

**Persian**

Advanced Subsidiary GCE

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

**Mark Scheme for June 2012**

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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 Exercises 6 and 7. The texts will not appear automatically on your marking screen.

## Section A: Listening and Writing

## Exercise 1:

| Question | Answer | Marks<br>[13] | Guidance  |
|----------|--------|---------------|---|
| 1        | الف    | 1             | Multi-choice<br>either<br>Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.<br>or<br>This Exercise is scanned in by the page. Marks are awarded individually.<br>No annotations are necessary. |
| 2        | ب.     | 1             |   |
| 3        | ب.     | 1             |   |
| 4        | ب.     | 1             |   |
| 5        | ب.     | 1             |   |
| 6        | ب.     | 1             |   |
| 7        | ب.     | 1             |   |
| 8        | الف    | 1             |   |
| 9        | ب.     | 1             |   |
| 10       | ب.     | 1             |   |
| 11       | ب.     | 1             |   |
| 12       | الف    | 1             |   |
| 13       | الف    | 1             |   |
|          | Total  | 13            |   |

## Exercise 2

| Question | Answer            | Marks<br>[12] | Guidance  |
|----------|-------------------|---------------|---|
| (الف)    | فرزندان - ۹       | 1             | Gap-fill<br>either<br>The elements are scanned in individually. No annotation is necessary.<br>Enter 1, 0 or NR as appropriate. Ignore misspellings.<br><br>Or<br>The elements are scanned by the page. No annotation is necessary. |
| (ب)      | نواختن - ۱۸       | 1             |   |
| (پ)      | می‌برند - ۱۹      | 1             |   |
| (ت)      | رقابت - ۸         | 1             |   |
| (ث)      | ادامه می‌دهند - ۲ | 1             |   |
| (ج)      | راضی هستم - ۶     | 1             |   |
| (چ)      | قصد دارد - ۳      | 1             |   |
| (ح)      | فرصت - ۷          | 1             |   |
| (خ)      | بزنند - ۱۳        | 1             |   |
| (د)      | موسیقی - ۴        | 1             |   |
| (ذ)      | استعداد دارد - ۱۷ | 1             |   |
| (ر)      | بی‌علاقه - ۱۰     | 1             |   |
|          | Total             | 12            |   |

## Exercise 3

## Exercise 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 [15] | Guidance   |
|----------|--|------------|--|
| 1        | Voluntary (work in Iran) / Charity work  | 1          | Any indication to voluntary or Charity work<br>Additional information is not penalised |
| 2        | A charity (organisation)   | 1          |  |
| 3        | Helps young girls / females (1) who have run away from home (1)  | 2          |  |
| 4        | Female (volunteers) / 16-25 years old women / Speak English or Persian / have computer skills                | 1          |  |
| 5        | Teaching English (1) and (using) computer (1)  | 2          | Reject teaching by itself.   |
| 6        | Some / younger volunteers do sports (activities) (1) and some / others prepare the educational programme (1) | 2          | Accept also young volunteers/workers...(1), Older volunteers/ workers ...(1)           |
| 7        | (Costs of) plane ticket, food, or transport / place(any two)   | 2          |  |
| 8        | If they don't have a place (1), they will be given a room (place)/ Staying place (in the Foundation) (1)     | 2          | Idea 1: If not have place<br>Idea 2: (Foundation) will give                            |
| 9        | To have more opportunity/ time(1) to practise conversation / talking / speaking practice English language(1) | 2          | Mentioning only 'practise' or 'practise English' do not acceptable                     |
|          | Total  | 15         |  |

Exercise 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)

#### Exercise Specific Guidance

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- Communication: This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.
- 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.
  - Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
  - 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.



## Exercise 4: Communication points

| Question | Answer  | Marks     | Guidance |               |
|----------|---|-----------|----------|---------------|
|          |   |           | Accept   | Do not accept |
|          | <p>رئیس محترم بنیاد پناه<br/>با سلام<br/>من وقتی که دنبال یک کار داوطلبانه در ایران برای تابستان بودم. / آگهی<br/>شما را در اینترنت دیدم. / من در بریتانیا به دنیا آمده ام. / می توانم به دو<br/>زبان فارسی و انگلیسی صحبت کنم. / من در مدرسه از کامپیوتر استفاده<br/>می کنم. / در سال پیش یک مدرک کامپیوتر گرفتم. /<br/>این کار برای من یک فرصت باارزشی است/ که زندگی در ایران را<br/>تجربه کنم.<br/>بستگان من (فامیل های من) در کشورهای مختلف دنیا زندگی می کنند / و<br/>بنابراین من به اتاقی که در آگهی به آن اشاره شده نیاز دارم. /</p> | [10]      |          |               |
|          | Communication, Grid H.1   | 10        |          |               |
|          | Quality of Language, Grid C.2   | 10        |          |               |
|          | <b>Total</b>  | <b>20</b> |          |               |
|          | <b>Total for Section A</b>  | <b>60</b> |          |               |

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

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. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the Exercise. 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<br>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.   |

## Section B: Reading and Writing

| Exercise 5       |                    |           |  |
|------------------|--------------------|-----------|--|
| Q                | تمرین ۵ - قسمت الف | Marks     | Additional Comments  |
| (1)              | ب                  | 1         | Matching beginnings and ends of sentences<br>Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.<br><br>Or<br>1 mark for each correct answer<br><br>This Exercise is scanned in by the page. The marks are awarded individually. No annotations are necessary. If the candidate has put more than 10 ticks add up the total number of correct marks and deduct 1 mark for each tick over 10 |
| (2)              | الف                | 1         |  |
| (3)              | پ                  | 1         |  |
| (4)              | ب                  | 1         |  |
| (5)              | الف                | 1         |  |
| (6)              | ب                  | 1         |  |
| (7)              | پ                  | 1         |  |
| (8)              | الف                | 1         |  |
| (9)              | پ                  | 1         |  |
| (10)             | پ                  | 1         |  |
| تمرین ۵ - قسمت ب |                    |           |  |
| (1)              | ث                  | 1         |  |
| (2)              | چ                  | 1         |  |
| (3)              | الف                | 1         |  |
| (4)              | پ                  | 1         |  |
| (5)              | ذ                  | 1         |  |
| (6)              | ر                  | 1         |  |
| (7)              | ژ                  | 1         |  |
| (8)              | ج                  | 1         |  |
| (9)              | ح                  | 1         |  |
| (10)             | خ                  | 1         |  |
| <b>Total</b>     |                    | <b>20</b> |  |

## Exercise 6

## Exercise specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QoL.
- 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.

| Question | Expected Answers   | Marks [20] | Guidance   |               |
|----------|--|------------|--|---------------|
|          |  |            | Accept   | Do not accept |
| 1        | چون موضوع انشاي او در کلاس فارسي است. / چون معلم کلاس خواسته بود.  | 1          | Any indication to be concurrent                        |               |
| 2        | چون (بعضي سالها) تعطيلات نوروز با عيد پاک همزمان مي شود.   | 1          |  |               |
| 3        | ديدن فاميلها و دوستان.   | 1          |  |               |
| 4        | چون اين شهرها داراي آثار فرهنگي / تاريخي است.  | 1          | Anything which transfers this meaning                  |               |
| 5        | پدرم تصور مي کند / خيال مي کند / فکر مي کند که همه به اندازه ي او از ديدن اين جاها لذت مي برند.                                | 2          | Element of surprise or disbelief should be pointed out |               |
| 6        | او باور نمي کند / (تعجب مي کند که چطور ممکن است) که چطور ممکن است که کسي اين قدر به تاريخ پيشينيان علاقه مند باشد.             | 2          |  |               |
| 7        | آخرين سفرشان / (تابستان) امسال (1) - چون به ديدن آثار تاريخي نرفتند بلکه به يک مکان ديدني طبيعي رفتند. / به ديدن غار رفتند (1) | 2          |  |               |
| 8        | (شهر) همدان  | 1          |  |               |
| 9        | وسيع بودن کانالهاي آبي (1) عبور قايقهاي معمولي را (از درون غار) ممکن مي سازد (1)   | 2          |  |               |
| 10       | (مردم محل و روستاهاي اطراف از سالها پيش) از آب آن استفاده مي کردند. / بهره برداري مي کردند.                                    | 1          |  |               |
| 11       | مردم علاقمندان / محققان / افرادي (1) که به آن جا رفتند (1).  | 2          |  |               |
| 12       | چون در دهی / محلی / روستایی به نام سهولان / در سهولان قرار دارد / .  | 1          |  |               |

|    |  |   |  |  |
|----|--|---|--|--|
| 13 | چون آنها از خفاش ها ترسیدند / چون آنها بالاي سرشان پرواز مي کردند                      | 1 |  |  |
| 14 | به نظر آنان اين يکي از حيرت انگيزترين / عجيب ترين / تعجب آور ترين غارهاي آبي جهان بود. | 1 |  |  |
| 15 | (به طور رسمي) غار را براي بازديد عموم / مردم باز کرد.                                  | 1 |  |  |

- Assessing Quality of Language

- You will get a separate screen which will be the whole page (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.
- 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

| GRID C.2 | QUALITY OF LANGUAGE - ACCURACY<br>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.   |

## Exercise 7

## Exercise specific guidance

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 8a, 8b and then 8a + 8b again, but without the annotations in order to assess QoL.

## Exercise 7(a) Comprehension. Grid I [10 marks]

## a. Annotations:

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below 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.

- b. Grid I: Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- 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.



| Indicative content   | Marks [10] | Guidance        |   |
|--|------------|-----------------|---|
| ۱- بعضي از آمارهاي دولتي جمعيت نوجوانان و جوانان را حدود هفتاد درصد مي‌داند.   |            | Co<br>nte<br>nt | Levels of Response  |
| ۲- براساس گزارش انتخاب موضوعات درسي و رشته‌ي تحصيلي بسيار مهم است.   |            |                 | Grid I  |
| ۳- اولين تصميم مهم زندگي بيشتر جوانان احتمالاً تصميم در باره آينده‌ي تحصيلي و شغلي است.  |            |                 | COMPREHENSION OF TEXT   |
| ۴- بنا به نظر کارشناسان دو عامل مهم در اين تصميم‌گيري علاقه و استعداد نوجوانان است که پدر و مادرها و معلمان بايد به شناخت آن کمک کنند.                       |            |                 | 9-10<br>Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text                               |
| ۵- در انتخاب رشته بايد به نياز اجتماع و امکانات کاري در آن رشته توجه نمود.   |            |                 | 7-8   |
| ۶- بسياري از کارشناسان معتقدند که بايد هم‌مي نوجوانان به يادگيري علوم از جمله رياضي، فزيک، شيمي و بيولوژي دسترسي داشته باشند تا براي زندگي آينده آماده شوند. |            |                 | 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. |
| ۷- کارهاي موقتي در تابستان يا کارهاي داوطلبانه مي‌تواند به نوجوانان کمک کند تا شناخت درست‌تري از دنياي واقعي به دست آورند.                                   |            |                 | 5-6   |
| ۸- بعضي وقت‌ها اين گونه تجربه‌هاي کار کمک مي‌کند که جوانان تصميم خود را درباره‌ي رشته‌ي تحصيلي و کار آينده تغيير دهند.                                       |            |                 | Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.                                       |
| ۹- دو هزار کودک و نوجوان ده تا چهارده ساله در يك نظرخواهي در اين باره شرکت کردند.  |            |                 | 3-4   |
| ۱۰- بيشتر پسرها در جواب به اين پرسش که در آينده مي‌خواهد چه‌کاره بشوند، گفتند فوتباليست يا خلبان.  |            |                 | 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.      |
| ۱۱- اکثريت دختران گفتند که مي‌خواهند معلم بشوند.   |            |                 | 0-2.  |
| ۱۲- تعداد کمی از آن‌ها شغل‌هاي ديگري از جمله پزشکي و وکالت را نام بردند.   |            |                 | No relevant information or supplies one or two relevant points from the original passage.   |

## Exercise 7(b) Response Grid J [20 marks]

| Question | Answer                                    | Marks | Guidance  |   |
|----------|---|-------|---|---|
|          |   | [20]  | Content   | Levels of Response  |
|          | No Indicative Content – personal response |       | <p>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.</p> <ul style="list-style-type: none"> <li>Use the green tick (✓) in the body of the text to show each opinion / personal response and a green tick (✓+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions.</li> </ul> | <p>GRID J<br/>RESPONSE TO TEXT</p> <p>16-20<br/>Responds with well developed points of view which show insight, originality and imagination.</p> <p>12-15<br/>Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination</p> <p>8-11<br/>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.</p> <p>4-7<br/>Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.</p> <p>0-3<br/>Very short. May not go beyond points of view already expressed in the original text.</p> |

Exercise 7(a) + 7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

| Question      | Answer   | Marks | Guidance  |
|---------------|--|-------|---|
| Exercise 7a+b | Assess for Quality of Language using Grids C2 and F2<br>Appendix 1 | [20]  | <p>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.</p> <p>b. Ignore language lifted from the text when assessing language (See Exercise 7a above). Lifted language is not credited for QoL – only content points and/or personal response.</p> |

## APPENDIX 1

| GRID C.2 | QUALITY OF LANGUAGE - ACCURACY<br>10 marks AO3   | GRID F.2 | QUALITY OF LANGUAGE (RANGE)<br>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.  | 9-10     | Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.   |
| 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). |
| 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.                                  |
| 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.   |
| 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.  |

## APPENDIX 2

## Transcripts of Listening Texts

Tapescript for Exercise 1

[SETTING: RADIO REPORT]

تمرین ۱- درک شفاهی

## تأثیر خانواده در رشد شخصیت کودکان و نوجوانان

این گزارش بخش‌هایی از یک برنامه‌ی رادیویی درباره‌ی تأثیر خانواده در رشد شخصیت کودکان و نوجوانان است که در آن یک روان‌شناس کودک و یک کارشناس خانواده بحث و گفت‌وگو کردند. به نظر روان‌شناس، نوجوانی که دوران کودکی خود را در محیطی شاد و آرامش‌بخش گذرانده است، نگرشش به زندگی کاملاً متفاوت است با دید کودکی که در محیط خانوادگی پر از ناآرامی و تنش بزرگ شده است. بنا به عقیده‌ی او اثر آسیب‌های عاطفی در دوران کودکی بر روان کودک، بیشتر و پایدارتر از اثر آسیب‌هایی است که در دوره‌های بعدی زندگی به انسان وارد می‌شود. او نتیجه گرفت که روابط صمیمی و محبت‌آمیز اعضای خانواده مؤثرترین عامل شکل‌گیری و رشد شخصیت کودکان است، حتی مهم‌تر از ثروت و تحصیلات پدر و مادر. این روان‌شناس همچنین گفت که شادمانی شیرین‌ترین احساس بشری است و همه در جست‌وجوی آن هستند. بنابراین انگیزه‌ی بسیاری از رفتارهای ما شاد شدن است. کودکان اولین بار در خانواده شادی را تجربه می‌کنند و اعتمادبه‌نفس، خوش‌بینی و مسئولیت‌پذیری را می‌آموزند.

بنا به عقیده‌ی کارشناس خانواده، محیط خانواده محل انتقال سنت‌ها و باورهاست. به نظر این کارشناس باید پدر و مادر همواره بچه‌ها را، به‌ویژه در جمع، مورد تشویق قرار دهند زیرا این باعث رشد اعتمادبه‌نفس کودک می‌شود.

موقعیت اجتماعی پدر و مادر، موقعیت اجتماعی یک جوان را در بیست سال اول زندگی تعیین می‌کند. آمار این گزارش نشان می‌دهد که قانون‌شکنی در نوجوانانی که در کودکی محیط خانوادگی مناسبی نداشته‌اند، بیشتر است. برای مثال بیش از ۵۰٪ نوجوانانی که مرتکب کارهای خلاف قانون می‌شوند افرادی هستند که در کودکی و نوجوانی به آنان توجه کافی نشده است.

Tapescript for Exercise 2

[SETTING: RADIO REPORT]

تمرین ۲ - درک شفاهی

## کلاس موسیقی

خیلی از خانواده‌های ایرانی بچه‌هاشونو به کلاس موسیقی می‌فرستن تا زدن یک ساز رو (را) یاد بگیرن. بعضی از اونا فقط به خاطر چشم‌وهم‌چشمی این کارو می‌کنن. اغلب، بچه‌ها یه مدت با تشویق پدر و مادر و گاهی به‌زور به کلاس‌های مختلف از جمله ویولن، پیانو، تار، گیتار و سنتور می‌رن ولی خیلی به‌ندرت با عشق و علاقه یادگیری رو دنبال می‌کنن. گرچه باید بگم که معدودی از این بچه‌ها یادگیری‌شونو ادامه می‌دن و خوب هم یاد می‌گیرن.

خانواده‌ی ما یکی از این خانواده‌هاست، البته بیشتر مادرم، چون تو خونه‌ی ما تصمیم گیرنده‌ی اصلی مادرمه.

منو از سن هشت‌سالگی به کلاس ویولن فرستادن. واقعاً مشکل بود و نتونستم خوب یاد بگیرم ولی چون نت‌ها رو تاحدی یاد گرفته بودم، بعد از چند ماه خودم خواستم که منو به کلاس پیانو بفرستن و حالا چند قطعه‌ی ساده رو می‌تونم بزنم و چند تا آهنگ ایرانی رو هم یاد گرفته‌ام که وقتی دوستای ایرانی‌مون میان، مادرم از من می‌خواد که پیش اون‌ها بزنم. راستش الان خوشحالم که پیانو زدنی یاد گرفته‌ام. اما برادر بزرگترم که از هفت‌سالگی به کلاس ویولن رفت، خیلی خوب یاد گرفته و می‌خواد حتماً در آینده ادامه بده. مادرم می‌گفت که به هر حال باید این شانسو به بچه‌ها بدیم؛ شاید به‌مرور بیشتر علاقه‌مند بشن. به نظر مادرم زدن یک ساز خودش هنره. خانواده‌ی مادرم اهل موسیقی هستن؛ آخه پدرش خوب ویولن می‌زد. ولی پدرم می‌گه که بچه‌ها باید توانایی داشته باشن، چون اگه به‌زور اونارو به کلاس موسیقی بفرستیم، بالاخره زده میشن.

Tapescript for Exercise 3 [SETTING: RADIO ADVERTISEMENT]

Exercise 3

**Voluntary Work in Iran**

بنیاد "پناه" که یک سازمان خیریه در ایران است برای کمک به دختران جوانی که از خانه فرار کرده‌اند، تأسیس شده است. این سازمان به پنج خانم داوطلب نیاز دارد. سن داوطلبان باید بین ۱۶ تا ۲۵ باشد، بتوانند به زبان انگلیسی و فارسی صحبت کنند و با کامپیوتر آشنایی داشته باشند. این کار داوطلبانه برای تدریس زبان انگلیسی و کامپیوتر به دختران بنیاد است. از داوطلبان جوان‌تر برای فعالیت‌های ورزشی و از داوطلبان دیگر برای برنامه‌های درسی استفاده خواهد شد. از آنجاکه "پناه" یک بنیاد نیکوکاری است به داوطلبان حقوقی پرداخت نمی‌شود، ولی همه‌ی مخارج سفر و اقامت آنان در ایران، از جمله پول بلیت هواپیما، هزینه‌ی غذا و رفت‌وآمد آنان، به عهده‌ی بنیاد می‌باشد.

مرکز این بنیاد در شهر تهران است و در صورتی که داوطلبان جایی برای ماندن نداشته باشند، در مدت اقامتشان در بنیاد اتاقی به آنان داده می‌شود.

مدیریت بنیاد ترجیح می‌دهد که داوطلبان بیشتر ساعات روز را در آنجا با دختران بگذرانند تا آن‌ها فرصت بیشتری برای تمرین مکالمه داشته باشند. هر ساله یک سفر جمعی به اصفهان نیز جزو برنامه‌ی تابستانی بنیاد می‌باشد.

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