

Mark Schemes for the Units

June 2008

1922/MS/R/08J

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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)

MARK SCHEME FOR THE UNITS

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1922/01 Listening

[Total: 40 marks]

Section 1 [15 marks]

Exercise 1: Questions 1-5

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

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

Exercise 2: Questions 6-10

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

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

Exercise 3: Questions 11-15

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

- C -11
- G -12
- E -13
- B -14
- F -15

Section 2 [10 marks]**Exercise 4: Questions 16-20**

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

ب - ۱۶

پ - ۱۷

الف - ۱۸

پ - ۱۹

ب - ۲۰

Exercise 5: Questions 21-25

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

۲۱- زهرا خجالت می کشد از پدر و مادرش تقاضای پول کند.

۲۲- پدر ایرج پول دار است.

۲۳- ایرج معتقد است که بچه ها به میل خودشان به دنیا نیامدند.

۲۴- ایرج فکر می کند که تنبلی بچه ها تقصیر والدین آنها است.

۲۵- به اعتقاد زهرا، والدین باید از همان ابتدا بچه ها را وادار به کار کنند.

Please note:

If a candidate has ticked more than five boxes, s/he will be penalised according to the number of extra ticks. Example: If a candidate has ticked 7 boxes and only 4 are correct, s/he will be awarded (4-2=) 2 marks. On Scoris, answers 24 and 25 will be given a '0'.

Section 3 [15 marks]**Exercise 6: Questions 26-30**

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

- ۲۶- حساسیت، آلرژی
- ۲۷- شلوغ، (پر)(سر) (و) صدا
- ۲۸- عید / نوروز (یا هر اشاره‌ای به سال نو / جدید)
- ۲۹- خودخواهی؛ بی انصافی؛ نا مهربانی؛ بدی؛ بد است
- ۳۰- آن را در دست بگیرد / نوازش کند/ با آن بازی کند (یا) ناز کند {دهد}؛ دست بکشد؛ لمس کند؛ بمالد؛ حمل کند؛ بغل کند/بگیرد.

Exercise 7: Questions 31-37

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

- ۳۱- پسرانه؛ نا مختلط؛ غیر دخترانه؛ یک/تک جنسی
- ۳۲- موافق است ؛ خوب است؛ (از مدرسه نامختلط) بهتر است. (هرچه که نظر مثبت او را نشان دهد.)
- ۳۳- طرز معاشرت با جنس مخالف/مختلف (یا) رفتار با {به طرف} دخترها
- ۳۴- نمی‌داند با آن‌ها چگونه ارتباط برقرار کند (یا) در باره‌ی چه صحبت کند (یا) حرف بزند، گفتگو کند / مصاحبه کند.
- ۳۵- در زمینه‌ی درسی؛ درس
- ۳۶- توجه بیش از حد به جنس مخالف (یا) توجه فرد مورد علاقه خود را جلب کند (یا) {توجه به فرد خوشگل/زیبا}
- ۳۷- برای شیرین کاری یا مشهور شدن / اسم در کردن/ در آوردن

توجه: کلمات یا عباراتی که داخل {...} است در پاسخ‌های داوطلبان دیده شده و برای آن نمره‌ی مناسب داده شده است.

Exercise 8: Questions 38-40

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

- 38 It clashes with the Ramadan programme (or) with a/another programme; (Because of) a new programme.
Celebration of Ramadan means the programme has to be delayed.
- 39 An hour later or an hour delayed (OR) The programme moved forward/backward (by) one hour.
- 40 (They can listen to (or) watch/see a) repeat of the (music) programme.

Section 1

[5 second pause]

There are three exercises in this section. You will hear all recordings twice.
There will be pauses for you to read the questions and to write your answers.

[5 second pause]

Exercise 1: Questions 1-5

In this exercise you will hear some short remarks that you might hear in Iran.
You will hear each remark twice. Answer each question by ticking **one** box
only.

Here is an example.

Example:

A vendor is calling for customers.
What is he selling?

[3 second pause]

[SETTING: VENDOR CALLING FOR CUSTOMERS]

انار کیلویی پونصد تومن.

[5 second pause]

Repeat Persian stimulus.

[5 second pause]

ENG: The answer is A.

Now answer these questions by ticking **one** box for each.

[5 second pause]

ENG: Question One.

A radio programme is about to begin.
Who is the programme for?

[3 second pause]

[SETTING: RADIO PROGRAMME ANNOUNCEMENT]

برنامه‌ی کودک.

[5 second pause]

Repeat Persian stimulus.

[5 second pause]

ENG: **Question Two.**

You will hear a time check on the radio.
What time is it?

[3 second pause]

[SETTING: RADIO TIME CHECK]

ساعت ۸ بامداد.

[5 second pause]

Repeat Persian stimulus.

[5 second pause]

ENG: **Question Three.**

A friend is expressing good wishes.
What is the occasion?

[3 second pause]

[SETTING: AIRPORT]

سفر به خیر.

[5 second pause]

Repeat Persian stimulus.

[5 second pause]

ENG: **Question Four.**

Someone is buying tickets.
What are the tickets for?

[3 second pause]

[SETTING: Ticket office]

دوتا بلیت برای فیلم امشب، لطفاً.

[5 second pause]

Repeat Persian stimulus.

[5 second pause]

ENG: **Question Five.**

A teacher is about to start a lesson.
What is she asking the class to do?

[3 second pause]

[SETTING: CLASSROOM]

لطفاً ساکت!

[5 second pause]

Repeat Persian stimulus.

[5 second pause]

تمرین ۲: سؤال‌های ۶ تا ۱۰

غذای حاضری

پیمان می‌خواهد برای خود و دوستانش غذای حاضری بگیرد.

به تصویرهای زیر نگاه کنید و پس از شنیدن این گفت‌وگو، برای هر سؤال، پاسخ

درست را با گذاشتن علامت در یک مربع نشان دهید.

PAUSE

مثال: پروین چه غذایی می‌خورد؟

[SETTING: HOME]

پیمان: خب، پروین جان، چی بگیرم برات؟

پروین: یه پیتزا، لطفاً

[5 second pause]

Repeat Persian stimulus.

[5 second pause]

پاسخ درست حرف A است.

[SETTING: HOME]

پیمان: ثریا، تو چی می‌خوری؟

ثریا: مرغ با سیب زمینی، لطفاً.

PAUSE

ثریا: خودت چی می‌خوری؟

پیمان: برای خودم نون و کباب می‌گیرم.

PAUSE

پیمان: خب، پروین جان، نوشیدنی چی بگیرم برات؟

پروین: آب پرتقال، لطفاً.

PAUSE

پیمان: ثریا خانم، شما چی می‌خورین؟

ثریا: یه آب آناناس بگیر، لطفاً.

PAUSE

پیمان: خب، بعد از غذا، همه با بستنی موافقن؟

پروین و ثریا: به _____ له!

[10 second pause]

Repeat Persian stimulus.

[10 second pause]

تمرین ۳: سؤال‌های ۱۱ تا ۱۵

تقسیم کار در منزل

منیژه درباره‌ی تقسیم کار در منزلش صحبت می‌کند.

به تصویرهای زیر نگاه کنید و پس از شنیدن صحبت او، با گذاشتن یک حرف مناسب

در مربع پاسخ درست را نشان دهید.

PAUSE

مثال:

[SETTING: A GIRL TALKING]

منیژه: من ظرفارو می‌شورم.

[5 second pause]

Repeat Persian stimulus.

[5 second pause]

پاسخ درست حرف A است.

[SETTING: A GIRL TALKING]

منیژه: همه‌ی غذاهارو مادرم می‌پزه، غیر از کباب که برادر بزرگم درست می‌کنه. برادر

کوچیکم مسئول تمیز کردن خونه‌س. خرید مواد خوراکی با خواهر بزرگمه.

PAUSE

خواهر کوچیکم لباسارو می‌شوره، البته با ماشین، و هفته‌ای یه بار هم خاله‌م

میاد و اونارو اتو می‌کنه. تعمیر خرابی‌های خونه هم کار پدرمه.

[10 second pause]

Repeat Persian stimulus.

[10 second pause]

ENG: That is the end of Section 1.

Section 2

There are two exercises in this section. You will hear all recordings twice. There will be pauses for you to read the questions and to write your answers.

[5 second pause]

تمرین ۴: سؤال‌های ۱۶ تا ۲۰

تعطیلات گذشته

فرهاد در باره‌ی تعطیلات گذشته‌ی خود صحبت می‌کند.

به سؤال‌های زیر نگاه کنید و پس از شنیدن صحبت او، برای هر سؤال، پاسخ درست را با گذاشتن علامت در یک مربع نشان دهید.

PAUSE

مثال:

[SETTING: Monologue]

تابستون پیش رفتیم ایران.

[5 second pause]

Repeat Persian stimulus.

[5 second pause]

پاسخ درست الف است.

[SETTING: Monologue]

این اولین باری بود که بدون پدر (و) مادرم مسافرت می‌کردم. البته تنها نبودم؛ با دو تا از دوستای نزدیکم، علی و رضا، رفتم. ساعت ۱۱ شب رسیدیم تهران. داییم و پسرش به استقبالمون اومده بودن. از اینکه هیچ‌کدوم از فامیلای دوستام به فرودگاه نیومده بودن، تعجب نکردم، چون علی و رضا در شهرهای دیگه زندگی می‌کنن.

PAUSE

چند ساعت خونه‌ی داییم خوابیدیم. بیدار که شدیم، بعد از صبحونه، دوستام گفتن می‌خوان یه هفته‌ای رو که تهران هستن، تو هتل بمونن. من هم چون خونه‌ی خودمون نبود، اصرار نکردم پیش من بمونن. به هر جهت اون چند روزی که با دوستام در تهران بودم خیلی بهمون خوش گذشت.

[10 second pause]

Repeat Persian stimulus.

[15 second pause]

تمرین ۵: سؤال‌های ۲۱ تا ۲۵

پول توجیبی

ایرج و زهرا صحبت می‌کنند.

به جمله‌های زیر نگاه کنید و پس از شنیدن این گفت‌وگو، ۵ جمله‌ی درست را با

علامت نشان دهید.

[SETTING: CONVERSATION]

مثال:

زهرا: تو هنوز از پدر مادرت پول توجیبی می‌گیری؟

ایرج: بله.

[5 second pause] Repeat Persian stimulus. [5 second pause]

پاسخ: این جمله درست است. بنا بر این، در مربع علامت گذاشته شده است.

[SETTING: CONVERSATION]

ایرج: مگه خودت پول توجیبی نمی‌گیری؟

زهرا: چرا، اما نه هرروز. خودم هیچ‌وقت نمی‌گم به من پول بدین.

ایرج: چرا؟

زهرا: اولاً روم نمی‌شه، دوم این که معتقدم پول توجیبی بچه‌هارو تنبل می‌کنه، سوم این که بابای من که مثل بابای تو میلیونر نیس.

PAUSE

ایرج: مسئله پول دار بودن یا نبودن نیس؛ مسئله حقه.

زهرا: چه حقی؟

ایرج: بچه‌ها حق دارن تا وقتی که کار پیدا نکردن، خرج خوراک و پوشاک و تحصیل و حتی پول توجیبی‌شونو از پدر و مادرشون بگیرن.

زهرا: آخه تا چه سنی؟

ایرج: تا وقتی که بتونن به اصطلاح رو پای خودشون وایسن.

زهرا: اگه یکی تنبل بود و تا ۳۰ سالگی نخواس رو پای خودش وایسه، چی؟

ایرج: ببین زهرا، این پدر مادرمون بودن که تصمیم گرفتن بچه‌دار بشن.

PAUSE

ایرج: حالا هم اگه تنبل شدیم، کی مارو تنبل بار آورده؟

زهرا: مثل این که برگشتیم به حرف من. برای این که تنبل بار نیایم، پدر و مادر باید از

همون اول بهمون یاد بدن که چطور روی پای خودمون وایسیم.

ایرج: یعنی مجبورمون کنن کار کنیم؟

زهرا: چه عیبی داره؟ تو نمی‌تونی هم خدارو بخوای و هم خرماروا

[10 second pause] Repeat Persian stimulus. [15 second pause]

ENG: That is the end of Section 2.

Section 3

There are three exercises in this section. You will hear all recordings twice. There will be pauses for you to read the questions and to write your answers.

[5 second pause]

تمرین ۶: سؤال‌های ۲۶ تا ۳۰

حیوان خانگی

شهرام و ماندانا صحبت می‌کنند.

به جمله‌های زیر نگاه کنید. بخشی از اطلاعات داده شده در این جمله‌ها نادرست است.

پس از شنیدن گفت‌وگو، شکل درست آن را در جای خالی بنویسید.

PAUSE

مثال:

[SETTING: CONVERSATION]

ماندانا: از بچگی آرزوم این بود که یه گربه داشته باشم.

[5 second pause]

Repeat Persian stimulus.

[5 second pause]

پاسخ درست گربه است.

[SETTING: CONVERSATION]

شهرام: الان گربه داری؟

ماندانا: نه، مادرم اجازه نمی‌ده.

شهرام: چرا؟

ماندانا: می‌گه اولاً خونه‌رو کثیف می‌کنه؛ دوم این‌که برادرم به موی گربه حساسیت داره.

شهرام: من هم از بچگی دوست داشتم یه سگ داشته باشم.

ماندانا: چرا نمی‌آری؟

شهرام: کسی مخالفتی نداره. فقط بابام می‌گه می‌خوای بیاری، بیار؛ اما تو حیاط باید نگهش

داری. تو خونه، یعنی تو اتاقا، اجازه نداره بیاد چون خیلی سر و صدا می‌کنه.

PAUSE

ماندانا: مادرم می‌گه به جای گربه یه پرنده، یا حد اقل یه ماهی بخر که برای عید نوروز هم

استفاده بشه.

شهرام: فکر نمی‌کنی کمی خودخواهی باشه که حیوون بیچاره‌رو تو قفس یا تنگ زندونی

کنیم که هر وقت از کنارش رد شدیم فقط چند ثانیه باهاش بازی کنیم و به

اصطلاح لذت ببریم؟

ماندانا: من دوست دارم حیوونی داشته باشم که بتونم تو دستم بگیرم و نازش کنم. بچه که

بودم، یه روز ماهی عیدمونو از آب آوردم بیرون که باهاش بازی کنم! از دستم پرید

بیرون و افتاد رو زمین.

شهرام: مُرد بیچاره؟

ماندانا: نه، خوش‌بختانه مادرم نجاتش داد.

[10 second pause]

Repeat Persian stimulus.

[10 second pause]

تمرین ۷: سؤال‌های ۳۱ تا ۳۷

در مدرسه چه می‌گذرد؟

امیر و مهناز صحبت می‌کنند.

به سؤال‌های زیر نگاه کنید و پس از شنیدن این گفت‌وگو، سؤال‌ها را به فارسی پاسخ دهید.

PAUSE

مثال:

[SETTING: CONVERSATION]

امیر: مدرسه‌ی شما مختلطه؟

مهناز: بله.

[5 second pause] Repeat Persian stimulus. [5 second pause]

پاسخ درست این است: مختلط (یا) مدرسه برای دختران و پسران

[SETTING: CONVERSATION]

مهناز: مدرسه‌ی شما هم مختلطه؟

امیر: ای کاش بود!

مهناز: چطور مگه؟

امیر: تو مدرسه‌ی مختلط، دخترا و پسرا از بچگی یاد می‌گیرن که چطور با جنس مخالف ارتباط برقرار کنن.

PAUSE

امیر: مثلاً من الآن شونزده سالمه، ولی هنوز نمیدونم با دخترا، حتی دخترای فامیل، چه جوری باید صحبت کنم، و اصلاً در باره‌ی چه چیزایی باید حرف بزنم.

مهناز: درسته، اما مدرسه‌های مختلط هم مشکلات خاص خودشونو دارن، مثلاً رقابت.

امیر: اما خوبیش اینه که بین دخترا و پسرا در زمینه‌ی درس می‌تونه رقابت سالم وجود داشته باشه.

PAUSE

مهناز: بله، به قول خودت "می‌تونه" باشه، اما اغلب این رقابت در زمینه‌های دیگه‌س. بعضی از دخترا و پسرا، حواسشون به جای این‌که به درس باشه، بیشتر به اینه که توجه فرد مورد علاقه‌شونو جلب کنن.

امیر: چه عیبی داره؟

مهناز: اول این‌که بچه‌ها از درساشون عقب میمونن؛ دوم این‌که اداره‌ی کلاس برای معلما سخت می‌شه. من مطمئنم تو مدرسه‌ی شما، شاگردا برای شیرین‌کاری و اسم در کردن بین هم کلاسی‌هاشون، سر به سر معلما نمیذارن.

[15 second pause] Repeat Persian stimulus. [15 second pause]

Exercise 8: Questions 38-40

Iranian music

You will hear a short news item.

Look at the questions below.

Based on what you hear, answer the questions **IN ENGLISH**.

Example: What is the news about?

[SETTING: Radio News]

قابل توجه علاقه‌مندان برنامه‌ی موسیقی سنتی ایران.

[5 second pause]

Repeat Persian stimulus.

[5 second pause]

The answer is: Iranian traditional music

[SETTING: Radio News]

شنوندگان عزیز: به علت برخورد ساعت پخش برنامه‌ی موسیقی سنتی ایران با برنامه‌ی ویژه‌ی ماه مبارک رمضان، این برنامه تا پایان این ماه با یک ساعت تأخیر پخش می‌شود. در این مدت، علاقه‌مندان می‌توانند از تکرار این برنامه که در ساعت ۵ بامداد پخش می‌شود نیز بهره‌مند شوند.

[10 second pause]

Repeat Persian stimulus.

[10 second pause]

ENG: That is the end of Section 3 and of the listening paper.

1922/02 Speaking (Externally Assessed)

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.

1922/03 Reading

Section 1

Exercise 1 Qs 1-5

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

Exercise 2 Qs 6-10

- | | |
|-----|---|
| 6- | I |
| 7- | A |
| 8- | F |
| 9- | E |
| 10- | G |

Exercise 3 Qs 11-15

- | | |
|-----|----|
| 11- | د |
| 12- | هـ |
| 13- | ج |
| 14- | د |
| 15- | ح |

Section 2

Exercise 4 Qs 16-20

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

Exercise 5 Qs 21-25

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

Section 3

Exercise 6 Qs 26-30

- 26- ح
 27- ج
 28- ب
 29- چ
 30- د

Exercise 7 Qs 31-37

- 31- تحصیل در دانشگاه لندن
 32- روی کار های (فیلم های) او مطالعه کرده
 33- در فیلم های آن ها بازی کرده
 34- به کلاس تقویتی رفته
 35- از طریق تلفن/ به وسیله تلفن / با تلفن
 36- بازرگان است
 37- می تواند در منزل خاله اش زندگی کند

Exercise 8 Qs 38-40

- 38- Persian/Farsi & English
 39- Working out of office hours
 40- Get a longer contract/get his/her contract extended

1922/04 Writing

Scheme of Assessment

Section 1

Question 1	8 marks (Communication 8)
Question 2	9 marks (Communication 6; Accuracy 3)
Question 3	13 marks (Communication 6; Q of L 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**Communication****Question 1 List****[Total 8 marks]**

8 items each marked 1 for communication

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

Allow cognates. Do not allow languages other than the target language.

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

Communication **6 marks**
(one mark per recognisable lexical item)

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

Question 3 Simple connected writing (message, email, fax, postcard) [Total: 13 marks]

Communication 6 marks

6/5 Meets all or most of the requirements set

4/3 Some omissions in fulfilling task

2/1 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 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 foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, 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.
- 1-2 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 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 foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

Section 3**Quality of Language****14 marks**

- 12-14A 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**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.

Grade Thresholds

**General Certificate of Secondary Education
Persian (Specification Code 1922)
June 2008 Examination Series**

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
01 - Listening	40	28	23	18	15	12	9	6
02 - Speaking	50	41	36	31	25	20	15	10
03 - Reading	40	30	25	20	17	14	11	8
04 - Writing	80	64	55	46	37	28	20	12

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	178	154	130	107	89	71	53	35
Percentage in Grade		37.9	25.2	17.6	9.2	6.7	2.0	1.2	0.2
Cumulative Percentage in Grade		37.9	63.1	80.7	89.9	96.6	98.6	99.8	100

The total entry for the examination was 588.

Statistics are correct at the time of publication.

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