p>دولت برای کاهش آلودگی</p> <p>دولت موفق نبوده است</p> <p>دولت به آلودگی اهمیت نمی دهد</p> <p>رفت و آمد شهری کم نشده است</p>	<b>(4)</b>

	Accept any alternative wording that expresses this idea.		
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## **Section B, question 5C – Listening, reading and writing task**

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

- understand and respond to spoken language (AO1)
- understand and respond to written language, (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 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark at the top of the band because of the band 5-6 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.

## Mark grids

### Understand and respond to spoken language (AO1 – 6 marks)

- This mark grid assesses the student’s understanding of spoken language and how well they use information from it to evaluate and draw conclusions.

### Understand and respond to written language (AO2 – 6 marks)

- This mark grid assesses the student’s understanding of written language and how well they use information from it to evaluate and draw conclusions.

The two mark grids for AO1 and AO2 are presented side-by-side. This is because of the interconnection of the task in that students need to compare information that they hear to the information that they read. They need to do this in order to weigh up the views in both sources to be able to write their evaluation and come to cohesive conclusions.

### Indicative content

- When deciding how to reward the answer you should consult these mark grids 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.

Understand and respond to spoken language (AO1)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material		
1-2	<ul style="list-style-type: none"> <li>Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation.</li> <li>Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation.</li> <li>Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation.</li> <li>Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation.</li> <li>Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>Expresses relevant and substantiated judgements on the viewpoints in the spoken source showing clear evaluation.</li> <li>Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Expresses relevant and substantiated judgements on the viewpoints in the written source showing clear evaluation.</li> <li>Draws convincing conclusions on written source, consistent with evaluation of viewpoints.</li> </ul>

### Accuracy and range of language mark grid (AO3)

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"><li>Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.</li><li>Limited sequences of accurate language; errors occur that often prevent meaning being conveyed.</li></ul>
3-4	<ul style="list-style-type: none"><li>Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.</li><li>Some accurate sequences of language; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
5-6	<ul style="list-style-type: none"><li>Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.</li><li>Frequent sequences of accurate language; errors occur that occasionally hinder clarity of communication.</li></ul>
7-8	<ul style="list-style-type: none"><li>Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.</li><li>Accurate language throughout most of the response; errors occur that rarely hinder clarity of communication.</li></ul>
9-10	<ul style="list-style-type: none"><li>Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.</li><li>Accurate language throughout; any errors do not hinder clarity of the communication</li></ul>

#### 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

**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 καλοί 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 5(c)**

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

Question number	Indicative content
5(c)	<ul style="list-style-type: none"> <li>Any answer that describes the university lecturer'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 beneficial to work while you study because you expand your horizons.</li> <li>Any answer that describes (Alexandros'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.</li> <li>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.</li> </ul>

**Additional Guidance – Example student answer to 5(c)**

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

Example student answer	Comment
<p>استاد دانشگاه معتقد است که تلاش‌های دولت برای کاهش آلودگی موفق نبوده است و باید بیشتر در این زمینه سرمایه گذاری کند. گسترش شهرها و از بین رفتن فضای سبز بر آلودگی هو می‌افزاید. سیستم حمل و نقل نیز کهنه است و کیفیت سوخت نیز نامناسب است.</p>	Expresses judgements on the viewpoints in the spoken source
<p>به نظر کارشناس محیط زیست ،دولت برای کاهش آلودگی بسیار می کوشد و سعی می‌کند با برنامه‌ریزی مناسب آلودگی را کاهش دهد. دولت سعی دارد که آگاهی مردم را بالا ببرد. به طور مثال آنها را به بازیافت مواد و کم کردن استفاده از وسیله نقلیه‌ها تردد شهری تشویق می‌کند.</p>	Expresses judgements on the viewpoints in the written source
<p>به نظر من نظر کارشناس محیط زیست که می‌گوید دولت تلاش بسیار زیادی در کاهش آلودگی می‌کند درست است. ولی من با نظر استاد دانشگاه موافقم و دولت باید با برنامه ریزی‌های مناسب و سرمایه گذاری بیشتر جلوی شهر سازی بی‌رویه را بگیرد. دولت باید سیستم حمل و نقل را نوسازی کند.</p>	Draws conclusions consistent with own viewpoints made about the spoken and written sources.

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