

# **Combined Mark Schemes And Report on the Units**

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**June 2005**

**1922/MS/R/05**

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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.

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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annersley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 870 6622  
Facsimile: 0870 870 6621  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

## CONTENTS

### GCSE Persian (1922)

#### MARK SCHEMES FOR THE UNITS

<b>Unit</b>	<b>Content</b>	<b>Page</b>
1922/01	Listening	1
1922/02	Speaking (Externally Assessed)	5
1922/03	Reading	11
1922/04	Writing	15

#### REPORT ON THE UNITS

<b>Unit</b>	<b>Content</b>	<b>Page</b>
1922/01	Listening	20
1922/02	Speaking (Externally Assessed)	22
1922/03	Reading	26
1922/04	Writing	27
*	Grade Thresholds	29



**Mark Scheme 1922/01**  
**June 2005**

**LISTENING PAPER MARK SCHEME  
GCSE PERSIAN (1922/01)  
(2005)**

[Total: 40 marks]

**Section 1 [15 marks]**

**Exercise 1: Questions 1-5**

[Total: 5 marks – 1 for each correct answer]

- |   |   |
|---|---|
| 1 | B |
| 2 | B |
| 3 | A |
| 4 | C |
| 5 | A |

**Exercise 2: Questions 6-10**

[Total: 5 marks – 1 for each correct answer]

Appropriate letter or correct name of dish will be accepted.

- |   |     |
|---|-----|
| A | -۶  |
| E | -۷  |
| H | -۸  |
| K | -۹  |
| J | -۱۰ |

**Exercise 3: Questions 11-15**

[Total: 5 marks – 1 for each correct answer]

- |   |     |
|---|-----|
| D | -۱۱ |
| E | -۱۲ |
| C | -۱۳ |
| G | -۱۴ |
| F | -۱۵ |

**LISTENING PAPER MARK SCHEME  
GCSE PERSIAN (1922/01)  
(2005)**

[Total: 40 marks]

**Section 2 [10 marks]**

**Exercise 4: Questions 16-20**

[Total: 5 marks – 1 for each correct answer]

- ۱۶- ب
- ۱۷- الف
- ۱۸- پ
- ۱۹- الف
- ۲۰- الف

**Exercise 5: Questions 21-25**

[Total: 5 marks – 1 for each correct answer]

- ۲۱- چون نمی‌تواند برود پیش دوستش. (یا) فردا نمی‌توانم (بیایم).
- ۲۲- برفی (یا) برف آمده است. (یا) همه جا) یخ زده است. (یا) بد (یا) سرد (یا) سرمای زیر صفر
- ۲۳- (حد اقل) یک هفته. (یا) ۷ روز
- ۲۴- می‌گوید: "پسر، تو بیکار بودی که تو دل زمستون به دنیا اومدی؟" (یا) چرا در زمستان به دنیا آمدی؟
- ۲۵- (روز) تولد (پرویز/او است).

**LISTENING PAPER MARK SCHEME  
GCSE PERSIAN (1922/01)  
(2005)**

[Total: 40 marks]

**Section 3 [15 marks]**

**Exercise 6: Questions 26-30**

[Total: 5 marks – 1 for each correct answer]

- ۲۶ چهار
- ۲۷ تحصیل / درس / این که دکتر شود / دانشگاه / دکتری
- ۲۸ دکتر شده است (یا) درسش را تمام کرده است.
- ۲۹ (دستگاه پخش) سی دی
- ۳۰ خواهر(ش) / هدیه

**Exercise 7: Questions 31-37**

[Total: 7 marks – 1 for each correct answer]

- ۳۱ ایرج و سوسن
- ۳۲ سوسن
- ۳۳ ایرج و سوسن
- ۳۴ ایرج و سوسن
- ۳۵ ایرج
- ۳۶ ایرج
- ۳۷ سوسن

**Exercise 8: Questions 38-40**

[Total: 3 marks – 1 for each correct answer]

- 38 Any two will be accepted: piano, guitar, violin
- 39 Iranian (classical/traditional music) as well as (Iranian) pop music; OR:  
traditional / old style / cultural
- 40 Any two will be accepted: theatre (drama), cinema (films), soliloquy  
(declamation)



**Mark Scheme 1922/02**  
**June 2005**

**SPEAKING MARK SCHEME****GCSE Dutch (1921), Persian (1922), Portuguese (1923), Turkish (1924)****Scheme of assessment****Single Tier**

Section 1	Role play	Communication	8 marks
Section 2	Role play	Communication	4 marks
Section 3	Narrative RP	Communication	8 marks
General Conversation		Communication	10 marks
Overall quality of language	Accuracy		20 marks
<b>Total</b>			<b>50 marks</b>

**Section 1 Role play** 4 items, marked 2, 1, 0**8 marks**

<b>2</b>	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner. Incorrect use of the 'you' form overlooked at this level.
<b>1</b>	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner.
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner.

**Section 2 Role play** 4 items, marked 2, 1, 0, then halved (round halves up) **4 marks**

<b>2</b>	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
<b>1</b>	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner.
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner.

**Section 3 Narrative role play****8 marks**

<b>8</b>	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
<b>7/6</b>	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
<b>5/4</b>	Communicates most of the main points. Some guidance needed from the examiner. Responds to queries from the examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
<b>3/2</b>	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the examiner, and responds hesitantly. Pace slow. Lacks fluency
<b>1/0</b>	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to examiner. Pace very slow. Little fluency.

This is a 'best fit' exercise. Where some qualities are lacking, the lower of two marks in the mark band will be appropriate.

**General Conversation – Communication 10 marks**

<b>10</b>	Conversation topics handled very impressively. Spontaneous interchange with examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
<b>9/8</b>	Conversation topics handled well. Examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
<b>7/6</b>	Develops the conversation topics reasonably well OR may only have one strong topic. Expresses opinions. Communicates clearly, despite errors.
<b>5/4</b>	Conversation topics dealt with in a straightforward but limited way. Examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
<b>3/2</b>	Conversation topics only work with considerable input from the examiner, and simple questions only understood when they are rephrased. Only some points clearly communicated, and many errors.
<b>1/0</b>	Little or nothing of merit.

**Quality of Language (covers the whole examination)****20 marks**

<b>20/19</b>	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
<b>18/17/16</b>	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
<b>15/14</b>	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
<b>13/12/11</b>	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
<b>10/9</b>	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times.
<b>8/7</b>	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
<b>6/5/4</b>	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
<b>3/2</b>	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
<b>1/0</b>	Little or nothing of merit.

**Mark Scheme 1922/03**  
**June 2005**

**Section 1**

## Exercise 1

[Total mark: 5]

1. A
2. C
3. B
4. C
5. B

## Exercise 2

[Total mark: 5]

6. A
7. B
8. B
9. C
10. A

## Exercise 3

[Total mark: 5]

11. الف
12. ث
13. ت
14. ج
15. پ

**Section 2**

## Exercise 4

[Total mark: 5]

16. پسرها
17. جنگل
18. هرگز
19. آموزش خط
20. کمتر از



## Exercise 5

[Total mark: 5]

21. ح  
22. خ  
23. ث  
24. الف  
25. ج

**Section 3**

## Exercise 6

[Total marks: 3]

26. وسایل  
27. دانشجویان خارجی  
28. سایر

## Exercise 7

[Total marks: 9]

29. الف- امور شخصی خود را انجام دهند.  
30. ب- در کار خانه کمک کنند.

31. الف- محیط آرام برای آنها فراهم می آورند.  
32. ب- غذای مورد علاقه آنها را برایشان می پزند / در کنارشان هستند.

33. به گردش و تفریح نمی روند.  
34. خستگی شان در می رود.  
35. می تواند راه زندگی او را عوض کند.  
36. این برنامه تکرار خواهد شد / مشکلات و سختی ها تکرار خواهد شد.  
37. این تجربه برای همه افراد خانواده سخت است.

## Exercise 8-

[Total mark: 5]

38. They are planning to expand their branch in Esfahan.  
39. Deal with Iranian & non- Iranian clients / Answer queries/ questions asked by non-Iranian clients.  
40. Requesting an application over the phone /phoning  
Picking up the application from the office/going to the office



**Mark Scheme 1922/04**  
**June 2005**

**ANNOTATIONS TO BE USED IN MARKING GCSE WRITING  
Dutch (1921), Persian (1922), Portuguese (1923), Turkish (1924)**

If it looks far too long, **estimate** the first 100 (Section 2) / 150 (Section 3) words. Over these first 100 / 150 words **only**, assess Quality of Language and Accuracy.

**Right hand margin (Section 2)**

- P (past tense successful)
- P- (past tense attempted)
- F (future reference successful)
- F- (future reference attempted)
- O (simple opinion)
- O+ (more complex opinion)

**Right hand margin (Section 3)**

- O (opinion)
- J (justification)
- P (past tense)
- F (future reference)
- C (subordinate **clause**)
- V (**verbal** construction)
- T (more complex **tense** usage, e.g. pluperfect, conditional, subjunctive, reported speech, imperfect vs perfect or preterite)
- L (lovely **lexical** item)

(For all the above, record + for enhancement and – for impairment)

**ANNOTATIONS TO BE USED IN MARKING GCSE WRITING**  
**Dutch (1921), Persian (1922), Portuguese (1923), Turkish (1924)**

**READ EVERYTHING THE CANDIDATE HAS WRITTEN**

(Marks for Communication can be gained **anywhere**)

**Left hand margin (Sections 2 and 3 and Section 1 Q3)**

**T<sub>1</sub>** (Task 1 communicated)

**T<sub>2</sub>** (Task 2 communicated)

**T<sub>3</sub>** (Task 3 communicated)

**T<sub>4</sub>** (Task 4 communicated)

(Task attempted with limited success)

**T<sub>1</sub> -            T<sub>2</sub> -            T<sub>3</sub> -            T<sub>4</sub> -**

(Task attempted with no success)

**T<sub>1</sub> O            T<sub>2</sub> O            T<sub>3</sub> O            T<sub>4</sub> O**

**Irrelevance (I)** may earn Quality of Language marks (but not Communication marks).

**Repetition (R)** (inc. repeated structures and lists) will not gain any additional marks.



# **Report on the Units June 2005**

**1922/01 - PERSIAN Listening**

**1. General Comments**

Candidates' overall performance showed an improvement on last year's – thanks to their own hard work and their teachers' efforts. Most Candidates coped well with this year's paper. Things may improve even further if Candidates could be advised to:

- (a) Enter all the required details in their appropriate boxes (Centre/Candidate Numbers and their full name).
- (b) Familiarise themselves with the various exercise types used.
- (c) Follow the rubrics carefully.
- (d) Observe the word limits set for the various writing tasks.
- (e) Use a pen, rather than a pencil.
- (f) Write legibly.
- (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.
  - 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.



## **2. Comments on Individual Questions**

### **Section 1**

#### *Exercise 1*

Questions were generally well answered.

#### *Exercise 2*

Questions were generally well answered.

#### *Exercise 3*

Questions were generally well answered. Question 14, however, differentiated the stronger Candidates from those who needed to work further.

### **Section 2**

#### *Exercise 4*

Questions were generally well answered. However, Questions 16 and 20 differentiated the stronger Candidates from those who needed to work further.

#### *Exercise 5*

Questions were generally well answered. When answering Question 24, some Candidates had difficulty identifying a light-hearted/humorous remark made by the speaker. Question 25 also played a differentiating role.

### **Section 3**

#### *Exercise 6*

Questions were generally well answered. However, some Candidates would have done better if they had received adequate training in the type of questions used in this exercise. Question 26 played a differentiating role.

#### *Exercise 7*

Only the very strong Candidates managed to obtain full marks for this exercise. Some Candidates might have done better if they had received adequate training in the type of exercise used here. Question 31 differentiated the stronger Candidates.

#### *Exercise 8*

The stronger Candidates who also had a good command of the English language did well in this exercise. Question 39 differentiated the stronger Candidates.

## 1922/02 - Speaking

### General Comments

Although the GCSE Persian Speaking tests are stable in terms the number of candidates taking the tests (nearly 460 each year for the last two years), there are still noticeable variations in the way the tests are conducted by the teachers/examiners. This may be attributed to the inconsistency in the number of candidates entered by each centre from year to year, as well as to the general lack of training and attention to details by the individual teacher/examiner.

### Quality of Recording

The recordings were generally of acceptable quality. There was a number of centres whose quality of recording may be described as less than desirable. Care must be exercised to conduct the tests in a quiet room that is isolated from the noisy parts of the building. Clear speaking, not mumbling, by the candidate is a major plus in terms of output quality. A mock-test should expose any technical problem. All these features help to improve the candidates' marks.

### Conduct of the Examination

There were a few instances of serious deviations from the correct procedure of conducting a Speaking test as detailed in the OCR documentation. These breaches in procedure occurred mainly in the first two sections of the tests. A general tendency to do a monologue by the candidates was observed in section 3. In several instances the teacher made up irrelevant or additional questions or replies to the written text in the Teacher's Instruction booklet. This practice confused the candidate and delayed the test unnecessarily. The following suggestions are strongly recommended:

- Setting the scene correctly and avoiding confusion by not saying the opening sentences in an arbitrary manner in sections 1 and 2.
- Keeping to the correct order of the tasks to be performed by the candidate and the corresponding tasks by the teacher in sections 1 and 2.
- If the candidate missed a task (out of 4), the teacher should continue with the next correct task and must not repeat or return to the previous tasks.
- Avoiding conducting section 3 in the manner of an interview. The candidate should be encouraged to take the initiative and not the teacher.
- Observing the suggested time lengths in General Discussion section.
- Encouraging the candidate to speak, as opposed to the teacher doing most of the talking and leaving the candidate with only a few words to reply (General Conversation section).

Centres should provide the teacher who is going to conduct the exam with the procedural literature well in advance of the date of the exam and the teacher should adhere to the precise method and order of carrying out the tests.

### Comments on Individual Questions

The Speaking test under the new syllabus consists of four sections. There are no more such division of candidate's strength into Foundation and Higher levels. All candidates must take part in the four sections of the test. The four sections are:

## Report on the Units taken in June

- Section 1 (role-play, consisting of 4 specific tasks)
- Section 2 (role-play, consisting of 4 tasks with one task unspecified)
- Section 3 (narrating a picture-based story with teacher's occasional interjections)
- Section 4 (General conversation with three topics chosen by the teacher)

This year the Speaking tests were taken in grouped role-plays from Sections 1 to 3 printed in 6 booklets. Each booklet contained a combination of three role-plays with each role play selected out of the three available cards per section.

### Section 1

The role-play set in a Bakery was the most attempted of the three role-plays in Section 1. Most candidates chose options such as cakes or chocolate cakes in the second task. There were a few cases that the candidate asked for all three options in one long sentence. This, although it must not lose the candidate any marks, can be a source of confusion for the teacher and an unnecessary extension of the conversation.

The next more frequently attempted role-play was the Cinema. Here, most of the candidates did very well; presumably out of being familiar with the subject. There was not as much creativity in terms of asking for more than two tickets or a different position of the seats than those mentioned in the booklet.

The "Café " role-play was the least attempted of the three role-plays in this section. Here the candidates showed a variety of selections of options and were generally at ease with the subject.

### Section 2

The most frequently attempted role-play in this section was the role-play with the passer-by asking for an address. Here, most of the candidates did very well; presumably being familiar with the subject. As in all other role-plays in sections 1 and 2, the candidates tend to "jump the tasks" by doing two or sometimes three tasks in one sentence. This practice should be avoided if possible and the teacher must advise the candidate on the correct procedure before the test begins.

The "Wrist Watch" role-play was the second most attempted in Section 2. A significant number of candidates did well here but again more than one task was performed in one sentence, hence causing confusion and delay in the conduct of the test.

The third card in this section, "Booking a Holiday", was better done than some of the more popular cards. The last task, asking for a brochure to be sent proved a little tricky for some as "*daftarcheh-e rahnema*" was not the most obvious synonym for brochure.

### Section 3

As always, this section was better performed than the rest of the role-plays. The candidates, having gained confidence from previous role-plays, could interpret the icons with relative ease, and in most cases adding their own personal details to the story.

The "Theme Park" role-play was the most performed of the three role-plays in the section. Most candidates did very well in this section, showing the popularity of Theme Park as a day-out venue

for the school visits. It was particularly pleasing to hear candidates describing some of the more unusual rides, such as a merry-go-round, in colloquial Persian, "*charkhe falak*."

The "Mountain Climbing" role-play was the second most attempted of the three. Although the theme was no so familiar for some, it was surprising to hear a good number of candidates describing rucksack as "*kooleh poshti*." The rest of the story was similar to many of the same type seen in previous years

The "Persian Bonfire Night" role-play proved to be the most popular of all three but obviously less attempted due to insufficient number of candidates per centre. Here some candidates had slight difficulty describing the traditional fruits such as pomegranate, "*anaar*", and board games such as backgammon, "*takhteh*" but overall there was no noticeable difficulty with this role-play.

### General Conversation

As in previous years, time-keeping in this section was poor. In most recordings, the duration of this section was either well below or well above the approximate time allocation of five minutes. Also it was observed that the teacher would ask questions that had often a single 'yes' or 'no' for an answer. The aim of this section is to test the candidate's ability to speak with as little prompting and advanced hinting as possible. It is not meant to be an interview.

### Conclusions and Recommendations

Although there were noticeable improvements in the overall performances of the candidates and the conducting teachers, a number of centres showed a disregard for the rules of conducting a Speaking test. The following recommendations are made on the basis of the Examiners' observations:

- I) Centres need to provide the conducting teachers with the OCR Specification document well in advance of the examination date.
- II) Centres can vastly improve the quality of their candidates' performance by arranging mock examinations for them in advance of the real test.
- III) Teachers conducting the tests should explain to the candidates, before the test, that it is the candidate who must do most of the talking and not the teacher.
- IV) Teachers must avoid conducting the test in the manner of an interview. This particularly applies to Section 3, and General Conversation. They do not help candidates by asking questions that can be answered by a simple 'yes' or 'no'.
- V) Teachers must observe the time allocations for each section and not prolong the conversations unnecessarily.
- VI) It was observed that a number of teachers deviated sharply from the suggested teacher's prompts in role-plays 1 and 2 and followed their own made up stories. This is an unacceptable practice and will invariably damage the candidates' marks in that section.
- VII) Teachers conducting the exams should ensure there is enough recording time left on the relevant side of the cassette before starting the exam for a new candidate.

*Report on the Units taken in June*

- VIII) Persian speaking tests are not internally moderated. Centres must provide the teachers with mark sheets for the details of the candidate and topics of General Conversation to be specified. But teachers must not enter their own marks on the mark sheets. This is the task of the external examiners and spaces provided for marking must be left blank.
- IX) It is strongly recommended that teachers conducting the speaking exam differentiate between the four different sections of the exam, by clearly stating on the recordings the start and finish of each section. This would make the marking process simpler, which would eventually benefit the candidate. This particularly applies to the General Conversation section.
- X) The centres that send the exam material to the examiners for marking, need to ensure that they send the material in as organised a manner as possible, to avoid mistakes and confusion for the examiners. Before the cassettes are sent to the examiners, the teacher must rewind all the cassettes to the beginning of the test.
- XI) Candidates whose natural speaking dialect is not near to the Persian dialect (Farsi), should be urged to make a clearly spoken delivery of the role-plays and the general conversation sections as unfamiliar terms and structures, correct as they may be in their own right, cannot be easily understood by the examiner and may result in loss of marks.

## 1922/03 - Reading

**General Comments:** This year's students fall into two categories: a small percentage who had sat the paper with no preparation or familiarity with the exam format and achieved very low grades, and the overwhelming majority who performed quite well. In general the grades achieved were quite high.

### SECTION 1

**General comments:** Students generally coped well with exercises in this section. No question in either exercise 1, 2 or 3 seemed to be misleading or causing confusion.

#### Exercise 1

Straightforward set of questions and clear images. Well handled. No problems noticed.

#### Exercise 2:

Instructions well understood. Questions handled well. No problems noticed.

#### Exercise 3:

Questions in this exercise were well understood and no problems noticed. No amendments required to the marking scheme.

### SECTION 2

**General Comments:** Questions in the two exercises in this section are set with direct reference to relevant texts. Students need to be reminded to read the text carefully before attempting to answer the questions.

**Exercise 4:** No changes required to Mark Scheme. No specific problems noticed.

**Exercise 5:** No problems noticed. No changes required to Mark Scheme.

### SECTION 3

**General Comments:** It is advisable to remind students to read the text carefully before attempting to answer questions in this section. All questions in exercises 6, 7 and 8 require answers based on the relevant texts rather than students' experience or common sense.

**Exercise 6:** Lack of attention to the text resulted in inaccuracies in answers to the Qs 26, 27 & 28 in this exercise. No changes required to Mark Scheme.

**Exercise 7:** Answers to all Qs in this exercise required attention to the text and question numbers. No mark was given if a correct statement / answer was given to a question not bearing the correct number, e.g. if the correct answer to Q 31 was written in front of Q32.

**Exercise 8:** Answer to Q36 needed to reflect the **expansion** of the company office in Esfahan. No mark was given to answers such as: 'They want to **open a branch** in Esfahan.'

With reference to Q37 no mark was given to 'the telephonist **will talk** on the phone' without reference to them '**answering queries/questions**' over the phone.

Q38 well understood. No confusion over the correct answer.

**1922/04 - Writing**

**1. General Comments**

Candidates' overall performance showed an improvement on last year's – thanks to their own hard work and their teachers' efforts. Most Candidates coped well with this year's paper. Things may improve even further if Candidates could be advised to:

- (a) Enter all the required details in their appropriate boxes (Centre/Candidate Numbers and their full name).
- (b) Familiarise themselves with the various exercise types used.
- (c) Follow the rubrics carefully.
- (d) Observe the word limits set for the various writing tasks.
- (e) Use a pen, rather than a pencil.
- (f) Write legibly.
- (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.
  - 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 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 to a formal piece of writing, such as an essay or a business letter. Inappropriate style loses marks.

## **2. Comments on Individual Questions**

### **Section 1**

#### *Exercise 1*

Most Candidates gave eight or more items in Persian. Words (including those European loan words) commonly used in Iran were accepted and given appropriate marks.

#### *Exercise 2*

Most Candidates handled this exercise well. Some appeared to be unfamiliar with the exercise type.

#### *Exercise 3*

The subtasks in this exercise were carried out generally well. A few Candidates appeared to have missed one or more of the subtasks. Some Candidates had not written complete sentences, which clearly went against the instructions.

### **Section 2**

#### *Exercise 4*

The subtasks in this exercise were carried out generally well. An almost equal number of Candidates chose to write on either of the two topics. A few did not follow the rubrics and wrote on both topics, in which case the more comprehensive piece was marked.

### **Section 3**

#### *Exercise 5*

The subtasks in this exercise were carried out generally well. Most Candidates chose the first topic, and wrote in excess of the word limit. Some Candidates used a colloquial (almost casual) style, which was considered inappropriate for this task, and therefore lost a few marks for quality of language.



**General Certificate of Secondary Education Persian 1922  
June 2005 Assessment Session**

Component Threshold Marks

<b>Component</b>	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
01 - Listening	40	31	26	22	18	15	12	9
02 - Speaking	50	41	36	31	25	20	15	10
03 - Reading	40	30	26	22	18	15	12	9
04 - Writing	80	66	57	49	40	31	23	15

**N.B. Component marks are scaled to a weighted mark out of 50.  
Each component represents 25% of the overall award**

Overall

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Percentage in Grade	38.9	29.0	18.9	7.0	4.1	1.3	0.8	0.00
Cumulative Percentage in Grade	38.9	67.9	86.8	93.8	97.9	99.2	100.0	100.0

The total entry for the examination was 460

*Report on the Units taken in June*

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**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Information Bureau**

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Telephone: 01223 553998

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**Facsimile: 01223 552553**

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