

**Persian**

Advanced Subsidiary GCE

Unit **F886**: Persian: Listening, Reading and Writing 2

**Mark Scheme for June 2011**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

1. Make sure that you have accessed and completed the two training packages for on-screen marking:
  - a. On-screen marking training
  - b. OCR essential guide to marking
2. Make sure that you have accessed and are familiar with the mark scheme for this unit on the RM Support Portal.
3. Mark the 10 practice scripts and the 10 standardisation scripts.

YOU MUST MARK TEN PRACTICE AND TEN STANDARDISATION SCRIPTS BEFORE YOU CAN BE APPROVED TO MARK.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria
3. The schedule of dates is very important. It is essential that you meet the 50% and 100% marking deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the messaging system, or by email.
5. Work crossed out should NOT be marked.
6. There is a NR (No Response) option. Award NR (No Response) if there is nothing written at all in the answer space OR - if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know') OR - if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question. Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
7. The **comments box** is used by your team leader to explain the marking of the practice scripts. Please refer to these comments when checking your practice scripts. **Please do not use the comments box for any other reason.** For any questions or comments you have for your team leader use phone, the messaging system or e-mail.
8. If you have any **technical difficulties** please refer to the Instructions for On-Screen Marking from Home.
9. Abbreviations, annotations and conventions used in the detailed Mark Scheme

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
	Present tense correctly used
	Accurate language
	Inaccurate language

**Abbreviations Meaning**

- / Alternative and acceptable answers for the same marking point  
 ( ) Words which are not essential to gain the mark  
 — Underlined words must be included to gain the mark

**MARK SCHEME**

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.

A suggestion for making a slightly more user friendly version of this Mark Scheme would be to put the pages in plastic pockets in a ring binder, making sure that the answers and appropriate grids are opposite one another, then you don't need to flip backwards and forwards.

## Section A: Listening and Writing

## Exercise 1:

## Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Persian get no marks.

Question	Answer	Marks [6]	Guidance
a)	(By) email / Internet	1	
b)	(General knowledge) book / encyclopaedia	1	
c)	They are electronic / by computer / online / cheaper / faster	1	هر نوع اشاره‌ای به غیر کاغذی بودن کارت قابل قبول است. Do not accept 'electric(al)'.
d)	Hard cards to electronic ones. (or) She likes real / normal cards.	1	هر نوع اشاره‌ای به کاغذی بودن کارت قابل قبول است.
e)	They should not have to pay for our greetings to them!	1	
f)	She found: a (forgotten) poem / lyric(s)/song on the Internet (or) the rest of a poem ...	1	

## Exercise 2:

## Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question	Answer	Marks [22]	Guidance
a)	(الف) کسی که از اشتباهاتش درس بگیرد.	1	
b)	(ب) درس گرفتن از اشتباهات دیگران.	1	
c)	(پ) وقتی که هزینه‌ی اشتباه را خودش بپردازد.	1	
d)	(ت) چون گران قیمت بود.	1	اشاره به گران قیمت بودن ضروری است.
e)	(ث) کنجکاو (مهناز) (یا) چون (مهناز) به آن دست زد.	1	
f)	(ج) هیجان زده (شد).	1	«هیجان انگیز» هم قابل قبول است.
g)	(چ) تا پدر مهناز او را دعوا نکند.	1	هر اشاره‌ای به اینکه پدر مهناز متوجه یا عصبانی نشود قابل قبول است.
h)	(ح) خطاکار باید تنبیه شود (یا) هر خطایی باید تنبیهی به دنبال داشته باشد.	1	اشاره به «کار بد» لازم است.
i)	(خ) ضرب‌لمثل/اصطلاحی که استفاده می‌کند به دزدی مربوط می‌شود.	1	اشاره به «ضرب‌لمثل» یا «دزدی» ضروری است. این گونه پاسخ نیز پذیرفته می‌شود: «چون کلمه‌های زشتی گفته بود» (با) «چون جمله‌ی تبری توهین آمیز بود.»
j)	(د) مخالف (است).	1	
k)	(ذ) او فکر می‌کند که چندش آور است.	1	هر جمله‌ای که نشان‌دهنده‌ی مخالفت او باشد قابل قبول است.
l)	(ر) قطع کردن پول توجیبی.	1	
m)	(ز) کم کردن پول توجیبی.	1	
n)	(ژ) نظر علی: از بچگی (یا) جوانی یاد نگرفته‌اند. (یا) از بچگی تنبیه نشده‌اند. نظر مهناز: تربیت از خانواده شروع می‌شود.	1 1	
o)	(س) باید محدود باشد.	1	
p)	(ش) چون هزینه‌ی آن را جامعه باید بپردازد.	1	
q)	(ص) صرف بخشی از بودجه‌ی کشور برای مبارزه با جرم جوانان.	1	هر اشاره‌ای به خیر/اخبار مؤید نظر مهناز قابل قبول است.
r)	(ض) چون از آن‌ها می‌نرسند.	1	
s)	(ط) بچه‌ها احترام به آن را یاد نگرفته‌اند (یا) باید یاد بگیرند.	1	
t)	(ظ) آموزش تفاوت بین ترس و احترام.	1	
u)	(ع) می‌خواهند دیگران از آن‌ها بترسند.	1	

QWC: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**Note:** Assessment of Quality of Language in Exercise 2 will be based on Questions (b), (h), (j) as follows:

Up to 3 errors	=	10 marks
Up to 5 errors	=	9 marks
Up to 7 errors	=	8 marks
Up to 9 errors	=	7 marks
Up to 12 errors	=	6 marks
Up to 15 errors	=	5 marks

**Section B: Reading and Writing**

In Section B there are 10 marks for Quality of Language.

**Note:**

Assessment of Quality of Language in Section B will be based on:

Exercise 7: Questions (a) and (c)

Exercise 10: Question (e)

Exercise 11: Questions (a) and (c)

For each error identified by the symbol IL ½ mark will be deducted.

**Example:**

A total of '7½ marks' will be rounded up to '8 marks'.

**Exercise 3:**

Question	Answer	Marks [7]	Guidance
1	پ	1	<b>Multi-choice</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
2	الف	1	
3	پ	1	
4	پ	1	
5	ب	1	
6	الف	1	
7	ب	1	

## Exercise 4:

Question	Answer	Marks [8]	Guidance
a)	الف: جنبه‌ها	1	<p><b>1 mark for each correct answer</b></p> <p>The marks are awarded individually. No annotations are necessary.</p>
b)	ب: بررسی	1	
c)	پ: میانگین	1	
d)	ت: بازنشستگی	1	
e)	ث: کاربایی	1	
f)	ج: برخی	1	
g)	چ: می‌شناسند (با) فکر می‌کنند	1	
h)	ح: اعتماد	1	

## Exercise 5:

Question	Answer	Marks [5]	Guidance
1	د (1)	1	<b>Gap-fill</b> No annotation is necessary. Enter 1, 0 or NR as appropriate.
2	ب (2)	1	
3	ج (3)	1	
4	ر (4)	1	
5	ط (5)	1	

## Exercise 6:

Question	Answer	Marks [5]	Guidance
1	(۱) خوبی / مثبتی / روشنی داشته است.	1	<b>Sentence Completion</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
2	(۲) بی‌کاری می‌پردازد. (با) بازار کار تأکید دارد. (با) افزایش میانگین سنی افراد (با) افزایش سن بازنشستگی	1	
3	(۳) سال‌های بیشتری کار کنند	1	
4	(۴) کارمندان مسن	1	
5	(۵) کار خود را از دست بدهند.	1	

**Exercise 7:****Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
  - a. Marks are awarded on a point by point basis, according to the mark scheme.
  - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
  - Award 1, 0 or NR without annotation.
  - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
  - Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but **highlight** and exclude from Quality of Language assessment.

## Exercise 7:

Question	Answer	Marks [10]	Guidance
a)	<p>الف) سه دلیل از فهرست زیر پذیرفته می‌شود: (۱ نمره برای هر دلیل)  تجربه‌ی بیشتری دارند.  قدر کار را بیشتر می‌شناسند.  به مشتری بیشتر احترام می‌گذارند.  صبر و حوصله‌ی آن‌ها بیشتر از جوانان است.  به مشتری بیشتر توجه می‌کنند.  بیشتر مورد اعتماد مشتریان هستند.  حواسشان به کار است تا به جنس مخالف.</p>	3	Use a tick (✓) to indicate where you have awarded the marks.
b)	<p>ب) دو مورد قابل قبول است:  (۱) از احتیاج/ نیاز آن‌ها سوء استفاده می‌شود.  (۲) از عدم آگاهی آن‌ها از حقوق خود سوء استفاده می‌شود.  (۳) باعث بی‌کاری شهروندان بومی می‌شود.</p>	1 1	
c)	<p>پ) حاضرند با دستمزد کمتری کار کنند.  توقعشان از کارفرما کمتر است.</p>	1 1	
d)	<p>ت) بعد از مدتی از حقوق خود آگاه می‌شوند؛</p>	1	
	<p>توقعاتشان بالا می‌رود؛  صاحبان شرکت‌ها دفاتر و کارخانه‌های خود را به کشورهای خارجی منتقل می‌کنند.</p>	1 1	

**Exercise 8: Transfer of Meaning**

Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2	TRANSFER OF MEANING 10 marks AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

**Notes to Grid H.2**

Exceptional responses and marks to award:

1. Candidates may answer in **faultless English but may not transfer meaning accurately**. Award either **0 or 1 mark**, depending on level of inaccuracy in meaning.
2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors**. Award **0 or 1 mark**, depending on level of inaccuracy of English.

**Special use of annotation symbols for this exercise:**

	=	Complete transfer of meaning	=	1 mark
	=	Incomplete transfer of meaning	=	½ mark
	=	Limited or no transfer of meaning	=	0 mark
	=	Good/accurate language	=	1 mark
	=	Inaccurate language	=	½ mark

**Example:**

A total of '7½ marks' will be rounded up to '8 marks'.

## Exercise 8:

	TL	English	Reject
1	مخالفان تغییر می گویند: درخت هم یک موجود زنده است،	Opponents of change say: a tree is also a living being;	
2	اما اگر باغبان دلسوزانه به آن رسیدگی نکند،	however, if a gardener does not look after it caringly,	
3	طولی نخواهد کشید که شاخ و برگ های اضافه و علف های هرزه ی اطراف آن، زندگی درخت را به خطر می اندازند.	before long its life will be threatened by overgrown branches and the weeds around it.	
4	میوه های این «درخت» درس های اخلاقی است که ... به ما رسیده است.	The fruits of this "tree" are the moral lessons that have been passed on to us	
5	از شاعران بزرگ فارسی زبان، مانند حافظ، سعدی، فردوسی و مولوی	from the great Persian-speaking poets, such as Hafez, Sa`di, Ferdowsi and Moulavi.	

Total: 10 marks

## Exercise 9:

Question	Answer	Marks [5]	Guidance
a)	الف: ارزش(هایمان)	1	<b>Sentence Completion</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b)	ب: عرب‌ها / بیگانگان به ایران آمدند (یا) ایران را اشغال کردند.	1	
c)	پ: رشد کند (یا) نحول داشته باشد	1	
d)	ت: وارد زبان فارسی می‌شود. (یا) ... را باید استفاده کرد.	1	
e)	ث: (اجزای / ریشه‌های / کلمات) فارسی	1	

## Exercise 10:

Question	Answer	Marks [7]	Guidance
a)	الف: این که ما به عنوان ایرانی دارای چه خصوصیتی هستیم (یا) شناسایی ما بر اساس تاریخ و فرهنگمان (یا) ارزش و نقش ما و کشور ما در جهان	1	
b)	ب: گسترش (یا) متداول شدن واژه‌های بیگانه	1	
c)	پ: دگرگونی در زبان (یا) نوآوری / تغییر در زبان	1	
d)	ت: دوباره به کار گرفتن واژه‌های نامأنوس	1	
e)	ث: هجوم (یا) ورود (یا) انبوه واژه‌های مربوط به علوم (یا) شمار زیادی از کلمات علمی	1	
f)	ج: زبان را قوی‌تر (یا) توانمندتر (یا) پربارتر می‌کند (یا) باعث رشد / استحکام زبان می‌شود	1	
g)	چ: مسئولیت (ترجمه‌ی) آن را نیز بر عهده خواهیم داشت (یا) برای بررسی / رسیدگی خواهیم داشت (یا) باقی خواهد ماند.	1	

**Exercise 11:****Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
  - d. Marks are awarded on a point by point basis, according to the mark scheme.
  - e. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - f. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
  - Award 1, 0 or NR without annotation.
  - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
  - Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
  - Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but **highlight** and exclude from Quality of Language assessment.

## Exercise 11:

Question	Comprehension points	Marks [10]	Guidance
a)	الف) وسیله‌ی ارتباط (با) انتقال ارزش‌ها به فرزندان	1	
b)	ب) ورود کلمات اروپایی / خارجی (مانند سینما (فیلم)؛ تلویزیون (سریال))	1	
c)	پ) استفاده‌ی آن در رسانه‌های گروهی	1	
	شخصیت (پرستیز) کاذب آن	1	
d)	ت) اگر روند نزدیک شدن زبان‌ها به یکدیگر ادامه یابد.	1	
e)	ث) چندان مایل به نظر نمی‌آید.	1	
f)	ج) بی اهمیت می‌شود.	1	
	فقط برای صحبت‌های روزانه استفاده می‌شود.	1	
g)	چ) چون کلمه‌ی «کامپیوتر» در فارسی جا افتاده است.	1	
h)	ح) با ترجمه‌ی آن‌ها به فارسی مخالف است.	1	

- Assessing **Quality of Written Communication** across Section B
  - a. You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
  - b. Apply Grid C.2 and enter the mark.
  - c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**Exercise 12:****Task specific guidance**

**Mark one essay using the grids N, O, C.2 and F.2.**

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.
3–4	Includes <b>some relevant information</b> but does <b>not always address the requirements</b> of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.
5–6	The <b>information</b> given is <b>mainly relevant</b> to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.
7–8	Relevant <b>information</b> that <b>responds to the requirements</b> of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.
9–10	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> in responding to the task.

Grid N guidance

3–4 – No specific example from TL = cap 4

5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative

7–8 – Imaginative and/or original response to task – applies mainly to imaginative

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
0–2	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , analyse and evaluate, and draw conclusions.
3–5	Shows <b>some ability to structure</b> and organise the response. <b>Limited ability to develop an argument</b> , analyse and evaluate, and draw conclusions.
6–9	Structured and organised response. Points of view are <b>mostly linked in a logical sequence</b> . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
10–12	Coherently structured and organised response. Points of view are <b>linked in a logical sequence</b> . <b>Able to develop an argument</b> , analyse and evaluate, and draw conclusions.
13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.

Grid O guidance

6–9 – Straight narration = more 6/7

Evidence of some argument = more 8/9

**Exercise 12 – Language (QWC) – Grids C.2 and F.2: [20 marks]**

- a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5–6	Shows evidence of fair understanding of grammatical usage. <b>Generally accurate use of simple</b> sentence structures. <b>Some correct use of complex</b> sentence structures. The performance is likely to be <b>patchy</b> and <b>inconsistent</b> .
7–8	Language <b>generally accurate</b> . Shows a sound grasp of AS and/or A2 structures, as appropriate. <b>Generally correct use of complex</b> structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there <b>may be some errors</b> .

Grid C.2 guidance

- 0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= *other*] language interference.
- 3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= *other*] language. Meaning may be unclear; more wrong than right.
- 5–6 – Wrong/right = 50/50
- 7–8 – More right than wrong.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0–2	Only <b>simple sentence patterns</b> . Very <b>limited vocabulary</b> . Very <b>limited range of structures</b> .
3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5–6	<b>Attempts to extend the range of vocabulary</b> , though still rather repetitive. <b>Attempts to use more complex language</b> with <b>some success</b> in producing a range of syntax and sentence structures appropriate to the task.
7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9–10	Effective and confident use of a <b>wide range of vocabulary and idiom</b> with a <b>variety of complex sentence structures</b> .

Grid F.2 guidance

- 5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.
- 7–8 – Effective = *good*. Reads easily.
- 9–10 – idiom ≠ *idioms*.

## Transcripts of Listening Texts

## Exercise 1

[SETTING: Conversation]  
(One male voice + one female voice)

Eng: Exercise 1:

**Advances in computer technology and their impact on people's lives**

سیمین (س)                      جمال (ج)

- س: اینترنت واقعاً کارهارو آسون کرده.
- ج: بله، مخصوصاً برای آدمای تنبلی مثل من که حال و حوصله‌ی نامه نوشتنو ندارن.
- س: منظورم فقط ایمیل نبود. قدیما، اگه می‌خواستی در باره‌ی مثلاً زندگی ابوعلی سینا تحقیق کنی، باید به کتاب معلومات عمومی مراجعه می‌کردی. اما حالا، ظرف چند ثانیه می‌تونی از توی اینترنت پیدا کنی.
- ج: دیگه اینکه مجبور نیستی کارت تبریک عید نوروزو با پست بفرستی. الان می‌تونی کارت‌های الکترونیکی قشنگ برای خانواده‌ت تو ایران بفرستی. هم ارزون‌تره و هم سریع‌تر.
- س: اما من کارت‌های واقعی‌رو ترجیح می‌دم، چون بخش مهمی از تزیین سفره‌ی هفت‌سین مارو همین کارت‌ها تشکیل می‌ده.
- ج: درست می‌گی، اما گیرنده می‌تونه کارت‌هارو چاپ کنه!
- س: بله، اما این درست نیست که آدم به هزینه‌ی دیگران به اون‌ها تبریک بگه!
- ج: بد نگفتی!
- س: در مورد کارهای تحقیقی، از اینترنت استفاده کردی؟
- ج: اتفاقاً هفته‌ی پیش یکی از هم‌کلاسی‌هام در باره‌ی پل خواجه در اصفهان از من سؤال کرد که جوابشو نمی‌دونستم. از توی اینترنت اطلاعاتی پیدا کردم که برای خودم هم تازه‌گی داشت.
- س: من هم دیروز قسمتی از یه شعرو فراموش کرده بودم. اون بخشی که یادم بودرو به فارسی تایپ کردم و تمام شعر روی صفحه ظاهر شد! نمی‌دونی چه قدر خوشحال شدم!

## Exercise 2

[SETTING: Conversation]  
(One male voice + one female voice)

تمرین ۲

علی = ع مهناز = م

اشتباه بدون تنبیه؟

- ع: پدرم همیشه می‌گه: آدم عاقل کسیه که از اشتباهات خودش درس بگیره.  
 م: به نظر من آدم عاقل‌تر کسیه که از اشتباهات دیگران درس بگیره، چون هزینه‌ش کمتره!  
 ع: صحبت از هزینه کردی؛ به نظر من این گفته که انسان از اشتباهات خودش درس می‌گیره کامل نیست.  
 آدم وقتی از خطای خود درس می‌گیره که هزینه‌ی اون خطا را خودش بپردازه، نه دیگران.  
 م: درسته. وقتی تقریباً ده سال داشتم، پدر (و) مادرم بهم گفته بودن که به قاب عکس گرون‌قیمتی که تو افاق پذیراییه دست نزنم.  
 ع: فکر کنم بقیه‌شو بتونم حدس بزنم!  
 م: بله، یه روز از روی کنج‌کاوی بهش دست زدم که افتاد و شکست.  
 ع: خب، مثل اینکه داره هیجان‌انگیز می‌شه!  
 م: نه جانم، مادرم خیلی مهربونه؛ از ترس اینکه شاید پدرم منو دعوا کنه، مشابه‌شو خرید و به جای اون گذاشت.  
 ع: به نظر من این مهربونی نیس. هر خطایی باید یه نوع تنبیه به دنبال داشته باشه، وگرنه به قول معروف «تخم‌مرغ‌دزد شتردزد می‌شه». بیخشین، منظور بدی نداشتم!  
 م: نه، خواهش می‌کنم. من هم موافقم، اما فکر می‌کنم تنبیه بچه‌ها نباید بدنی باشه.  
 ع: گرچه چندش‌آور، بعضی از پدر (و) مادرا با اون موافقن، اما به جای این کار می‌تونن مثلاً پول توجیبی‌شونو قطع کنن.  
 م: یا کم کنن!  
 ع: به هر جهت، یه دلیل بالا رفتن میزان جرم و جنایت بین جوونا همینیه که از بچگی یاد نگرفتن که برای هر خطایی که می‌کنن باید هزینه‌ی بپردازن.  
 م: درسته، تربیت از داخل خانواده شروع می‌شه.  
 ع: بعضی‌ها تحت عنوان دادن آزادی، دست بچه‌هاشونو باز می‌دارن که هر کاری که دلشون می‌خواد انجام بدن. آزادی باید حد و اندازه‌ای داشته باشه.  
 م: مسئله اینجاس که هزینه‌ی این به اصطلاح آزادی‌رو جامعه، یعنی من و شما، باید بپردازیم.  
 ع: اتفاقاً من هم شنیده‌م که هر سال بخش قابل توجهی از بودجه‌ی کشور صرف مبارزه با جرم جوونا می‌شه.  
 م: ناگفته نمونه که بعضی از پدر (و) مادرا از روبه‌رو شدن با بچه‌هاشون وحشت دارن.  
 ع: مشکل همین جاس. تا وقتی که بچه‌ها زیر کنترلشون بودن، احترام به قانونو به‌شون یاد ندادن - چه مقررات داخل منزل و چه قوانین اجتماعی.  
 م: صحبت از احترام کردی؛ بعضی از نوجوونا فرق بین ترس و احترامو یاد نگرفتن.  
 ع: درسته، فکر می‌کنن اگه طوری رفتار کنن که دیگران از اونا بترسن، معنی‌ش اینه که دارن به اونا احترام می‌دارن!

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