

OCR Report to Centres

June 2012

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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 specification 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

Advanced GCE Persian (H595)

Advanced Subsidiary GCE Persian (H195)

OCR REPORT TO CENTRES

Content	Page
F885 Persian Listening, Reading and Writing 1	1
F886 Persian Listening, Reading and Writing 2	3

F885 Persian Listening, Reading and Writing 1

General Comments

This was the fourth year of the Unit F885, GCE Persian AS examination. The format of the paper this year was similar to that of 2011. The number of candidates sitting for this paper was slightly higher than last year.

A large number of candidates used their knowledge and skills appropriately to respond to the tasks in all sections. However, many others did not seem to have knowledge and skills required to answer the questions in tasks 5, 6 and 7 correctly. Appropriate time allocation for each section is essential for Candidates to improve their performance.

Candidates' performance will also improve if they can:

- (a) familiarise themselves with the various exercise types and the rubrics of the tasks in the exam.
- (b) read the rubrics and follow them carefully.
- (c) allocate time appropriately for completing the different sections within the time allocated.
- (d) write legibly.
- (e) learn and practise to use advanced grammar appropriately, particularly in the writing section.
- (f) use correct spelling and pay attention to the use of prepositions.
- (g) be fully aware of the AS topics in the GCE specification.
- (h) use formal style in reading and writing sections rather than colloquial language.
- (i) develop their knowledge and use a range of vocabulary in reading and writing sections.
- (j) write in the allocated spaces and avoid writing in the margins - this is particularly important as the papers are marked on-screen.
- (k) use pen and not pencil.

Comments on Individual Questions

Section A: Listening and Writing

Task 1 - Listening - Questions 1-13

The majority of the candidates responded well to these questions. Questions 8 and 11 differentiated well.

Task 2 - Listening

The questions were answered well, though many candidates incorrectly filled in the gaps in questions 4 & 9.

Task 3 - Listening Comprehension

Most candidates responded well in this task. Care was required to respond correctly in questions 5, 6 & 9.

Task 4 - Listening and Writing

This task requires a good understanding and knowledge in both Farsi and English and was generally well responded to. Stronger candidates were able to correctly translate the first and the last sentence.

Section B: Reading and Writing

Task 5 - Reading

The format of this task was the same as last year. Many Candidates responded well to both parts of the task. However, there were many others who did not respond very well, particularly to part b.

Task 6 - Reading Comprehension

Questions 1-15 were generally well answered. Questions 5, 9 and 12 were good differentiators.

Task 7 - Reading and Writing

There were some excellent responses to both parts of this task - about candidates' possible future jobs, whether they want to go to university and how they can prepare at school for their future. However, candidates must be sure to respond to the actual questions in both parts; some strong candidates lost marks because they did not respond well to three questions in part A.

F886 Persian Listening, Reading and Writing 2

General Comments

Most candidates performed well. Their performance would improve further if they could be encouraged to:

- familiarise themselves with the various exercise types and rubrics used in the exam.
 - follow the rubrics carefully.
 - observe the word limits set for the various writing tasks (where applicable).
 - write legibly.
 - use a style or register that is appropriate to what they have been asked to write. A colloquial style may be acceptable in a personal letter or email to a friend, but will be inappropriate in a formal piece of writing, such as an essay or a business letter. Inappropriate style loses marks.
 - write answers in the allocated spaces, and within the page frame - i.e. avoid writing on the margins. This is particularly significant for on-line marking.
 - 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, e.g. س (s) and ش (sh).
 - the second ‘stroke’ needed for the Persian letter گ (g) to distinguish it from ک (k).
- the above features are important because breaking these 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.
- in addition, **speakers of Dari (a Persian dialect spoken in Afghanistan)** should familiarise themselves with the differences between their dialect and Persian as spoken in Iran. This mostly involves vocabulary, pronunciation and some grammatical structures.

Comments on Individual Questions

Exercise 1

Questions were generally well answered. Since the rubrics for this exercise are in English, candidates whose English was as good as their Persian did well in this exercise. Question 1(f) played a differentiating role.

Exercise 2

Questions were generally well answered. Since the rubrics for this exercise are in Persian, candidates with stronger reading and writing skills in Persian did very well in this Exercise. Question 2(k) differentiated the stronger candidates.

Exercise 3

Questions were generally well answered. Question 3(6) played a differentiating role.

Exercise 4

Questions were generally well answered. Questions 4(a) and 4(d) played a differentiating role.

Exercise 5

Questions were generally well answered. Question 5(1) played a differentiating role.

Exercise 6

Questions were generally well answered. Question 6(2) was answered correctly by stronger candidates.

Exercise 7

Only the stronger candidates managed to obtain full marks for this exercise.

Exercise 8

This was a 'transfer of meaning' (translation) task. Only candidates with a sound knowledge of both languages managed to obtain full marks for this exercise.

Exercise 9

Questions were generally well answered. Questions 9(a) and 9(d) differentiated the stronger candidates.

Exercise 10

Questions were generally well answered. Questions 10(a), 10(e) and 10(g) were answered correctly by very strong candidates.

Exercise 11

Questions were generally well answered. Questions 11(a) and 11(d) differentiated the stronger candidates from those who needed to work further.

Exercise 12

Section C (Writing) played a very significant part in differentiating the stronger candidates. To achieve good marks, candidates displayed:

- (a) genuine insight in responding to the task, providing consistently relevant information in support of their points of view and opinions;
- (b) logical organisation of thought in developing and structuring their argument;
- (c) a high and consistent level of accuracy in a wide range of vocabulary and idiom with a variety of complex sentence structures.

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