

GCE

Persian

Unit **F885**: Persian: Listening, Reading and Writing 1

Advanced Subsidiary GCE

Mark Scheme for June 2014

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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| Annotation | Meaning |
|---|--|
|  | Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response. |
|  | 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 |
| na | Highlight |
|  | 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

Subject-specific Marking Instructions

- 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.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line, should be marked.

Section A: Listening and Writing

| Exercise 1: Listening | | | |
|-----------------------|------------------|-----------|---|
| Questions | Expected Answers | Marks | Guidance |
| 1 | ب | 1 | Multi-choice Either Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. Or This Exercise is scanned in by the page. Marks are awarded individually. No annotations are necessary. |
| 2 | الف | 1 | |
| 3 | ب | 1 | |
| 4 | ب | 1 | |
| 5 | الف | 1 | |
| 6 | ب | 1 | |
| 7 | الف | 1 | |
| 8 | ب | 1 | |
| 9 | ب | 1 | |
| 10 | ب | 1 | |
| 11 | ب | 1 | |
| 12 | ب | 1 | |
| | Total | 12 | |

| Exercise 2: Listening | | | |
|-----------------------|------------------|-----------|--|
| Questions | Expected Answers | Marks | Guidance |
| (الف) | 9 - دولتی | 1 | Gap-fill Either The elements are scanned in individually. No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore misspellings. Or The elements are scanned by the page. No annotation is necessary. |
| (ب) | 7 - کار نداشتن | 1 | |
| (پ) | 5 - ساختمان‌ها | 1 | |
| (ت) | 16 - کثیف | 1 | |
| (ث) | 2 - فرق | 1 | |
| (ج) | 8 - سخت‌تر | 1 | |
| (چ) | 10 - نتیجه‌ای | 1 | |
| (ح) | 14 - عمومی | 1 | |
| (خ) | 3 - بازیکن | 1 | |
| (د) | 18 - سریع‌تر | 1 | |
| (ذ) | 15 - صحبت کنند | 1 | |
| (ر) | 12 - تمام‌وقت | 1 | |
| (ز) | 1 - میهن | 1 | |
| | Total | 13 | |

Exercise 3

Exercise 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.

| Exercise 3: Listening | | | |
|------------------------------|--|--------------|--|
| Questions | Expected Answers | Marks | Guidance |
| 1 | 3 months singing course(lessons) /studying or learning how to sing (1) in America (1) | 2 | Mentioning short singing course is acceptable |
| 2 | Persian speaking (1) from inside and outside Iran (1) between ages of 18 and 30 (1) | 3 | |
| 3 | the competitions will be (held) there | 1 | |
| 4 | <u>experience in singing</u> | 1 | Experience in music is not acceptable |
| 5 | read music/know music alphabet or notes/basics of music (1), have had basic singing skills/techniques (1) | 2 | Mentioning of singing alphabet is not acceptable |
| 6 | pay for the trip (Any indication to travel cost)(1) pay for accommodation (Any indication to living cost)(1) get visas (where needed) (1) | 3 | |
| 7 | details of qualifications in music or music background (1) why they want to take part (1) | 2 | Any indication to studying music or musical qualification Any indication to the reason for taking part in competition |
| 8 | full length/ recent photo | 1 | |
| | Total | 15 | |

Exercise 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**Exercise specific guidance:**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.
- **Annotations:**
 - In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
 - If an element of the point has been omitted, use the caret sign (λ).
 - If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
 - Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
 - The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
 - Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.

| Exercise 4: Writing | | [10 marks for Communication, Grid H.1 + 10 marks for Quality of Language, Grid C.2] | |
|---------------------|---|--|---------------------|
| Questions | Expected Answers: Model response | Marks | Additional Comments |
| 1 | من در باره‌ی مسابقه‌ای که قرار است به وسیله‌ی آکادمی موسیقی ایرانی برگزار شود شنیدم/ | | |
| 2 | و بسیار علاقه‌مندم که در آن شرکت کنم./ | | |
| 3 & 4 | من بیست و یک سال دارم / و با خانواده‌ام در کانادا زندگی می‌کنم./ | | |
| 5 | من از سن هفت سالگی (آواز) می‌خواندم./ | | |
| 6 | وقتی ۱۲ سال داشتم خانواده‌ام مرا به کلاس خصوصی آواز فرستادند./ | | |
| 7 | من در مدرسه موسیقی خواندم/ | | |
| 8 | و همچنین در آنجا نواختن (زدن) پیانو را یاد گرفتم./ | | |
| 9 | به همراه فرم یک عکس جدید برایتان فرستاده‌ام./ | | |
| 10 | منتظر جواب شما هستم/ | | |
| | Communication, Grid H.1 | 10 | |
| | Quality of Language, Grid C.2 | 10 | |
| | Total | 20 | |
| | Total for Section A | 60 | |

| | |
|-----------------|--|
| GRID H.1 | COMMUNICATION 10 marks AO2 |
| 9-10 | Most or all of the information successfully conveyed. |
| 7-8 | Three quarters of the points conveyed. |
| 5-6 | Half of the information successfully conveyed. |
| 3-4 | Only a quarter of the points conveyed. |
| 0-2 | Very little or no information conveyed. |

QoL: 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. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. 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 |
|----------|--|
| 9-10 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |
| 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. |
| 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. |
| 3-4 | Evidence of gap 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. |
| 0-2 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |

Section B: Reading and Writing

| Exercise 5 – Part (a) تمرين ٥ - قسمت (الف) | | | |
|--|---------|-----------|---|
| Questions | Answers | Marks | Additional Comments |
| 1 | ب | 1 | <p>1 mark for each correct answer</p> <p>This Exercise is scanned in by the page. The marks are awarded individually. No annotations are necessary.</p> |
| 2 | پ | 1 | |
| 3 | الف | 1 | |
| 4 | پ | 1 | |
| 5 | ب | 1 | |
| 6 | پ | 1 | |
| 7 | ب | 1 | |
| 8 | ب | 1 | |
| 9 | الف | 1 | |
| 10 | ب | 1 | |
| Total | | 10 | |

| Exercise 5 – Part (b) تمرين ٥ - قسمت (ب) | | | | | | |
|--|---------|------|-------|-------|----------|--|
| Questions | Answers | | | Marks | Guidance | |
| | آلن | ميشل | ديويد | هلن | [10] | 1 mark for each correct answer |
| 1 | | | ✓ | ✓ | | <p>This task is scanned in by the page. The marks are awarded individually. No annotations are necessary. If the candidate has put more than 10 ticks, add up the total number of correct marks and deduct 1 mark for each tick over 10.</p> |
| 2 | ✓ | ✓ | ✓ | | | |
| 3 | ✓ | | ✓ | | | |
| 4 | ✓ | | ✓ | ✓ | | |

Exercise 6**Exercise specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QoL.
- Familiarise 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 C.2. 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.

Assessing Quality of Language:

- a. You will get a separate screen which will be the whole page (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. When candidates have left several questions unanswered, click on “fit height” to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C.2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C.2 is the 7/8 band

| Exercise 6 | | 20 marks for Content 10 marks for Quality of Language (Accuracy) Grid C.2 – Total = 30 marks | |
|--------------|--|--|---|
| Questions | Expected Answers | Marks | Guidance |
| 1 | کسانی که درباره‌ی حقوق کودکان کار تحقیق کرده‌اند به طور مستقیم با این کودکان کار می‌کنند/ مشغول فعالیت برای این کودکان هستند | 1 1 | |
| 2 | به علت بالا رفتن/ افزایش شمار کودکان کار (کودکائی که به جای درس خواندن به طور اجباری کار می‌کنند). | 1 | اشاره به <u>کار روزانه</u> قابل قبول نیست |
| 3 | به دنبال آن است که با آموزش دادن و حمایت از این کودکان/ امیدی برای ایجاد تغییر در زندگی آن‌ها در آینده به وجود آورند | 1 | |
| 4 | سواد آموزی چون اکثر این کودکان سواد کمی دارند / مدرسه نرفته‌اند | 1 1 | |
| 5 | مرکزی ایجاد کردند / که در آن کلاس‌های سواد آموزی (چند بار) در روز تشکیل می‌شود | 2 | |
| 6 | با آموزش حرفه‌های مختلف / دادن مدرک به این کودکان (به وارد شدن آنان به بازار کار کمک می‌کنند) | 2 | |
| 7 | از دست دادن پدرش چون مجبور شد که دیگر به مدرسه نرود / (در یک مغازه) کار کند | 1 1 | |
| 8 | به وسیله‌ی یکی از مشتریان مغازه از وجود جمعیت باخبر شد در کلاس‌های شبانه‌ی آن شرکت کرد(اشاره به درس خواندن قابل قبول است)/مدرک سوم راهنمایی را گرفت | 1 1 | |
| 9 | مدرک سوم راهنمایی را گرفت دوره‌ی کوتاه تدریس را گذراند | 1 1 | (اشاره تنها به <u>کمک یکی از آموزگاران</u> قابل قبول نیست) |
| 10 | به <u>کودکائی که در شرایطی مشابه هستند</u> درس می‌دهد و دیگر شاگرد مغازه نیست | 1 1 | |
| 11 | یک دوره‌ی معلمی در کالج را بگذراند / معلم دبستان بشود | 1 | |
| 12 | در زندگی پرویز تغییر / امید به وجود آمده است | 1 | |
| Total | | 20 | |

| GRID C.2 | QUALITY OF LANGUAGE - ACCURACY 10 marks AO3 |
|----------|---|
| 9-10 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |
| 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. |
| 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. |
| 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. |
| 0-2 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |

Exercise 7

Exercise specific guidance:

Have a copy of the text to hand and familiarise yourself with it, so that you can easily spot instances of lifting from the original. Only the candidate's work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

Exercise 7a Comprehension. Grid I [10 marks]

a. Annotations:

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (λ).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.

c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool (.....) to show lifted language. Only phrases of 5 words or more should be counted as lifted language.

| Grid I: COMPREHENSION OF TEXT | |
|-------------------------------|--|
| 9-10 | Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text. |
| 7-8 | Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage. |
| 5-6 | Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. |
| 3-4 | Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage. |
| 0-2 | No relevant information or supplies one or two relevant points from the original passage. |

| Exercise 7a | Comprehension of text, Grid I = 10 marks | |
|---|--|---|
| Comprehension Points | Marks | Additional Comments |
| 1 دانشمندان دانشگاه واشنگتن در تحقیقی به این نتیجه رسیدند. | 1 | Comprehension of text, Grid I This is only an example of rephrased text and any similar wordings would be acceptable. If candidate: <ul style="list-style-type: none"> • 5 points, maximum 4 marks. • 6 points, maximum 5 marks. • 7-8 points, maximum 6 marks • 9-10 points, maximum 8 marks • 11-12 points, maximum 9 marks • 13-15 points, 10 marks. Points presented as bullet points in question A will get fewer marks on grids C2 and F2. There has to be evidence of complex sentence structures to get 5 marks and above on Grids C2 and F2 |
| 2 کسانی که مشغول صحبت کردن با تلفن همراه هستند، روی یک خط مستقیم نمی توانند راه بروند. | 2 | |
| 3 آن‌ها مسیر حرکت افراد زیادی را در دانشگاه زیر نظر گرفتند. | 3 | |
| 4 دلچک چرخ‌سواری به محوطه دانشگاه فرستاده شد. | 4 | |
| 5 از وی خواستند کسانی را که متوجه او می‌شوند زیر نظر بگیرد. | 5 | |
| 6 تعداد آن‌ها را بشمارد. | 6 | |
| 7 نتیجه نشان داد که افرادی که با تلفن همراه صحبت می‌کردند در مسیر مستقیم حرکت نمی‌کردند. | 7 | |
| 8 افراد دیگر را نمی‌دیدند. | 8 | |
| 9 بیشتر آنها متوجه دلچک هم نشدند. | 9 | |
| 10 این تأییدی است بر این حقیقت که کسانی که با تلفن همراه صحبت می‌کنند اصلاً به اطراف توجه نمی‌کنند. | 10 | |
| 11 این آزمایش تاکید می‌کند که به کاربردن موبایل در حال رانندگی بسیار خطرناک است. | 11 | |
| 12 هنگام استفاده از تلفن همراه حواس راننده به طور موقت از رانندگی پرت می‌شود. | 12 | |
| 13 این کار موجب عدم تمرکز راننده می‌شود. | 13 | |
| 14 اگر چه در ایران استفاده از تلفن همراه موقع رانندگی غیرقانونی است. | 14 | |
| 15 رانندگان باز هم این کار انجام می‌دهند. | 15 | |
| Quality of Language (Accuracy), Grid C.2 | 10 | |
| Quality of Language (Range), Grid F.2 | 10 | |
| Total | 50 | |
| Total for Section B | 100 | |
| Total for Paper | 160 | |

Exercise 7(b) Response Grid J [20 marks]

| Question | Answer | Marks | Guidance | |
|----------|---|-------|--|---|
| | | [20] | Content | Levels of Response |
| | No Indicative Content – personal response | | <p>Grid J: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <ul style="list-style-type: none"> Use the green tick (✓) in the body of the text to show each opinion / personal response and a green tick (✓+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions. | <p>GRID J RESPONSE TO TEXT</p> <p>16-20 Responds with well developed points of view which show insight, originality and imagination.</p> <p>12-15 Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination</p> <p>8-11 Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.</p> <p>4-7 Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.</p> <p>0-3 Very short. May not go beyond points of view already expressed in the original text.</p> |

Exercise 7(a) + 7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

| Question | Answer | Marks | Guidance |
|---------------|--|-------------|--|
| Exercise 7a+b | Assess for Quality of Language using Grids C.2 and F.2 Appendix 1 | [20] | <p>a. Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. 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.</p> <p>b. Ignore language lifted from the text when assessing language (See Exercise 7a above). Lifted language is not credited for QoL – only content points and/or personal response.</p> |

APPENDIX 1

| GRID C.2 | QUALITY OF LANGUAGE - ACCURACY 10 marks AO3 | GRID F.2 | QUALITY OF LANGUAGE (RANGE) 10 marks AO3 |
|----------|---|----------|---|
| 9-10 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. | 9-10 | Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures . |
| 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 . | 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). |
| 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 . | 5-6 | Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task. |
| 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). | 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. |
| 0-2 | Little evidence of grammatical awareness . Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. | 0-2 | Only simple sentence patterns . Very limited vocabulary. Very limited range of structures. |

APPENDIX 2

Transcripts of Listening Texts

Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.

Tapescript for Exercise 1

[SETTING: RADIO REPORT]

تمرین ۱ Female 1
اعتیاد به خرید

Male

گاهی افراد بدون اینکه به چیزی نیاز داشته باشند، به خرید می‌روند. به نظر روانشناسان بعضی انسان‌ها هنگامی که وضعیت روحی خوبی ندارند به خرید می‌روند تا کمی از این حالت در بیایند. اگر این کار بیش از حد انجام نشود شاید زیاد اشکالی نداشته باشد. ژاله که یک دختر جوان است می‌گوید:

Female 2

« در بعضی موارد این برای من پیش آمده که خریدن یک بلوز یا یک دامن، مرا کمی از افسردگی درآورده. اما فکر می‌کنم اگر این کار به صورت تکراری انجام شود می‌تواند به نوعی اعتیاد تبدیل شود که بسیار مضر است.»

Male

او می‌افزاید که یکی از دوستانش با کارت اعتباری‌اش آن قدر خرید کرد که بانک کارتش را باطل کرد و پدرش مجبور شد که به او کمک کند تا با بهره‌ی بانکی بالا همه‌ی قرضش را پس بدهد.

Female 1

در ادامه‌ی گزارش می‌آید که بانک‌ها وقتی می‌بینند که کسی چندبار پرداخت ماهیانه‌اش عقب افتاده، او را بی‌رحمانه جریمه می‌کنند و این باعث بیشتر شدن بدهی شخص می‌شود. بنا به نظر روانشناسان، افرادی که اعتیاد به خرید دارند، مثل موارد دیگر اعتیاد، نیاز به کمک دارند و احتمالاً مشکل دیگری در زندگی‌شان وجود دارد که برای فرار از آن به خرید پناه می‌برند. به جای این کار لازم است علت مشکلشان را بشناسند و آن را حل کنند. حالت روحی این افراد مشابه کسانی است که به الکل یا مواد مخدر پناه می‌برند. اما شاید بتوان گفت که زیان اعتیاد به خرید بیشتر مالی است تا جسمی و ضرر آن کمتر است.

Tapescript for Exercise 2

[SETTING: MONOLOGUE: Male]

خانه‌ی ما و همسایه‌ها

تمرین ۲

Female 2

Male

ما چند سالیه که به بریتانیا اومدیم و در یک مجتمع آپارتمانی دولتی زندگی می‌کنیم. در مجتمع ما به علت جمعیت زیاد و بی‌کاری بیشتر ساکنین، مشکلاتی وجود داره. برای مثال، معمولاً افراد راه پله‌ها رو تمیز نگه نمی‌دارن و تفاوت زبانی و فرهنگی بین همسایه‌ها، شروع دوستی رو مشکل‌تر می‌کنه. من چون دلم می‌خواست با بچه‌های همسایه دوست بشم و بازی کنم، اوایل چند بار کوشش کردم ولی چندان فایده‌ای نداشت. تنها وقتی که تونستم کمی به اونا نزدیک بشم، موقعی بود که در یک زمین کوچک در وسط محوطه‌ی همگانی، فوتبال بازی می‌کردن و یک روز وقتی یک یار کم داشتن و من هم اون نزدیکی‌ها بودم، از من خواستن که بازی کنم. وقتی آدم با بچه‌ها بازی می‌کنه، مخصوصاً اگه بازیش خوب باشه، خیلی زودتر دوستی و آشنایی به وجود می‌آد.

اما زندگی پدر و مادرم فرق می‌کنه. اونا زبانشون اون‌قدر خوب نیست و هر دو تمام روزهای هفته رو از صبح تا عصر کار می‌کنن. در آخر هفته هم بیشتر تمایل دارن با دوستای ایرانی‌شون باشن و یادی از وطن بکنن.

Female 1

آکادمی موسیقی ایران در کالیفرنیا در نظر دارد که یک دوره مسابقه‌های انتخاب بهترین صدا ترتیب دهد. جایزه‌ی این مسابقه، دوره‌ی سه‌ماهه‌ی آموزش خوانندگی در آمریکا است. دختران و پسران فارسی‌زبان از داخل و خارج از ایران می‌توانند در آن شرکت کنند. سن شرکت‌کنندگان باید بین ۱۸ تا ۳۰ سال باشد.

Male

این مسابقات در دوی و لندن برگزار خواهد شد. داشتن تجربه‌ی خوانندگی امتیاز محسوب می‌شود ولی ضروری نیست. شرکت‌کنندگان باید با الفبای موسیقی و مهارت‌های اولیه‌ی خوانندگی آشنایی داشته باشند. آکادمی موسیقی هزینه‌ی رفت‌وآمد و اقامت را بر عهده می‌گیرد و در صورت نیاز در گرفتن ویزا کمک خواهد کرد.

Female 2

علاقه‌مندان به شرکت در این مسابقات باید فرم مربوط به مسابقه را پر نمایند و در قسمت آخر آن انگیزه‌ی خود را برای شرکت در مسابقه و سوابق تحصیلی موسیقی‌شان را بنویسند. این فرم باید به همراه دو عکس تمام‌قد که اخیراً گرفته شده، به آدرس داده شده فرستاده شود.

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