

# **Report on the Components**

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**June 2007**

**1922/MS/R/07**

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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**

### **GCSE Persian (1922)**

#### **REPORT ON THE UNITS**

<b>Unit</b>	<b>Content</b>
1922/01	Listening
1922/02	Speaking (Externally Assessed)
1922/03	Reading
1922/04	Writing
*	Grade Thresholds

### **SECTION 3**

#### **Exercise 6**

The information introduced in the text was varied and the candidate needed to read it carefully to be able to handle the questions well.

#### **Exercise 7**

Candidates were required to produce words/ phrases/sentences in Farsi in answer to questions in this exercise. The questions required specific answers and those who lifted sentences from the text did not achieve any marks.

#### **Exercise 8**

All 3 questions in this exercise required specific answers.

**Question 38** read 'Where *exactly* is the interviewing taking place?' Therefore no answer other than 'in the employer's house in Bedfordshire / Bedfordshire' was acceptable.

Similarly the answer to **question 39** required the answer: ' letters from previous employers/ letters of introduction/ references'. However the mark scheme was modified to include 'work experience certificates' as an acceptable answer.

**Question 40** A percentage of students misinterpreted the question 'What would be an advantage for the applicant?' to mean 'what could the advantages of this job be' and produced answers which were obviously not acceptable.

## **1. General Comments**

Candidates' did generally well but the overall performance showed a drop compared to last year's. The main reason for this drop is the participation of candidates who are encouraged to take the examination without preparation. The mere fact of having heard the language does not equip the candidates with the facility of writing that language. A large proportion of the candidates mainly Afghans were writing phonetically, which showed that they are simply using their oral knowledge of the Persian language. Some Afghani candidates seem to have Pashtoo as their mother tongue as opposed to Dari, which makes the writing task even more challenging for them if they have not been prepared for the exam. The influence of their mother tongue is such that they often replace the Persian word with the Pashtoo equivalent when short of vocabulary. There were cases of whole papers being written entirely in Pashtoo or Arabic. The similarity of the Persian, Pashtoo and Arabic scripts alone does not allow a candidate to take a GCSE in a language which he/she is not that familiar with.

## **2. Comment on individual questions**

### **Section 1**

#### **Exercise 1**

Questions were generally well answered. Mark scheme was opened up to cater for all the varieties of pronunciation of sports in Afghanistan.

#### **Exercise 2**

Questions were generally well answered. Mark scheme was widened to include all the various interpretations of the pictures in the exercise.

#### **Exercise 3**

Question was answered well, although accuracy was an issue.

### **Section 2**

The subtasks in this exercise were attempted equally. However, most of those who attempted the 1<sup>st</sup> option found the term "Camping" a stumbling block and interpreted it as a luxury holiday. They described a holiday spent in a "Five Star Hotel" with relevant activities as a camping holiday. The term "Seaside Resort" presented less of a problem, but still a number of candidates described their everyday life in London as a holiday at a seaside resort.

### **Section 3**

The subtasks in this exercise were generally well carried out. The second option proved more popular with candidates.

### **3. General Recommendations**

The candidates generally would benefit from:

- 1- Reading Persian books or texts to learn the spelling of words.
- 2- Reading the rubrics carefully and not losing marks unnecessarily by not addressing all the points raised in sections 2 and 3.
- 3- Copying the words in the stimulus correctly while answering to prevent unnecessary inaccuracies.
- 4- Persian grammar is very simple. The most common grammatical error is the letter "D" with a soft pronunciation which is often missed out at the end of the 3<sup>rd</sup> person plural when written.
- 5- Learning the correct spelling of basic Persian words such as: One - Family – Iranian - Food – Chicken - Now – Then - Goodbye ... Which would improve the general appearance of the written piece and earn them extra marks and even higher grades.

## General Certificate of Secondary Education

### Persian (1922)

#### June 2007 Assessment Series

#### Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
01 - Listening	40	29	24	19	16	13	10	7
02 - Speaking	50	41	36	31	25	20	15	10
03 - Reading	40	32	27	22	18	15	12	9
04 - Writing	80	63	54	45	37	27	19	11

**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	<b>200</b>	179	157	133	110	91	72	54	36
Percentage in Grade		38.8	29.8	15.8	6.9	4.6	2.8	1.3	0
Cumulative Percentage in Grade		38.8	68.6	84.4	91.3	95.9	98.7	100	100

The total entry for the examination was 480.

Statistics are correct at the time of publication.

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