

Persian

Advanced Subsidiary GCE

Unit **F885**: Persian: Listening, Reading and Writing 1

Mark Scheme for June 2011

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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General advice to Assistant Examiners on the procedures to be used

YOU WILL BE REQUIRED TO UNDERTAKE 10 PRACTICE AND 10 STANDARDISATION SCRIPTS BEFORE STARTING TO MARK LIVE SCRIPTS.

1. The schedule of dates for the marking of this paper is very important. It is vital that you meet these requirements. If you experience problems then you must contact your Team Leader (Supervisor) without delay.
2. An element of professional judgement is required in the marking of any written paper. Candidates often do not use the exact words which appear in the detailed sheets which follow. If you are in doubt about the validity of any answer then consult your Team Leader (Supervisor) by phone, the messaging system within SCORIS or e-mail.
3. If an answer has been crossed out and no alternative answer has been written then mark the answer crossed out.
4. In addition to the award of 0 marks, there is a NR (No Response) option on SCORIS.

Award 0 marks

- if there is any attempt that earns no credit (including copying out the question)

Award NR (No Response)

- if there is nothing written at all in the answer space
OR
- if there is any comment which does not in any way relate to the question being asked (e.g. 'can't do', 'don't know')
OR
- if there is any sort of mark which is not an attempt at the question (e.g. a dash, a question mark)

5. Abbreviations, annotations and conventions used in the detailed Mark Scheme.

- / = alternative and acceptable answers for the same marking point
- (1)** = separates marking points
- not** = answers which are not worthy of credit
- ignore** = statements which are irrelevant
- allow** = answers that can be accepted
- () = words which are not essential to gain credit
- = underlined words must be present in answer to score a mark

6. Annotations: the following annotations are available on SCORIS.

- ✓ = correct response
- ✘ = incorrect response
- ? = unclear
- ^ = omission mark
- J = justification
- O = opinion
- IR = irrelevant
- L = good Language
- AL = accurate language
- IL = inaccurate language
- PE = Poor expression
- ✓+ = development of point

Highlighting is also available to highlight any particular points on the script.

When completing the standardisation process questions should be annotated with ticks and/or crosses to show where marks have been awarded.

7. The Comments box
The comments box will be used by your PE to explain their marking of the practice scripts for your information. Please refer to these comments when checking your practice scripts.
You should only type in the comments box yourself when you have an additional object of the type described in Appendix B of the Handbook for Assistant Examiners and Subject Markers.
Please do not use the comments box for any other reason.
Any questions or comments you have for your team leader should be communicated by phone, SCORIS messaging system or e-mail.
8. Please send a brief report on the performance of the candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the Cambridge Assessment Support Portal. This should contain notes on particular strengths displayed, as well as common errors or weaknesses. Constructive criticisms of the question paper/mark scheme are also appreciated.

Section A: Listening and Writing

Task 1			
Q	Expected Answers	Marks	Additional Comments
(1)	ج	[1]	Multiple-choice This task is scanned in by the page. The marks are awarded individually. No annotations are necessary.
(2)	ج	[1]	
(3)	ج	[1]	
(4)	ج	[1]	
(5)	ج	[1]	
(6)	ج	[1]	
(7)	ج	[1]	
(8)	ج	[1]	
(9)	ج	[1]	
(10)	ج	[1]	
(11)	ج	[1]	
(12)	ج	[1]	
(13)	ج	[1]	
	Total	[13]	

Task 2			
Q	Expected Answers	Marks	Additional Comments
(الف)	٣	[1]	Gap-fill The elements are scanned by the page. No annotation is necessary.
(ب)	١٠	[1]	
(پ)	١٧	[1]	
(ت)	١٦	[1]	
(ث)	١٢	[1]	
(ج)	٢٠	[1]	
(چ)	١٨	[1]	
(ح)	١٤	[1]	
(خ)	٧	[1]	
(د)	١٣	[1]	
(ذ)	٦	[1]	
(ر)	٩	[1]	
Total		[12]	

Task 3 - Guidance

- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- If you reject an unexpected response, place a cross (x) over the word / phrase that made you reject it.
- You may use the highlighter tool to show harmless additions

Task 3: Listening			
Q	Expected Answers	Marks	Additional Comments
(1)	A bookshop (called 'Farhang')	1	Bookstore/Bookshop is accepted- Library is not accepted
(2)	(Sales) employees	1	Any indication to working in this book shop
(3)	This summer – for three months	2	
(4)	They should have completed secondary education	1	School / High school / A-level / College
(5)	Books are in both English and Persian Different nationalities visit the shop	2	
(6)	Experience of working at (English or Persian) bookshops	1	
(7)	The successful candidates	1	Employees/ Applicants
(8)	Experience of working behind the till	1	Till / Cash machine/ Cashier/ Counter
(9)	In order to be able to help the customers	1	
(10)	There is one permanent position at the end of the summer job.	1	Any reference to only one position / Well Paid
(11)	Hardworking/initiative/creativity	1	
(12)	Their details and experience	2	Photos are not accepted.
	Total	[15]	

Task 4 - Guidance

Read through the response and assess for communication first. This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly. There are 10 components for 10 marks but it must not be 1 mark per correct component. The grid must be applied.

- **Annotations:** In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed. If an element of the point has been omitted, use the caret sign (^). If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation. The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- **Grid H.1:** The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.

Read response again and assess for language.

- **Annotations:** Use the Language marking tools (AL, IL, PE and L) to highlight language points to assist you in the application of Grid C.2.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

Task 4: Writing		[10 marks for Communication, Grid H.1 +10 marks for Quality of Language, Grid C.2]	
	Expected Answers	Marks	Additional Comments
	<p>Model response:</p> <p>خانم / آقای عزیز</p> <p>من این نامه را در ارتباط با آگهی استخدام می‌نویسم (1). من بیست و دو سال دارم (2) و در حال حاضر ادبیات می‌خوانم (3). تابستان گذشته در یک کتابفروشی معروف کار کردم (4) و در آنجا مسئول صندوق بودم (5) و به مشتریان کمک می‌کردم (6).</p> <p>من مایلم که در تعطیلات آخر هفته و حداقل یک روز هفته را کار کنم (7).</p> <p>من ایرانی هستم و هر دو زبان انگلیسی و فارسی را خیلی خوب بلدم (8).</p> <p>من فردی پرکار و قابل اعتماد هستم (9) و هر موقع که لازم باشد آماده‌ام که کار را شروع کنم (10).</p>		
	Communication, Grid H.1	10	
	Quality of Language, Grid C.2	10	
	Total	20	
	Total for Section A	60	

GRID H.1	COMMUNICATION 10 marks AO2
0-2	Very little or no information conveyed.
3-4	Only a quarter of the points conveyed.
5-6	Half of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
9-10	Most or all of the information successfully conveyed.

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.

Task5			
Q	تمرين ٥ - الف	Marks	Additional Comments
(1)	ا	[1]	Multiple-choice This task is scanned in by the page. The marks are awarded individually. No annotations are necessary.
(2)	ب	[1]	
(3)	ج	[1]	
(4)	د	[1]	
(5)	هـ	[1]	
(6)	و	[1]	
(7)	ز	[1]	
(8)	ح	[1]	
(9)	ط	[1]	
(10)	ي	[1]	
	تمرين ٥ - ب		
(1)	ا	[1]	
(2)	ب	[1]	
(3)	ج	[1]	
(4)	د	[1]	
(5)	هـ	[1]	
(6)	و	[1]	
(7)	ز	[1]	
(8)	ح	[1]	
(9)	ط	[1]	
(10)	قف	[1]	
	Total	[20]	

Task 6 - Guidance

1. Print out a copy of the text so that you can easily spot instances of lifting from the original text.
2. Assessing comprehension / content: First 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.
 - d. If appropriate, candidates may answer with single words / short phrases.
 - e. Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark. Enter the mark in the box.
 - f. For unexpected incorrect answers, put a cross (x) over the word which invalidates the response. No need to use a cross for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when something in the response invalidates an otherwise acceptable answer
 - g. 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.
3. Assessing Quality of language
 - a. You will get a separate screen which will be the whole page (unannotated). Read all the answers again. Use the Language marking tools (AL, IL, PE and L) to highlight language points to assist you in the application of Grid C.2.
 - b. Apply Grid C.2 (see Task 4 for guidance) and enter the mark.
 - c. When candidates have left several questions unanswered, click on “fit height” to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

Task 6		20 marks for Content 10 marks for Quality of Language (Accuracy), Grid C.2 - Total = 30 marks	
Marks	Expected Answers	سؤال	Additional Comments
1	(مسعود) و گروهی از جوانان و نوجوانان (ایرانی) (ساکن لندن)	۱	Indicating to young people and youngsters are necessary.
1	با برادرش (در لندن)	۲	
2	این روزنامه در بین ایرانیان شناخته شده است و همچنین خواننده‌های زیادی دارد.	۳	
1	ایرانیان (جامعه‌ی ایرانیان)	۴	People of Iran is not correct.
2	بحث وسیع - راه‌حل اساسی برای این مشکل	۵	
3	تنهایی - کشیده شدن به راه‌های بد - افسردگی	۶	
2	هیچ مرکز یا کلوپ ایرانی وجود ندارد، جایی که نوجوانان در آنجا باهم آشنا شوند/ بروند/بازی کنند.	۷	
1	(نظر/ کنترل غیر مستقیم) نظارت غیرمستقیم خانواده‌ها	۸	
1	در آخر هفته‌ها / تعطیلات/ بیکاری	۹	
2	مرکزی مستقل با همکاری ایرانیان ایجاد شود و در آن امکان فعالیت‌های مختلف هنری، فرهنگی، ورزشی و تفریحی باشد./ افرادی که در رشته‌های گوناگون فرهنگی فعالیت داشته باشند/ مسلط باشند. گردهم آوردن افرادی برای فعالیت‌های تفریحی که با هم همکاری کنند. سرگرم کردن نوجوانان	۱۰	
2	ایجاد یک سازمان خیریه /امکان مالی / سازمان دادن به فعالیت‌ها	۱۱	
2	کار با ارزشی است، به نفع جامعه ایرانی است و در سلامت روحی نوجوانان بسیار موثر باشد. 12 (هر دو جواب از سه جواب درست)	۱۲	

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.

Task 7 - Guidance

1. Print out a copy of the text so that you can easily spot instances of lifting from the original text.
2. 7(a) Screen 1
 - a. **Annotations:** In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed. If an element of the point has been omitted, use the caret sign (λ). If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation. The annotations will give a global impression to help you apply Grid I accurately and consistently. (See mark scheme below)
 - b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark out of 10.
 - c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool (.....) to show lifted language. Only phrases of 5 words or more should be counted as lifted language.
3. 7(b) Screen 2
 - a. **Annotations:** Use the green tick (✓) in the margin to show each opinion / personal response and a green tick (✓+) in body of text to show a development / an extension of the opinion. NB: one opinion may have several extensions.
 - b. **Grid J:** Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark out of 20.
4. 7(a) + 7(b) – Language – **Grids C.2 and F.2:** Screen 3
 - 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. Use the Language marking tools (AL, IL, PE and L) to highlight language points to assist you in the application of Grid C.2. Enter your mark out of 20
 - b. Ignore language lifted from the text when assessing language (See 2c above). Lifted language is not credited for QoL – only content points and/or personal response.

Task 7		Comprehension of text, Grid I = 10 marks Response to Text, Grid J = 20 marks Quality of Language (Accuracy), Grid C.2 = 10 marks Quality of Language (Range), Grid F.2 = 10 marks Total = 50 marks	
Comprehension Points:		Marks	Additional Comments
<p>۱- سینمای ایران با دشواری‌ها و تغییرات زیادی مواجه بوده است.</p> <p>۲- فیلم‌هایی با دیدی آزاد درباره‌ی مسائل اجتماعی ساخته می‌شد.</p> <p>۳- بیشتر وقت‌ها این‌گونه فیلم‌ها از طرف دولت حمایت مالی نمی‌شد.</p> <p>۴- گاهی به بعضی فیلم‌ها اجازه‌ی نمایش داده نمی‌شد.</p> <p>۵- حجاب اجباری صحنه‌های فیلم‌ها را به‌ویژه برای تماشاگر خارجی غیرطبیعی و غیرعادی می‌کند.</p> <p>۶- نبود آزادی کار فیلم‌سازی را مشکل می‌کرد.</p> <p>۷- این محدودیت‌ها و فشارها در دولت‌های مختلف، متفاوت بود.</p> <p>۸- سینمای ایران موفقیت‌های بسیاری چه در داخل ایران و چه در جشنواره‌های جهانی به دست آورد.</p> <p>۹- یکی از دلایل این موفقیت‌ها این است که فیلم‌سازان در ایران بیشتر درباره‌ی مسائل انسانی و اجتماعی فیلم ساخته‌اند.</p> <p>۱۰- برگزارکنندگان جشنواره‌های بین‌المللی درک می‌کنند که فیلم‌سازان ایرانی فیلم‌های باارزشی می‌سازند.</p> <p>۱۱- این فیلم‌ها با وجود مشکلات و محدودیت‌ها ساخته می‌شوند.</p> <p>۱۲- در سال‌های اخیر زنان زیادی، چه به عنوان بازیگر و چه به عنوان کارگردان وارد دنیای سینما شده‌اند.</p> <p>۱۳- بسیاری از این زنان موفقیت‌های زیادی به دست آورده‌اند.</p>		10	Comprehension of text, Grid I
Quality of Language (Accuracy), Grid C.2		10	
Quality of Language (Range), Grid F.2		10	
Total		50	
Total for Section B		100	
Total for Paper		160	

Grid I must be used in conjunction with the indicative content provided page 17.

GRID I	COMPREHENSION OF TEXT 10 marks AO2
0-2	No relevant information or supplies one or two relevant points from the original passage.
3-4	Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.
5-6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
7-8	Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage.
9-10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.

GRID J	RESPONSE TO TEXT 20 marks AO2
0-3	Very short. May not go beyond points of view already expressed in the original text.
4-7	Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.
8-11	Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.
12-15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.
16-20	Responds with well developed points of view which show insight, originality and imagination.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 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.	0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
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).	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	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.	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	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.	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	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

تمرین ۱ – درک شفاهی

Tapescript for Task1 [SETTING: RADIO REPORT]

مسابقات قهرمانی آسیایی بسکتبال

بنا به گزارش خبرگزاری ورزشی ایران، در هفته‌های گذشته تیم بسکتبال ایران پیروزی‌های زیادی کسب کرد. تیم ملی بسکتبال ایران پس از کسب پیروزی در مقابل تیم‌های تایوان و ازبکستان، در برابر تیم کویت قرار گرفت و پس از انجام يك بازی برتر با نتیجه ۱۹۴ بر ۳۲ به پیروزی قاطعانه دست یافت. تیم ملی بسکتبال ایران در مسابقه نیمه نهایی قهرمانی آسیا که در چین برگزار شد، با اردن و قطر مسابقه داد و توانست تیم قطر را که از بازیکنان آمریکایی بهره می‌برد، شکست دهد. تیم اردن هم در حالی مقابل ایران تن به شکست داد که از چند بازیکن آمریکایی بهره می‌برد.

دیدار نهایی جام ملت‌های آسیا میان دو تیم پر قدرت ایران و چین بازی پر هیجانی بود. هر دو تیم پیش از این دیدار، همه هشت بازی گذشته را برده بودند. تیم ملی بسکتبال ایران در مسابقات قهرمانی بسکتبال آسیا، با شکست چین قهرمان جام ملت‌های آسیا شد. در بازی نهایی یا فینال این دور مسابقات، تیم ملی بسکتبال ایران در شهر تیانجین با نتیجه هفتاد بر پنجاه و دو، بر تیم ملی چین، میزبان مسابقات پیروز شد و عنوان قهرمانی آسیا را همچنان برای ایران نگاه داشت. تیم ملی بسکتبال ایران با این پیروزی موفق شد يك بار دیگر در سطح قاره‌ی کهن افتخار آفرینی کند. تیم ایران علاوه بر کسب عنوان قهرمانی، جواز حضور در رقابت‌های جهانی که سال آینده در ترکیه برگزار می‌شود را نیز از آن خود کرد.

به عقیده مفسران ورزشی در ایران این پیروزی دست‌آورد غیرمنتظره‌ای برای ورزش ایران بود، به‌ویژه به دلیل این‌که در سال گذشته بودجه‌ی این رشته ورزشی کاهش یافته بود. از طرف دیگر، بنا به تفسیر مقاله‌ای که روز بعد در یکی از روزنامه‌های ورزشی چین چاپ شد، پیروزی ایران در بازی نهایی منصفانه نبوده است. این روزنامه ادعا کرد که داور جوان مسابقه که ژاپنی بوده، در چند مورد عدالت را رعایت نکرده است.

Tapescript for Exercise2 [SETTING: RADIO REPORT]

تمرین ۲ - درک شفاهی

در خانه‌ی ما تلویزیون دیدن مکافاتیه. مادرم به طور کلی با تلویزیون تماشا کردن من و خواهرم مخصوصاً وسط هفته مخالفه. اون میگه که جلوی درس خواندن و یادگیری ما رو میگیره و تازه بعضی از برنامه‌ها بدآموزی هم داره. مادرم میگه هر روز تلویزیون نگاه کردن، اونم به مدت زیاد، نوعی اعتیاد میاره و ذهن ما رو تنبل میکنه. منکه خیلی از تلویزیون خوشم میاد، مخصوصاً برنامه‌های مورد علاقه‌ام. پدرم به اندازه‌ی مادرم مخالف تلویزیون دیدن نیست. او از نشستن جلوی تلویزیون لذت می‌بره ولی بیشتر اخبار نگاه میکنه که به نظر من سرگرم‌کننده نیست. خواهر کوچکم بیشتر دوست داره کارتون و برنامه‌های بچه‌ها رو نگاه کنه و بعدش هم معمولاً حرف مادرم رو گوش میکنه و میره اتاقتش و درس یا کتاب میخونه. او معمولاً زود هم می‌خوابه. پدرم به مادرم میگه اگه برنامه‌های خوب و آموزنده رو برای ما انتخاب کنن، برای یادگیری مون می‌تونه مفید هم باشه. مادرم بیشتر دوست داره شب‌ها بعضی کانال‌های ایرانی رو نگاه کنه و گاهی منو هم تشویق می‌کنه که با اون بنشینم و برنامه‌ای رو ببینم، چون فکر می‌کنه که تماشای اون‌ها به من کمک می‌کنه که زبان فارسی را بهتر بفهمم و در باره‌ی فرهنگ ایران بیشتر بدونم.

Tapescript for Exercise3

تمرین ۳ – درک شفاهی

آگهی استخدام در کتابفروشی

کتابفروشی بزرگ «فرهنگ» در لندن در تابستان امسال نیاز به دو فروشنده‌ی دختر یا پسر به مدت سه ماه دارد. متقاضیان باید دوره‌ی دبیرستان را تمام کرده باشند. آن‌ها باید بتوانند به هر دو زبان فارسی و انگلیسی مسلط باشند، زیرا در این فروشگاه به هر دو زبان کتاب فروخته می‌شود و مشتریان از ملیت‌های مختلف به آنجا مراجعه می‌کنند.

داشتن پیشینه‌ی کاری در کتابفروشی‌های فارسی یا انگلیسی امتیاز به حساب می‌آید. اگرچه یک دوره‌ی آموزشی کوتاه برای داوطلبان موفق گذاشته خواهد شد ولی داشتن تجربه در کارکردن پشت صندوق، شانس استخدام را بالا می‌برد.

داوطلبان باید تاحدی با ادبیات و تاریخ ایران آشنایی داشته باشند زیرا در صورت لزوم باید بتوانند اطلاعاتی درباره‌ی کتاب‌ها در اختیار مشتریان بگذارند. گرچه این کار فقط برای یک دوره‌ی کوتاه در تابستان است، ولی در پایان این دوره به یکی از آنان که خلاقیت و پشتکار بیشتری از خود نشان داده باشد، پیشنهاد کار دائم در فروشگاه با حقوق و مزایای خوبی داده خواهد شد.

علاقمندان باید مشخصات و تجربیات کاری خود را در یک نامه به زبان فارسی بنویسند و همراه با دو قطعه عکس برای ما ارسال دارند.

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