

Report on the Units

June 2009

H195//MS/R/09

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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CONTENTS

Advanced Subsidiary GCE Persian (H195)

REPORT ON THE UNITS

Unit/Content	Page
F885 Persian: Listening, Reading and Writing 1	1
Grade Thresholds	3

F885 Persian: Listening, Reading and Writing 1

1. General Comments

There was a significant change in the format of the New AS (F885) compared with the legacy paper (2894). When F885 was being set, every effort was made to limit the 'change' to FORM and maintain the difficulty of CONTENT at a level comparable to that of 2894.

The number of candidates for F885 was significantly lower compared with last year's number for 2894. This may have been due to the fact that some candidates chose to take the latter.

The candidates and the Question Paper performed well.

Candidates' performance would improve if they could be advised to:

- (a) Familiarise themselves with the various Exercise types and rubrics used in the exam.
- (b) Follow the rubrics carefully.
- (c) Observe the word limits set for the various writing tasks.
- (d) Write legibly.
- (e) Use a style or register that is appropriate to what they have been asked to write. A colloquial style may be considered acceptable in a personal letter or email to a friend, but inappropriate in a formal piece of writing, such as an essay or a business letter. Inappropriate style loses marks.
- (f) Write answers in the allocated spaces, and within the page frame - i.e. avoid writing on the margins. This is particularly significant for on-line marking.
- (g) Pay particular attention to 'spelling', notably the significant role played by the following features in Persian script:

'Dots': the number and position of 'dots' in dot-bearing letters.

'Dented' letters: the exact number of teeth required for each letter, e.g. س (s) and ش (sh).

The second 'stroke' needed for the Persian letter گ (g) to distinguish it from ک (k).

The above features are important because a 'violation' of the rules may create a different word with an entirely different meaning. Furthermore, this can be of special significance when answering multiple-choice questions by writing a Persian letter in the box/gap.

- (h) Use a pen, rather than a pencil.
- (i) Enter all the required details in their appropriate boxes (Centre/Candidate Numbers and their full name).

2. Comments on Individual Questions

Section A: Listening and Writing

Task 1 Listening

Exercise (a) Questions 1-6

Questions were generally well answered. Some candidates did not follow the rubrics. Instead of putting each letter in the appropriate box, they wrote (mostly) correct information in incorrect places. This showed that they had understood the report, but were unfamiliar with the Exercise type – please see Comment (a) above.

Exercise (b) Questions 7-15

Questions were generally well answered. Questions 9 and 14 differentiated the stronger candidates from those who needed to work further.

Task 2 Listening Questions (a)-(k)

Questions were generally well answered. Question (f) differentiated the stronger candidates from those who needed to work further.

Task 3 Listening Questions 1-10

Candidates who also had a good command of the English language did well in this Exercise. Question 3 differentiated the stronger candidates.

Task 4 Writing

This Task required a good level of linguistic competence in both languages: English (receptive) and Persian (productive). It differentiated the stronger candidates from those who needed to work further.

Section B: Reading and Writing

Task 5 Reading Questions 1-20

Questions were generally well answered. Questions 6, 8, 11-13 and 20 differentiated the stronger candidates from those who needed to work further.

Task 6 Reading Questions 1-13

Questions were generally well answered. Questions 5, 9 and 13 differentiated the stronger candidates from those who needed to work further.

Task 7 Reading and Writing

Sub-Tasks (a) and (b) were generally well answered. Some candidates used a colloquial style, which is inappropriate for an essay of this nature – please see Comment (e) above.

Grade Thresholds

Advanced GCE Persian H195
June 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F885	Raw	160	126	110	94	79	64	0
	UMS	200	160	140	120	100	80	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H195	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H195	48.9	69.6	78.3	84.8	89.1	100.0	97

97 candidates aggregated this series.

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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