

**GCE**

**Persian**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2016**

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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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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

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

**Task/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 **Target language** get no marks.

Question	Answer	Marks [8]	Guidance
A	<u>Young drivers</u>	1	
B	Lack of experience/ don't know how to drive and control Lack of skill	1 1	
C	to buy a/his own car / buy the car	1	
D	He had other exams the same day.	1	
E	took driving lessons/ courses/ classes	1	DNA to learn about rules
F	They become habit /they get used to it	1	
G	heavy fines /heavily punished	1	DNA get ensure/ high tax

**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 [20]	Guidance
A	الف : یک معضل جهانی است.	1	DNA برای این که آدمای بیکار زیاد شدند/ چون هیچکس نمی داند مسئول واقعی آن کیست؟
B	ب : اقتصاد جهانی / رشد جمعیت /	1 1	DNA اقتصاد مالی / رشد بیش از حد جهانی
C	پ: کمبود / نبود مهارت های کاری	1	
D	ت: تنها داشتن تحصیلات دانشگاهی کافی است / مدرک دانشگاهی	1	

Question	Answer	Marks [20]	Guidance
E	ث: چون مدرک دانشگاهی دارند/لیسانس و فوق لیسانس دارند/ چون پشت میز نشینی را دوست دارند	1	
F	ج: (با گذراندن یک دوره کوتاه) کارهای حرفه‌ای می‌تواند کار پیدا کند چون کارهای خدماتی همیشه مورد نیاز زندگی روزمره است.	1 1	درآمد سریع / DNA دستمزد
G	چ: با همین کارها می‌توانند کارگاه‌های کوچک راه بندازند چند نفر دیگر و هم استخدام کنند.	1 1	
H	ح: کارآفرینی/ کار آفرین	1	
I	خ: دولت هم باید با پرداخت کمک‌های مالی از اون‌ها حمایت کند. /از طرف مالی	1	
J	د: آن‌ها به سوی کارهای/خدماتی/ مورد علاقه‌شان /با توجه به استعدادشون هدایت می‌شوند/ انجام دهند/ تشویق شوند.	1	
K	ذ: این خودش باعث بالا رفتن حس مسئولیت انجام کار با کیفیت بالا/خوب می‌شود.	1 1	
l	ر: کیفیت خوبی ندارند / اغلب قیمت کمتری دارند /بیشتر بازار را گرفتند.	2	اشاره دو مورد کافی است
m	ز: البته باید تولید کننده داخلی رقابت کند /میدان را خالی نکنند کیفیت محصولات داخلی را بهتر کند.	1 1	میدان را خالی می‌کنند DNA
n	ژ: نفوذ آن‌ها را در بازار حمایت می‌کند.	1	

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

## Section B: Reading and Writing

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

## Task/Exercise 3

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

## Task/Exercise 4:

Question	Answer	Marks [8]	Guidance
a	(الف) منجر	1	1 mark for each correct answer  The marks are awarded individually. No annotations are necessary.
b	(ب) شیوه	1	
c	(پ) حیاتی	1	
d	(ت) همه گیر	1	
e	(ث) مادیون	1	
f	(ج) پژوهشگران	1	
g	(چ) مختلف	1	
h	(ح) مهلک	1	



## Task/Exercise 5

Question	Answer	Marks [5]	Guidance
1	د	1	<b>Gap-fill</b> No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore misspellings.  <b>Note:</b>
2	ر	1	
3	س	1	
4	ج	1	
5	م	1	

## Task/Exercise 6

Question	Answer	Marks [5]	Guidance
a	الف- دانش/سطح آگاهی عمومی	1	<b>Sentence Completion</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	ب- خوردن بعضی / برخی خوراکی‌ها	1	
c	ج- سودشان / این مسئله/افت فروش / DNA سودجویان/سودجویی	1	
d	د- ترجیح می‌دهند /میخواهند بالا ببرند /می خواهند	1	
e	ه- پیشنهاد/توصیه ساده / رژیم غذایی	1	

**Task/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.

## Task/Exercise 7

Question	Answer	Marks [10]	Guidance
a	الف : سرمایه گذارانی (که به فکر سود شخصی نباشند.) / نیاز هست که جدا از نفع شخصی خود به بهداشت و سلامت جهانی کمک کنند. / سرمایه گذاری	1	
b	ب : از محل بودجه‌ی کشور	1	
c	پ: به اثرات جانبی زیان آور بیشتر توجه شده است / ترکیبات جدید دارد / تمرکز بیشتر برای از بین بردن عامل بیماری شده است.	1 1	
d	ت: از عهده مخارج بر نمی‌آیند / هزینه‌های بالای (خدمات پزشکی)	1	
e	ث: به کمک بیمه‌ی پزشکی می‌توانند هزینه‌ها را بپردازند.	1	کمک دولتی DNA
f	ج: باید مدت‌ها منتظر بمانند / که باعث پیشرفت بعضی بیماری‌ها می‌شود / روند مداوم را سخت می‌کند	1 1	اشاره به دو مورد کافی است
g	چ: وضعیت مراکز درمانی را بهتر می‌کند به وضعیت بیماران رسیدگی سریع می‌شود	1 1	

## Task/Exercise 8: Transfer of Meaning

Question	Answer	Marks [10]	Guidance	
			Content	Levels of response
1	چون اغلب مردم آن زمان قدرت خواندن نداشتند As lots of people in that era were not able to read,	2	Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors.  Exceptional responses and marks to award:  1. Candidates may answer in <b>faultless English but may not transfer meaning accurately. Award either 0 or 1 mark, depending on level of inaccuracy in meaning.</b> *  2. The <b>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.</b>	<b>GRID H.2 TRANSFER OF MEANING</b>  <b>2</b> Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.  <b>1</b> 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.  <b>0</b> Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.
2	هنر نقلی یا داستان گویی از دل داستان‌های شاهنامه به‌وجود آمد. the art of storytelling or minstrelsy was born out of stories of Shahnameh.	2		
3	نقالان داستان‌ها را با آوازی خاص برای مردم تعریف می‌کردند Storytellers described stories with a special tone of voice for people	2		
4	ونقاشان با کشیدن تصویرهای بزرگ در قهوه‌خانه‌ها، قهرمانان داستان‌ها را زنده می‌کردند. and artists by drawing big pictures on the wall of tea houses brought the characters of stories to life.	2		
5	به این ترتیب این منبع ادبی توانست زبان فارسی را از نابودی نجات دهد. In this way this literary source saved Farsi from extinction.	2		

## Task/Exercise 9

Question	Answer	Marks [5]	Guidance
a	الف: توانای‌ها/عقاید / آنچه می‌خواهند به آن برسند استعدادها، باورها و هدف‌های مردم تاریخ آن کشور قابل قبول نیست.	1	
b	ب: اتفاقات تاریخی/ تاریخ کشور/ حوادث آن زمان	1	
c	پ: فکرها / اندیشه‌های/ تصورات خود را	1	
d	ت: علاقه و توانایی هنرمندان	1	
e	ث: با شرح زندگی افراد مهم	1	

## Task/Exercise 10

Question	Answer	Marks [7]	Guidance
a	الف: تحولات موثر/ تغییر دادن زیاد/عوض شدن زیاد DNA تفاوت	1	<b>Multi-choice</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	ب: بیان دلیری / بیان شجاعت	1	
c	پ: علاقه به وطن / کشور / وطن پرستی	1	
d	ت: نوشتن قصه	1	
e	ث: تعریف کردن بی‌همتا	1	
f	ج: مقام خاص	1	
g	چ: حرف‌های مهم/ تاثیر گذار	1	

## Task 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.

## Task/Exercise 11

Question	Answer	Marks [10]	Guidance
a	الف: کتابی <u>داستانی</u> / حماسی است که داستانهای شجاعت قهرمانان آن را بازگو می کند.	1 1	
b	ب: شاعران سختی ها و مشکلات روزانه مردم را به صورت شعرهای زیبا و دوست داشتنی بیان می کردند	1 1	
c	پ: خانم بهبانی بیشتر مسائل اجتماعی مردم و مخصوصا مشکلات زنان را در شعرهایش مطرح می کرد.	1 1	
d	ت: لازم بود که به زبان نسل جوان پیام های انسانی گفته شود این سبک شعر برای ترجمه اشعار کشورهای دیگر بهتر بود.	1 1	
e	ث: زیرا اشعارش بسیار ساده نوشته می شد.	1	
f	ج: به فکر هم نو عمان باشیم آب را گل نکنیم قابل قبول نکنیم	1	

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



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.

Question	Indicative Content	Marks	Guidance
Task 12-19	No Indicative Content – personal response	[25]	<b>Grid N guidance</b> 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  <b>Grid O guidance</b> 6–9 – Straight narration = more 6/7  Evidence of some argument = more 8/9

## Task/Exercise 12-19 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 12-19	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	<b>[20]</b>	<p>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>Grid C.2 guidance</b></p> <p>0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 – Wrong/right = 50/50</p> <p>7–8 – More right than wrong.</p> <p><b>Grid F.2 guidance</b></p> <p>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 – Effective = <i>good</i>. Reads easily.</p> <p>9–10 – idiom ≠ <i>idioms</i>.</p>

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
9–10	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> in responding to the task.
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.
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.
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.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
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.
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.
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.
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.
0–2	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , analyse and evaluate, and draw conclusions.

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 <b>high and consistent level of accuracy</b> in use of complex structures, although there <b>may be some errors</b> .	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> .				
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.	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. <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> .	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.				
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 <b>simple sentence patterns</b> . Very <b>limited vocabulary</b> . Very <b>limited range of structures</b> .				

## 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.

## Exercise 1

[SETTING: Monologue]  
(One Male voice)

## Exercise 1:

Listen to the story and then answer the questions below **IN ENGLISH**.

## تمرین 1:

## قوانین و مقررات رانندگی

پدرم همیشه از رانندگی جوونا شکایت می‌کرد. می‌گفت هنوز یه روز از هیژده سالگی شون رد نشده که بدون تجربه و مهارت کافی، میرن سراغ ماشین مامان و باباشون بعد هم تصادف می‌کنن و کلی خسارت بیارمیارن.

راستم می‌گفت، منم همیشه آرزو داشتم که زودتر گواهینامه رانندگیم رو بگیرم و ماشین خودم رو داشته باشم. وقتی به سن قانونی رسیدم با عجله اسمم رو برای امتحان نوشتم. یادم میاد با خیلی از امتحان‌های مهم دیگم همزمان بود ولی خوب به قول مادرم گیر داده بودم که زودتر گواهینامه بگیرم. با کلی سختی و شب زنده داری امتحان تئوری رو قبول شدم.

تازه مشکل اصلی وقتی شروع شد که باید یاد می‌گرفتم چطوری رانندگی کنم. پدرم خیلی سعی کرد که بهم یاد بده ولی نشد به همین دلیل به پیشنهاد مادرم رفتم سراغ کلاسای آموزش رانندگی.

اونجا بود که فهمیدم اون همه قانون ریز و درشت کجا و چه جوری مورد استفاده قرار می‌گیرن. برام جالب بود بدونم که راننده‌ها چطور این همه قانون رو بعد از چند سال رانندگی می‌تونن به یاد داشته باشن هرچند بعداً فهمیدم همه از روی عادت اونا رو رعایت می‌کنن.

حالا چی می‌تونه؟ جلوی بعضی از کسایی رو، که دوست دارن قانون رو زیر پا بذارن، بگیره و اونا رو متوجه اشتباهشون بکنه. پدرم میگفت جریمه‌های سنگین بهترین راهه. راست هم می‌گفت وقتی اولین جریمه رو گرفتم و پدرم هم مجبورم کرد که پولش رو از پول توجیبی‌هام بدم، خوب فهمیدم که نباید پا روی قوانینی که یاد گرفتم بذارم.

## Exercise 2

[SETTING: CONVERSATION] - (One female and one male voices)

## تمرین 2:

## بیکاری

مینا: بیکاری، به یه معضل جهانی تبدیل شده و با وجود این که نظر همه رو به خودش جلب کرده است ولی هیچ کس نمی‌دونه مسوول واقعی اون کیه.

ساسان: دقیقاً، یکی اقتصاد جهانی رو مقصر می‌دونه، اون یکی رشد بیش از حد جمعیت جهانی رو.

مینا: ولی به نظر من نداشتن مهارتای کاری، بیشتر به افزایش میزان بیکاری کمک می‌کنه.

ساسان: منظورت چیه؟ به نظر من تنها داشتن تحصیلات دانشگاهی باید برای پیدا کردن کار مناسب کافی باشه.

مینا: نه دیگه، نکته همینه که جوونا با داشتن مدرک لیسانس و فوق لیسانس فقط دنبال کارای مدیریتی یا پشت میز نشینی هستن ولی خُب مگه ما چند تا رئیس می‌خوایم. اما اگه کسی یه دوره‌ی کوتاه کارای حرفه‌ای مثل برق‌کشی یا لوله‌کشی رو بگذرونه، بعد می‌تونه کار پیدا کنه و درآمد داشته باشه چون کارای خدماتی همیشه مورد نیاز زندگی روزمره هستن.

ساسان: راس می‌گی، با همین کارها می‌تونن کارگاه‌های کوچیک راه بندازن و چند نفر دیگه و هم استخدام کنن.

مینا: به اصطلاح "کارآفرین" می‌شن که به اقتصاد جامعه هم کمک می‌کنه.

ساسان: البته دولت‌م باید با پرداخت کمک‌های مالی از اونا حمایت کنه.

مینا: کارآفرینی به عنوان بهترین روش برای رفع این مشکله که می‌تونه با تشویق نسل جوون اونا رو به سمت ایجاد کارای خدماتی مورد علاقتون با توجه به استعدادشون هدایت کنه.

ساسان: نتیجه این راه‌حل بالا رفتن حس مسئولیت و انجام کار با کیفیت بالاس.

مینا: متأسفانه مشکل بسیار بزرگ، کالاهای وارداتی هستن که هم کیفیت خوبی ندارن و هم اغلب قیمت کمتری دارن و بیشتر بازار رو گرفتن.

ساسان: البته باید تولیدکننده‌ی داخلی رو هم کمی مقصر دونس که بجای رقابت و تولید محصولات بهتر، میدون رو خیلی سریع برای محصولات خارجی خالی می‌کنن.

مینا: متأسفانه وقتی از تولیدکننده داخلی حمایت نشه اونا توان موندن در بازار رو در این شرایط اقتصادی جهان ندارن، حمایتای دولتی می‌تونه نفوذ آن‌ها را در بازار کمک کنه.

ساسان: در ضمن بالا بردن سطح آگاهی مردم از وجود تولیدات داخلی با کیفیت از طریق تبلیغات تلویزیونی و اینترنت هم خیلی مهمه.

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