

Mark Schemes for the Components

June 2006

1922/MS/R/06

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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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GCSE Persian (1922)

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Mark Scheme 1922/01
June 2006

**LISTENING PAPER MARK SCHEME
GCSE PERSIAN (1922/01)
(2006)**

[Total: 40 marks]

Section 1 [15 marks]

Exercise 1: Questions 1-5

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

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

Exercise 2: Questions 6-10

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

- C -۶
- B -۷
- A -۸
- B -۹
- B -۱۰

Exercise 3: Questions 11-15

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

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

LISTENING PAPER MARK SCHEME
GCSE PERSIAN (1922/01)
(2006)

[Total: 40 marks]

Section 2 [10 marks]

Exercise 4: Questions 16-20

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

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

Exercise 5: Questions 21-25

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

- ۲۱- آنها چهار شب در هتل خواهند ماند.
- ۲۲- آنها روز چهارشنبه هتل را ترک می کنند.
- ۲۳- آقای احمدی اتومبیل لازم دارد.
- ۲۴- آنها در هتل ناهار نمی خورند.
- ۲۵- او می خواهد که از رزرو اتاق مطمئن شود.

LISTENING PAPER MARK SCHEME
GCSE PERSIAN (1922/01)
(2006)

[Total: 40 marks]

Section 3 [15 marks]

Exercise 6: Questions 26-30

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

- ۲۶- پنج (یا ۵)
۲۷- قلم و کاغذ (یا) قلم (یا) کاغذ
۲۸- نارنجی
۲۹- جوان (یا) هر سنی بین ۲۰ تا ۲۵ سال قابل قبول است.
۳۰- مشکى (یا) سیاه

Exercise 7: Questions 31-37

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

- ۳۱- (از) (طریق) دوستش / رفیقش / یارش (یا) دوست / رفیق
۳۲- پاسخ/جواب دادن به (سؤال‌های) تلفنی (مشتریان)
۳۳- چون می‌خواهد بداند / مطمئن شود که با نحوه‌ی/طرز/شکل برخورد با مردم آشنا است.
۳۴- صبر/صبوری
۳۵- کامپیوتر
۳۶- کمک به مشتریان در (استفاده از) کامپیوتر
۳۷- نرم‌افزاری

Exercise 8: Questions 38-40

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

- 38 18
39 Wrestling
40 Weight-lifting / Volley Ball / Tae Kwan do

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 |
| Total | | | 50 marks |

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

| | |
|----------|--|
| 2 | Candidate successfully communicates the message without ambiguity and with little assistance from the examiner. Incorrect use of the 'you' form overlooked at this level. |
| 1 | Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner. |
| 0 | 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**

| | |
|----------|---|
| 2 | 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. |
| 1 | Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner. |
| 0 | Candidate fails to communicate the message or is fed the answer by the examiner. |

Section 3 Narrative role play**8 marks**

| | |
|------------|---|
| 8 | All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace. |
| 7/6 | 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. |
| 5/4 | 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. |
| 3/2 | 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 |
| 1/0 | 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

| | |
|------------|---|
| 10 | 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. |
| 9/8 | 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. |
| 7/6 | Develops the conversation topics reasonably well OR may only have one strong topic. Expresses opinions. Communicates clearly, despite errors. |
| 5/4 | 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. |
| 3/2 | 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. |
| 1/0 | Little or nothing of merit. |

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

| | |
|-----------------|--|
| 20/19 | 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. |
| 18/17/16 | 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. |
| 15/14 | 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. |
| 13/12/11 | 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. |
| 10/9 | 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. |
| 8/7 | 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. |
| 6/5/4 | Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery. |
| 3/2 | 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. |
| 1/0 | Little or nothing of merit. |

Mark Scheme 1922/03
June 2006

READING PAPER MARK SCHEME
GCSE PERSIAN (1922/03)
(2006)
[Total mark: 40]

Section 1

Exercise 1 Qs 1-4

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

Exercise 2 Qs 5-10

- 5- د
 6- د
 7- د
 8- آ
 9- د
 10- ح

Exercise 3 Qs 11-15

- 11- د
 12- آ
 13- د
 14- د
 15- د

Section 2**Exercise 4 Qs 16-20**

| | |
|-----|-----|
| 16- | الف |
| 17- | ب |
| 18- | الف |
| 19- | ب |
| 20- | ب |

Exercise 5 Qs 21-25

| | |
|-----|-----|
| 21- | ب |
| 22- | د |
| 23- | ب |
| 24- | د |
| 25- | الف |

Exercise 6 Qs 26-30

| | |
|-----|-----|
| 26- | د |
| 27- | د |
| 28- | د |
| 29- | د |
| 30- | الف |

Exercise 7 Qs 31-36

- 31- دانشگاه لندن
32- تابستان 2006 / سال بعد
33- دانشگاه تهران
34- تمرین در مکالمه / حرف زدن
35- استاد راهنمای او / استاد او
36- شرایط ثبت نام

Exercise 8 Qs 37-40

- 37- They have common borders
38- Kurdish / Kermanshahi
39- In the 4th century A.D. / 4th century
40- Anahita Temple

Mark Scheme 1922/04
June 2005

**WRITING PAPER MARK SCHEME
GCSE PERSIAN (1922/04)
(2006)**

[Total: 80 marks]
(This total will be scaled to 50 marks)

Scheme of Assessment

Section 1

| | |
|------------|---|
| Exercise 1 | 8 marks (Communication 8) |
| Exercise 2 | 9 marks (Communication 6; Accuracy 3) |
| Exercise 3 | 13 marks (Communication 6; Quality of Language 7) |

| | |
|---|-----------------|
| Total for Communication | 20 marks |
| Total for Quality of Language and Accuracy | 10 marks |

Total for Section 1 **30 marks**

Section 2

| | |
|---------------------|----------|
| Communication | 10 marks |
| Quality of Language | 6 marks |
| Accuracy | 4 marks |

Total for Section 2 **20 marks**

Section 3

| | |
|---------------------|----------|
| Communication | 10 marks |
| Quality of Language | 14 marks |
| Accuracy | 6 marks |

Total for Section 3 **30 marks**

Total for Paper **80 marks**

This total will be scaled to **50 marks**

Section 1

Exercise 1 List [Total: 8 marks]

Communication 8 marks

8 items each marked 1 for communication.

Any 8 of the following items (their equivalents in Dari, or other relevant items normally found in an average supermarket) will be acceptable.

| | |
|--------------|----------------------------|
| Lettuce | کاهو |
| Cucumber | خیار or بادرنگ |
| Tomatoes | گوجه فرنگی or بادنجان رومی |
| Meat | گوشت |
| Butter | کره or مسکه |
| Orange juice | آب پرتقال |
| Tissue paper | دستمال کاغذی |
| Soap | صابون |
| Apples | سیب |
| Yoghurt | ماست |
| Potatoes | سیب زمینی or کچالو |
| Cabbage | کلم or کرم |

Mark for communication using the principle "If in doubt, sound it out".

Allow cognates. Do not allow languages other than the target language; however, where appropriate, allow foreign loan words commonly used in Persian (e.g. telephone, freezer). European words not commonly used in Farsi or Dari will not be accepted, e.g. جوس (juice)

Exercise 2 Manipulation of language in response to verbal or visual stimuli
[Total: 9 marks]

Acceptable words for line 1:

I am drinking tea / coffee / hot chocolate, etc., but not 'I am eating ...'

من چای / قهوه / شیرکاکائو می‌خورم.

In a restaurant / café / shop, or any reasonable place suggested by the picture.

در کافه / قنادی / مغازه / دکان

Acceptable words for line 2:

I am watching a film.

من (دارم) فیلم/فلم می‌بینم / تماشا می‌کنم.

In the/a cinema

در سینما

Acceptable words for line 3:

I am speaking / talking (with/to my friend).

من (دارم) (با دوستم) صحبت می‌کنم / حرف می‌زنم.

In a telephone box / kiosk

در کیوسک / اتاقک تلفن (سکه‌انداز)

Communication 6 marks

One mark per recognisable lexical item or response.

Accuracy 3 marks

3 marks at least 5 items written accurately.

2 marks at least 3 items written accurately.

1 mark at least 1 item written accurately.

Exercise 3 Simple connected writing

[Total: 13 marks]

Communication 6 marks

5-6 Meets all or most of the requirements set.

3-4 Some omissions in fulfilling task.

1-2 Only very intermittent response to task.

0 Fails to respond to task set.

Quality of Language 7 marks

6-7 Basic range of vocabulary and structure.

Effective for a variety of straightforward messages.

Some awareness of verb usage, with limited success.

The writing is sufficiently accurate to enable a clear message to be conveyed.

4-5 Restricted range of vocabulary.

Short sentences succeed in communicating simple points.

Despite regular errors, the writing often conveys a clear message.

2-3 Individual vocabulary items or short phrases.

0-1 The language conveys little or no message.

Section 1

Communication 20 marks

Quality of Language and Accuracy 10 marks

Total for Section 1 30 marks

Section 2

Communication 10 marks

- 8-10 All the points of the task are communicated.
Communicates personal opinions.
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 5-7 The main points of the task are communicated in sentence form.
Additional details are often communicated.
An attempt to use more than one tense, where appropriate.
- 2-4 The main points of the task and occasional additional details are communicated in sentence form.
- 1 The main points of the task are communicated in short sentences.
- 0 Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

Factors which might reduce communication marks are words in English or the wrong Persian word(s), blanks, nonsense sentences, "continuous present tenses", which are inappropriate in Persian, failure to mention tasks, or complete non-sequiturs.

Quality of Language 6 marks

- 5-6 Limited range of vocabulary, idiom and structure.
Appropriate register used.
The style of writing is basic but reasonably coherent.
Past, present and future tenses used at a basic level.
- 3-4 A basic range of vocabulary, idiom and structure.
Sentences may be repetitive but are often successful.
Some limited attempt at the use of more than one tense.
- 1-2 Basic range of vocabulary and structure.
Effective for a variety of straightforward messages.
Some awareness of verb usage, with limited success.
- 0 Nothing of merit at this level.

Accuracy 4 marks

- 3-4 There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
- 2-3 Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
- 0 Insufficient accurate language to convey the meanings.

| | |
|----------------------------|-----------------|
| Section 2 | |
| Communication | 10 marks |
| Quality of Language | 6 marks |
| Accuracy | 4 marks |
| Total for Section 2 | 20 marks |

Section 3

Communication 10 marks

- 9-10 Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity.
Communicates and justifies a range of ideas and points of view.
Communicates in longer sequences, giving detailed descriptions.
Coherent, pleasant to read.
Highly creative and imaginative writing, where appropriate.
- 7-8 Communicates and expands on information and narrates events factually and/or imaginatively.
Communicates and justifies ideas and points of view.
Communicates in longer sequences, giving descriptions.
Creative and imaginative writing, where appropriate.
- 5-6 All the points of the task are communicated in some detail.
Communicates personal opinions in some detail.
Communicates a very clear message in factual and/or imaginative writing.
- 3-4 All the points of the task are communicated.
Communicates personal opinions.
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 1-2 The main points of the task are communicated in sentence form.
Additional details are often communicated.
An attempt to use more than one tense, where appropriate.
- 0 Much ambiguity and omission. Only sporadically comprehensible.

Factors which might reduce communication marks are words in English or the wrong Persian word(s), blanks, nonsense sentences, "continuous present tenses", which are inappropriate in Persian, failure to mention tasks, or complete non-sequiturs.

Quality of Language 14 marks

- 12-14 A wide variety of structure, vocabulary and idiom.
Longer sequences of language using a wide range of clause types.
Verb tenses used with ease.
Secure, consistent and very fluent.
- 9-11 A good variety of structure, vocabulary and idiom.
Longer sequences of language using a range of clause types.
Verb tenses used with confidence.
Fluent and consistent with a degree of control.
Style appropriate to the purpose.
- 6-8 A range of structure, vocabulary and idiom.
Some variety of clause types, e.g. subordinate clauses.
Verb tenses used effectively but with limitations.
Fairly fluent with some degree of control.
- 3-5 Limited range of vocabulary, idiom and structure.
Appropriate register used.
The style of writing is basic but reasonably coherent.
Past, present and future tenses used at a basic level.
- 1-2 A basic range of vocabulary, idiom and structure.
Sentences may be repetitive but are often successful.
Some limited attempt at the use of more than one tense.
- 0 The language conveys little or no message.

Accuracy (including spelling and grammar) 6 marks

- 6 The overall impression is one of accuracy, with very few major errors.
- 4-5 Writing is generally accurate. Errors do not significantly affect the meanings.
- 2-3 Inaccuracy does not impede the expression of a range of meanings.
- 1 The writing is sufficiently accurate to enable a clear message to be conveyed.
- 0 Insufficient accurate language to convey the meanings.

| | |
|-------------------------------------|-----------------|
| Section 3 | |
| Communication | 10 marks |
| Quality of Language | 14 marks |
| Accuracy | 6 marks |
| Total for Section 3 | 30 marks |
| Total for the Paper | 80 marks |
| This total will be scaled to | 50 marks |

**General Certificate of Secondary Education Persian 1922
June 2006 Assessment Series**

Component Threshold Marks

| Component | Max Mark | A | B | C | D | E | F | G |
|------------------|-----------------|----------|----------|----------|----------|----------|----------|----------|
| 01 - Listening | 40 | 33 | 28 | 23 | 19 | 16 | 13 | 10 |
| 02 - Speaking | 50 | 41 | 36 | 31 | 25 | 20 | 15 | 10 |
| 03 - Reading | 40 | 31 | 26 | 22 | 18 | 15 | 12 | 9 |
| 04 - Writing | 80 | 67 | 58 | 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

| | Max | A* | A | B | C | D | E | F | G |
|--------------------------------|------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Overall Threshold Marks | 200 | | | | | | | | |
| Percentage in Grade | | 33.4 | 25.2 | 14.7 | 10.4 | 5.8 | 3.6 | 2.6 | 2.6 |
| Cumulative Percentage in Grade | | 33.4 | 58.6 | 73.3 | 83.7 | 89.5 | 93.1 | 95.7 | 98.3 |

The total entry for the examination was 482

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