

Mark Scheme for June 2010

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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MARK SCHEME

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.

A suggestion for making a slightly more user friendly version of this Mark Scheme would be to put the pages in plastic pockets in a ring binder, making sure that the answers and appropriate grids are opposite one another, then you don't need to flip backwards and forwards.

Section A: Listening and Writing**Exercise 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 Persian get no marks.

Question	Answer	Marks [6]	Guidance
a)	They had killed someone	1	Reference to 'killing' or 'taking someone's life' is essential.
b)	Don't harm/hurt/bully others (or) Life is sacred / precious (or) Don't take away a life	1	
c)	(About) eight years (old) (or) Age of 8 (or) In Year / Grade 3	1	No need to mention 'school'.
d)	Careful not to tread / step on ants (or) Not to kill any living things	1	
e)	Makes them sensitive/gentle/tender (or) Calms and softens hearts and minds	1	Any reference to 'making people kind and sensitive' is acceptable.
f)	Less advice in English text books or school teaching / materials	1	

Exercise 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) کسانی که شرکت را می‌خرند (یا) سهام‌داران	1	
b)	(ب) مسئولیت دولت کم‌تر می‌شود بهتر می‌تواند به مردم خدمت کند	1 1	ذکر کلمه "مسئولیت" یا مترادف آن ضروری است.
c)	(پ) سود / پول / در آمد بیش‌تر	1	
d)	(ت) رقابت	1	
e)	(ث) شرکت‌های تلفن هزینه‌ی تلفن پایین آمده است	1 1	
f)	(ج) ۹۰٪ پایین رفته است.	1	ذکر "۹۰٪ پایین رفتن" ضروری است.
g)	(چ) هر مسیر / خط / ناحیه / منطقه در دست یک شرکت است.	1	
h)	(ح) بالا می‌رود (یا) مردم باید هر قیمتی را که شرکت تعیین کند بپردازند.	1	
i)	(خ) (سفر با) اتوبوس	1	
j)	(د) سفر با اتوبوس بیش‌تر طول می‌کشد. شلوغی جاده‌ها (یا) روی به موقع رسیدن نمی‌شود حساب کرد. شرکت‌ها سعی می‌کنند هزینه‌های خود را کم کنند.	1 1 1	
k)	(د) حوادث (قطارها) / (سال‌های اخیر)	1	
l)	(ر) در حادثه‌ها می‌میرند / کشته می‌شوند (یا) (شرکت‌ها) پول کم‌تری خرج می‌کنند که باعث حادثه می‌شود.	1	
m)	(ز) مدیریت (یا) مسئولیت غلط	1	
n)	(ز) بهترین مغزها (یا) بهترین آدم‌ها برای مدیریت (یا) استخدام (بهترین) مغزها / نخیه‌ها / مدیر مجرب	1	
o)	(س) به حد اقل رساندن هزینه‌ها به حد اکثر رساندن سود	1 1	
p)	(ش) مریم: مصرف‌کننده نقشی ندارد. علی: رضایت مشتری سود می‌آورد. (یا) اشاره به اهمیت برای (نظر) مشتری قابل قبول است.	1 1	

QWC: 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
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Note: Assessment of Quality of Language in Exercise 2 will be based on Questions (b), (h), (i) as follows:

Up to 3 errors = 10 marks
 Up to 5 errors = 9 marks
 Up to 7 errors = 8 marks
 Up to 9 errors = 7 marks
 Up to 12 errors = 6 marks
 Up to 15 errors = 5 marks

Section B: Reading and Writing

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

Note:

Assessment of Quality of Language in Section B will be based on:

- Exercise 7: Questions (a) and (c)
- Exercise 10: Question (e)
- Exercise 11: Questions (a) and (c)

Example:

A total of '7½ marks' will be rounded up to '8 marks'.

For each error identified by the symbol IL ½ mark will be deducted.

Exercise 3:

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

Exercise 4:

Question	Answer	Marks [8]	Guidance
a)	الف: رسید	1	<p>1 mark for each correct answer</p> <p>The marks are awarded individually. No annotations are necessary.</p>
b)	ب: مطرح کردم	1	
c)	پ: شتاب	1	
d)	ت: تقصیر	1	
e)	ث: واضح (است)	1	
f)	ج: ناخوش آیند	1	
g)	چ: (بر کسی) پوشیده نیست	1	
h)	ح: پشتیبانی	1	

Exercise 5:

Question	Answer	Marks [5]	Guidance
1	س (١)	1	
2	ح (٢)	1	
3	ر (٣)	1	Gap-fill No annotation is necessary. Enter 1, 0 or NR as appropriate.
4	ب (٤)	1	
5	ص (٥)	1	

Exercise 6:

Question	Answer	Marks [5]	Guidance
1	۹۹ هزار تومان (۱)	1	
2	ناراحت / ناراضی / بی‌میل (۲)	1	
3	اشتباه کرده است (۳)	1	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
4	۷۵۰۰۰ تومان قیمت حراج / آگهی شده / (با) تخفیف / همان قیمت " قابل قبول نیست.	1	
5	فروشگاه فردوسی (۵)	1	

Exercise 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 (x) 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.

Exercise 7:

Question	Answer	Marks [10]	Guidance
a)	الف) (بیش تر) جنبه‌ی اخلاقی (دارد تا چانه زدن) (پ ۱) (یا) اگر فروشگاه اشتباه کند، مشتری نباید تنبیه شود. پیش نهاد ۱۰٪ تخفیف را نپذیرفت (پ ۲).	1	
b)	ب) کارت اعتباری	1	
c) 1	پ) ۱- عصبانی بود.	1	
2	۲- کاغذ حراج را کند/پاره کرد.	1	
3	۳- زمان آن گذشته بود.	1	
d)	ت) قیمت آگهی شده / ۷۵۰۰۰ تومان	1	
e)	ث) وقتی کارمندی (نسبت به مشتری) خطا می‌کند	1	
f)	ج) عدم رضایت مشتری (یا) کاهش در فروش اخراج کارمندان	1	
			Use a tick (✓) to indicate where you have awarded the marks.

Exercise 8: Transfer of Meaning

Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.






GRID H.2	TRANSFER OF MEANING 10 marks AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
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.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2

Exceptional responses and marks to award:

- 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.
- 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.

Special use of annotation symbols for this exercise:

	=	Complete transfer of meaning	=	1 mark
	=	Incomplete transfer of meaning	=	½ mark
	=	Limited or no transfer of meaning	=	0 mark
	=	Good/accurate language	=	1 mark
	=	Inaccurate language	=	½ mark

Example:

A total of '7½ marks' will be rounded up to '8 marks'.

Exercise 8:

	TL	English	Reject
1	از هزاران سال پیش، انسان‌ها برای درمان بیماری‌های گوناگون از گیاهان محلی خود استفاده می‌کرده‌اند.	For thousands of years human beings have been using their local plants to treat various illnesses.	
2	به گزارش سازمان بهداشت جهانی (WHO) بیش از ۶۰٪ از مردم جهان داروهای گیاهی مصرف می‌کنند.	According to a report by the World Health Organisation, more than 60% of people in the world consume/use herbal medicines.	
3	در مقایسه با کشورهای پیش‌رفته، استفاده از درمان‌های سنتی در کشورهای جهان سوم بیش‌تر معمول است.	Compared with the developed countries, use of traditional remedies is more common in Third World countries.	
4	علت عمده‌ی آن گفته شده است.	The main reason for this is said to be	
5	در دسترس نبودن و گرانی قیمت داروهای امروزی	a lack of access to modern medicines and their high prices.	

Total: 10 marks

Exercise 9:

Question	Answer	Marks [5]	Guidance
a)	الف: داروهای امروزی / جدید / مدرن	1	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b)	ب: تولیدکننده گیاهان دارویی (یا داروهای گیاهی)	1	
c)	پ: آرایش / بهداشت	1	
d)	ت: گیاه پزشکی / گیاه پزشکی	1	
e)	ث: وزارت بهداشت (، درمان و آموزش پزشکی)	1	

Exercise 10:

Question	Answer	Marks [7]	Guidance
a)	الف: محبوب شدن داروهای سنتی. (هر معادلی برای کلمه "رونق" قابل قبول است.)	1	
b)	ب: شناختن (یا) پیدا کردن امراض / ناخوشی‌ها. (هر معادلی برای کلمه "تشخیص" قابل قبول است.)	1	
c)	پ: خوبی‌ها / فایده‌ها / مؤثر بودن / اثر / تأثیر رویدنی‌ها. (هر معادلی برای کلمه "خاصیت" قابل قبول است.)	1	
d)	ت: بدی‌ها / ضررهای جنبی / غیر مستقیم (یا) اثرهای منفی.	1	
e)	ث: آدم را می‌ترساند. (معادل برای کلمه "دچار" یا بیان مفهوم کلی قابل قبول است.)	1	
f)	ج: برطرف کردن چرک (یا) کشتن باکتری‌ها. (هر معادلی برای کلمه "رفع" قابل قبول است.)	1	
g)	چ: از (یک وضعیت) بد به (وضعیت) بدتر (افتادن)	1	

Exercise 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 GoL
 - 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 (x) 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.

Exercise 11:

Question	Comprehension points	Marks [10]	Guidance
a)	الف) کم کم به خوبی های آن پی می برند.	1	
b)	ب) به عنوان مکمل	1	
c)	پ) اثر داروهای امروزی آنی است. (یا) برای بیماری های شدید است. اما اثر داروهای سنتی بعد از مدت ها به دست می آید.	1	
d)	ت) ضرر جنبی دارند.	1	
e)	ث) چون بدن انسان از اول با آن ها / گیاهان آشنا بوده است.	1	
f)	ج) هشدارهایی که به مصرف کنندگان داده می شود	1	
g)	چ) از ضررهای جنبی آن (برای قلب، کلیه، کبد)	1	
h)	ح) متخصص تغذیه	1	
i)	خ) باید زیر نظر (گیاه) پزشک (یا) متخصص استفاده شود.	1	

- Assessing **Quality of Written Communication** across Section B

- 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.
- Apply Grid C.2 and enter the mark.
- 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
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Exercise 12:**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.

RELEVANCE AND POINTS OF VIEW 10 marks AO2	
GRID N	
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.
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.
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.
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.
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.

Grid N guidance

3–4 – No specific example from TL = cap 4

5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative

7–8 – Imaginative and/or original response to task – applies mainly to imaginative

STRUCTURE AND ANALYSIS 15 marks AO2	
GRID O	
0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.
3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
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.
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.
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.

Grid O guidance

6–9 – Straight narration = more 6/7
Evidence of some argument = more 8/9

Exercise 12 – Language (QWC) – Grids C.2 and F.2: [20 marks]

- a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. 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.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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 .
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.
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .

Grid C.2 guidance

0–2 – Errors (e.g.] endings, verb forms, gender of common nouns). Frequent first [= other] language interference.

3–4 – Errors (e.g.] endings, verb forms, gender of common nouns, adjectival agreements).
Candidate's first [= other] language.
Meaning may be unclear; more wrong than right.
5–6 – Wrong/right = 50/50
7–8 – More right than wrong.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .
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.
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.
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).
9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .

Grid F.2 guidance

5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.

7–8 – Effective = good.
Reads easily.
9–10 – idiom ≠ idioms.

Transcripts of Listening Texts

Exercise 1

[SETTING: Short Talk]

(Male voice + female voice for quote from poem)

Eng: Exercise 1: Listening Comprehension

Eng: Youth Violence

[Male voice]

وقتی با خانواده‌ام از ایران به انگلیس مهاجرت کردم، یک گزارش خبری از تلویزیون انگلستان پخش شد که خیلی مرا ناراحت کرد. دو پسر ده‌ساله یک پسر دو ساله را سر به نیست کرده بودند. این گزارش مرا به یاد شعری انداخت که در سن تقریباً هشت‌سالگی شنیده بودم:

[Female voice]

میازار موری که دانه‌کش است که جان دارد و جان شیرین خوش است

[Male voice]

اولین باری که این شعر را دیدم در کتاب کلاس سوم دبستان بود. این شعر آن قدر بر من تأثیر گذاشت که آن روز در راه منزل مواظب بودم مورچه‌ای را لگد نکنم! نکته این جاست که آموزش‌ها و پندهایی که به صورت شعر از بزرگان ادبیات ایران به ما رسیده نقش مهمی در لطیف‌سازی قلب و روح بچه‌ها بازی می‌کند. تأثیر آن به اندازه‌ای است که انسان حاضر نیست آزارش حتی به یک مورچه برسد، چه رسد به انسان‌های دیگر. انگلیسی‌ها هم در متن‌های ادبی‌شان پند و اندرز زیاد دارند. اما این موضوع به اندازه‌ای که در کتاب‌های درسی ایران به آن توجه می‌شود، در انتشارات مخصوص مدارس انگلیس مورد توجه قرار نمی‌گیرد. شاید یکی از دلیل‌های افزایش خشونت بین نوجوان‌ها در انگلستان همین موضوع باشد.

Exercise 2

[SETTING: Conversation]
(One male voice + one female voice)

Eng: Exercise 2: Listening Comprehension

Eng: Public or Private?

دولتی یا خصوصی؟

- علی: وقتی که یک شرکت دولتی به سرمایه‌داران خصوصی فروخته می‌شه، فکر می‌کنی این جور خصوصی‌سازی بیش‌تر به نفع کیه، مردم یا صاحبان شرکت‌ها؟
- مریم: فکر می‌کنم کسانی که شرکتو می‌خرند، یعنی سهام‌داران هستند که سود می‌برن.
- علی: اما وقتی دولت شرکتی رو بفروشه، مسئولیت دولت کم‌تر می‌شه و دولت بهتر می‌تونه به مردم خدمت کنه، و این مردمن که در نهایت سود می‌برن.
- مریم: ولی برای مردم کمکی نیست چون که هدف اصلی سرمایه‌گذارها به دست آوردن سود بیش‌تره تا خدمت به مردم.
- علی: درسته، اما وقتی شرکت‌های خصوصی شده رقابت می‌کنند، قیمت‌ها پایین میاد، و این به نفع مشتری‌ه.
- مریم: بله، اما به شرطی که رقابت وجود داشته باشه. تنها موردی که به نظر من به نفع مشتری‌ها بوده خصوصی‌سازی شرکت‌های تلفن بوده. خرج تلفن به شهرستان‌ها و مخصوصاً کشورهای دیگه به طور قابل توجهی پایین اومده.
- علی: بله، خرج تلفن به کشورهای دیگه حدود نود درصد کم شده، چون رقابت هست و مردم حق انتخاب دارن.
- مریم: درسته، اما در مورد خصوصی‌سازی قطارها در انگلستان این طور نیست. در بعضی از منطقه‌ها، هر مسیر در اختیار یک شرکته، یعنی رقابت وجود نداره. نتیجه این می‌شه که مردم حق انتخاب ندارن و مجبورن هر قیمتی‌رو که شرکت‌ها تعیین می‌کنند بپردازن.
- علی: خب، می‌تونن با اتوبوس برن - خیلی ارزون‌تره.
- مریم: این مسئله جدیه - سفر با اتوبوس خیلی بیش‌تر طول می‌کشه و، به خاطر شلوغی جاده‌ها، آدم نمی‌تونه مطمئن باشه که به موقع می‌رسه. به علاوه، شرکت‌های خصوصی همیشه سعی می‌کنند پول کم‌تری خرج کنند، که گاهی فاجعه به وجود میاره.
- علی: منظورت حوادث قطارهای مسافربری تو چند سال اخیره؟
- مریم: بله، چند نفر باید جانسونو از دست بدن تا بفهمیم که خصوصی‌سازی همیشه به سود مردم نیست؟
- علی: فکر نمی‌کنی بیش‌تر این حادثه‌ها نتیجه‌ی مدیریت غلط باشه؟
- مریم: اتفاقاً یکی از دلیل‌های طرفداران خصوصی‌سازی همینیه که می‌گن شرکت خصوصی پولشو داره که بهترین مغزها رو برای مدیریت استخدام کنه. اما متأسفانه حالا می‌فهمیم که منظورمون از بهترین مغزها چی بوده: از نظر اونها بهترین مدیر کسیه که خرج شرکتو به حد اقل برسونه و سود شرکتو به حد اکثر. در این جا مثل این که مصرف‌کننده نقشی نداره.
- علی: چطور ممکنه؟ شرکت‌ها هرچه بیش‌تر مشتری داشته باشن، سود بیش‌تری به دست می‌آرن. یکی از وظیفه‌های مدیر خوب راضی نگه داشتن مشتری‌هاست.

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