

A Level Persian



Sample Assessment Materials

**Pearson Edexcel Level 3 Advanced GCE in Persian
(listening, reading and writing) (9PN0)**

First teaching from September 2018

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Issue 1

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Introduction

The Pearson Edexcel Level 3 Advanced GCE in Persian is designed for use in schools and colleges. It is part of a suite of AS/A Level qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

**Sample assessment material for first teaching
September 2018**

(Time: 2 hours 30 minutes)

Paper Reference **9PN0/01**

Persian

Advanced

**Paper 1: Translation into English, reading comprehension
and writing (research question) in Persian**

**You do not need any other materials.
Dictionaries are not allowed in this examination.
Documentation relating to the research is not allowed in this
examination.**

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer question 1 in Section A. Answer **all** questions in Section B. You must answer **one** question from Section C. Write approximately 300 to 350 words for questions in Section C.
- We recommend you spend 20 minutes on Section A: Translation into English, 45 minutes on Section B: Reading comprehension and 1 hour 25 minutes on Section C: Writing (research question).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

SECTION A: TRANSLATION INTO ENGLISH

Write your answer in the space provided.

We recommend you spend around 20 minutes on this section.

- 1 Translate the following text about the recapture of the city Khorramshahr from the Iraqis during the Iraq–Iran War into **English**.

و بالاخره خرمشهر آزاد شد

ساعت دو، روز سوم خرداد سال ۱۳۶۱ اعلام کردند، خرمشهر را پس گرفتیم، چه کسی می‌توانست حال و هوای ما را از شنیدن این خبر درک کند. توی محل زندگی موقت ما سر و صدایی راه افتاد، همه یکدیگر را بغل می‌کردند و از خوشحالی گریه می‌کردند. همسایه‌های تهرانی به ما تبریک می‌گفتند و ما به همدیگر تبریک می‌گفتیم. از شادی نمی‌دانستیم چه کار کنیم. رفتیم بیرون. دیدیم حتی کارمندان اداره‌ها همه از این خبر خوش کارشان را رها کرده بودند و به خیابان آمده بودند. همه‌ی ماشین‌ها بوق می‌زدند رادیو آهنگ پیروزی پخش می‌کرد. همه جا شادی موج می‌زد.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SECTION B: READING

We recommend you spend around 45 minutes on this section.

Open-response questions do not have to be written in full sentences and you may respond using single words or phrases.

You may use words from the texts but you must not copy whole sections.

2 این مقاله را از یک وبلاگ درباره‌ی هنر اسلامی بخوانید.

هنر اسلامی در اصفهان

هنر اسلامی، بیشترین تأثیر خود را در دوران صفویه داشته است. اسلام در کنار تغییراتی فرهنگی که بوجود آورد، چهره‌ی شهرها را نیز متحول ساخت. شاه عباس اول اصفهان، را به عنوان پایتخت خود انتخاب کرد و شروع به ساخت و ساز در شهر کرد. یکی از چشمگیرترین بناها مسجد شاه است.

مساجد نه تنها نشانه اقتدار و ثروت بلکه محلی برای تجلی تکنیک‌های متخصصین هنرمند نیز بودند. شنیده شدن هر نجوایی در گنبد آبی مسجد شاه خود نشانه‌ی محاسبات دقیق انتقال امواج صوتی است. طراحی رنگ گنبد مسجد لطف‌الله به گونه‌ای بود که در طول روز تغییر می‌کرد. این شگفتی‌ها زمانی خلق شدند که تکنولوژی مدرنی وجود نداشت. هنرمندان سازنده‌ی این بناها به همراه خانواده سلطنتی از قزوین آمده بودند. حیف است که نام آن‌ها در تاریخ ثبت نشد؛ افرادی که شهری را ساختند که به "نصف جهان" معروف شد.

با انتخاب پاسخ درست، جمله‌های زیر را کامل کنید. در مقابل جمله درست علامت ضربدر ☒ بگذارید.

(i) هنر اسلامی تغییرات زیادی در ... بوجود آورد.

(1)

<input type="checkbox"/>	A مذهب
<input type="checkbox"/>	B سلسله‌ها
<input type="checkbox"/>	C تجارت
<input type="checkbox"/>	D معماری

(ii) مساجد نشانه ... بودند.

(1)

<input type="checkbox"/>	A زیادهخواهی
<input type="checkbox"/>	B جامعه
<input type="checkbox"/>	C قدرت
<input type="checkbox"/>	D ثبات

(iii) مسجد شاه ... را ثابت می‌کند.

(1)

<input type="checkbox"/>	A پیشرفت اقتصادی
<input type="checkbox"/>	B فداکاری شاه عباس
<input type="checkbox"/>	C کار هنرمندان برجسته
<input type="checkbox"/>	D اهمیت اصفهان

(iv) هرصدای آهسته‌ای زیر گنبد به گوش می‌رسد زیرا

(1)

<input type="checkbox"/>	A محلی آرام است
<input type="checkbox"/>	B دیوارهایش نازک است
<input type="checkbox"/>	C یک ساختمان زیبا است
<input type="checkbox"/>	D مهندسی بسیار دقیقی داشته‌است

(Total for Question 2 = 4 marks)

3 این مقاله‌ی آنلاین را درباره‌ی حفظ محیط زیست بخوانید.

حفاظت از محیط زیست در ایران

یکی از مفیدترین برنامه‌های حفظ محیط زیست، آموزش روش‌های نگهداری از محیط زیست است. بخصوص با توجه به جمعیت بالای دانش‌آموزان که حدود بیش از یک سوم جمعیت ایران می‌باشند. همیشه روش‌های پیشگیری به مراتب راحت‌تر و کم هزینه‌تر از بازسازی ویرانی‌هاست. البته حمایت دولت از اجرا و ترویج طرح‌ها، آن‌ها را موفق‌تر می‌سازد. در صورت عدم حمایت جدی سازمان‌های مرتبط از این برنامه‌ها نتیجه مطلوب به دست نخواهد آمد. یکی از ساده‌ترین و در عین حال مفیدترین این طرح‌ها بازیافت کاغذهای مصرفی در مدارس است. در این طرح مشارکتی هدف این است که کاغذهای استفاده شده در آموزشگاه‌ها توسط دانش‌آموزان جمع و به مراکز بازیافت ارسال شود. در ضمن، آموزش دانش‌آموزان برای استفاده‌ی صحیح از منابع، به آن‌ها درک بهتری از مسائل اجتماعی و اقتصادی می‌دهد.

کدام جمله‌ها درست هستند؟ چهار جمله درست را با ضربدر ✕ علامت بزنید:

A	برنامه‌های دولتی زیادی برای حفظ محیط زیست وجود دارد.	<input type="checkbox"/>
B	آموزش برنامه‌های زیست محیطی به نوجوانان بسیار سودمند است.	<input type="checkbox"/>
C	جلوگیری، راه بهتری برای حفظ محیط زیست است.	<input type="checkbox"/>
D	بازیافت و استفاده دوباره کاغذ سخت است.	<input type="checkbox"/>
E	دانش‌آموزان، خود مسؤول جمع‌آوری کاغذهای استفاده شده می‌باشند.	<input type="checkbox"/>
F	طرح‌های زیست محیطی فقط به وسیله‌ی افراد اجرا می‌شود.	<input type="checkbox"/>
G	بالا بردن آگاهی از روش‌های بازیافت به حفظ منابع محیط زیست کمک می‌کند.	<input type="checkbox"/>
H	استفاده از کاغذهای بازیافت شده، فعالیت دانش‌آموزان را بهبود می‌بخشد.	<input type="checkbox"/>
I	برنامه‌های بازیافتی شامل همه‌ی مدارس می‌شود.	<input type="checkbox"/>

(Total for Question 3 = 4 marks)

4 این مقاله‌ی خبری آنلاین را درباره‌ی ازدواج بخوانید. به فارسی پاسخ دهید.

تغییرات در سبک تشکیل خانواده در ایران

ازدواج با ایجاد خانواده یک پدیده اجتماعی است که همواره پشتیبان سلامت جامعه می‌باشد. اما رشد فرهنگی - اجتماعی جامعه امروزی ایران، مسبب تغییرات و تحولات اساسی در بنیاد ازدواج شده است. در حال حاضر ازدواج در سطح جامعه به شکل‌های متفاوت رایج شده است. در گذشته ازدواج جوانان به صورت سنتی بر عهده‌ی خانواده بود. خانواده‌ها در انتخاب همسر برای فرزندشان نقش درجه یک را ایفا می‌کردند. اغلب فاصله سنی در این ازدواج‌ها زیاد و خانواده بیشتر مرد سالار بود.

اما در ازدواج مدرن نقش آفرینی و تصمیم‌گیری بین خانواده و خود جوان‌ها تقسیم شده است. فاصله سنی زوج‌ها کم و حتی معکوس است و قدرت در چنین خانواده‌هایی به طور مساوی و توافقی بین زن و مرد تقسیم شده است. در جامعه امروزی ترکیب این دو نوع، ازدواج سنتی - مدرن را ایجاد کرده است. ویژگی آن انتخاب بعضی از آداب و رسوم بر اساس علاقه شخصی است که به نظر بیشتر مورد قبول جامعه است.

(a) یک تأثیر مثبت ازدواج را بر جامعه نام ببرید؟

(1)

(b) دلیل ایجاد تغییر در اصول ازدواج چه بوده است؟

(1)

(c) چرا قدرت خانواده‌ها در ازدواج‌های سنتی بیشتر بود؟

(1)

(d) تفاوت‌های مهم بین ازدواج‌های سنتی و مدرن را نام ببرید؟ به دو مورد اشاره کنید.

(2)

(e) خصوصیت ازدواج در جامعه مدرن چیست؟

(1)

(Total for Question 4 = 6 marks)

5 سخنرانی زیر را درباره‌ی جنگ ایران و عراق بخوانید. به فارسی پاسخ دهید.

سخنرانی ادبی درباره‌ی ادبیات جنگ ایران و عراق

خانم رحمان‌پور در سخنرانی خود گفت: ادبیات درباره‌ی جنگ ایران و عراق از شهریور ۱۹۸۰ بعد از حملات هوایی عراق به بخش‌هایی از ایران آغاز شد اما سراسر کشور تحت تأثیر جنگ قرار گرفت. ۸ سال جنگ تأثیرات اجتماعی، فرهنگی و سیاسی غیرقابل بازگشتی بر جوانب مختلف زندگی مردم گذاشته بود. خیلی از مردم با جنگ موافق نبودند و سعی کردند از طریق راه‌های مختلف، دلیل مخالفتشان را با جنگ ابراز کنند. بیشتر داستان‌های نوشته شده در زمان جنگ، اغلب با هدف ایجاد شور و انگیزه برای رفتن به جبهه‌های جنگ بود. این ادبیات، مردم را برای دفاع از کشور تشویق می‌کرد و توجهی به سبک نویسندگی نداشت. اما بعد از پایان جنگ، بیشتر به کیفیت نوشته‌های ادبی توجه شد. تأثیرات جنگ و رنج‌هایی که اقشار گوناگون جامعه با آن روبه‌رو بودند به روشنی توصیف شد. احمد محمود در جایی از کتاب خود به نام "زمین سوخته" در مخالفت با جنگ می‌گوید که نباید مردم را به جنگ دعوت کرد زیرا بعد از جنگ آن‌ها مجبور هستند در شهرهای ویران شده زندگی کنند، مردم کشته و خانواده‌ها بی‌خانمان می‌شوند و این حقیقت جنگ است.

(a) عراق چگونه جنگ را شروع کرد؟

(1)

(b) چرا اثرات جنگ بسیار گسترده بود؟ به یک مورد اشاره کنید.

(1)

(c) هدف اصلی داستان‌های نوشته شده در زمان جنگ چه بود؟

(1)

(d) چه نکاتی در نوشته‌های بعد از جنگ تغییر کرد؟ به دو مورد اشاره کنید.

(2)

(e) نظر کلی احمد محمود درباره‌ی جنگ در این متن چه بود؟

(1)

(Total for Question 5 = 6 marks)

TOTAL FOR SECTION B = 20 MARKS

SECTION C: WRITING (RESEARCH QUESTION)**Respond to ONE question from this section.****We recommend that you spend around 1 hour 25 minutes on this section.****Write approximately 300 to 350 words.****EITHER****6 فرصت‌های کاری برای جوانان.**

متن زیر درباره‌ی مشاغل سنتی در ایران را بخوانید.

احیای دوباره‌ی مشاغل و حرفه‌های سنتی یکی از راه‌های ایجاد فرصت‌های شغلی برای جوانان است، زیرا این شغل‌ها باثبات بوده، اشتغال پایدار را در پی دارند. اینگونه حرفه‌ها همچنین به حفظ اصالت و هویت فرهنگی ما کمک می‌کنند.

امروزه فقط تعداد معدودی از شغل‌های سنتی باقی مانده که خود یکی از دلایل بالارفتن نرخ بیکاری در بسیاری از روستاها و شهرهای کوچک شده است. دلیل دیگر کاهش این حرفه‌ها، تغییر شیوه‌ی زندگی و علاقه‌ی جوانان است؛ برای مثال بسیاری از فارغ التحصیلان دانشگاه‌ها کارکردن در محیط کار مدرن شهری را به کار در کارگاه‌های کوچک در مناطق روستایی و شهرهای کوچک ترجیح می‌دهند.

یکی از حرفه‌ها و مهارت‌هایی که در این میان زیان فراوانی دیده، تراش سنگ‌های قیمتی است. امروزه تنها تعداد کمی کارگاه در استان خراسان در این بخش فعال است، در نتیجه کالاهای چینی این بازار را در اختیار گرفته‌اند. چنین تغییراتی نیز موجب مهاجرت مردم به شهرهای بزرگ برای پیدا کردن کار در زمینه‌های جدید شده است.

گفته‌ی زیر را در ارتباط با موضوع تحقیق و با توجه به متن بالا، بررسی و تحلیل انتقادی کنید.

"جوانان در ایران بیشتر به کارهای تکنیکی و مدرن شهری علاقه مند هستند."**(40)**

7 رشد و توسعه‌ی رسانه‌های اجتماعی و اینترنتی در ایران یا افغانستان

شما درباره‌ی ایران یا افغانستان تحقیق کرده‌اید.

متن زیر درباره‌ی اثرات رسانه‌های اجتماعی و اینترنتی در جامعه را بخوانید.

استفاده‌ی بسیار زیاد از اینترنت و شبکه‌های اجتماعی و تأثیر آن در زندگی مردم، بارها در رسانه‌ها مطرح شده است.

یک استاد رسانه‌های اینترنتی عقیده دارد که فیس‌بوک، روابط اجتماعی جوانان را دگرگون کرده و باورهای سنتی را به هم ریخته است. یک فعال اجتماعی در وبلاگش می‌گوید که رسانه‌های اجتماعی و اینترنتی یک مجموعه‌ی درهم هستند. یکی از جنبه‌های مثبت استفاده از آنها این است که افرادی که خواستار تغییرات هستند را به هم پیوند می‌دهد. این ارتباط گاهی دریچه‌ای برای گفتگو با گروه وسیعی از مردم باز می‌کند.

از طرف دیگر، بعضی از افراد سنتی در جامعه و دولت استفاده‌ی روزافزون از اینترنت و شبکه‌های اجتماعی را زیان آور می‌دانند. آنها بر این باورند که سیل اطلاعات از جوامع غربی، باعث از بین رفتن هویت فرهنگی آنها و پذیرفتن ارزش‌ها و شیوه‌های زندگی غربی شده است. به نظر آنان این منابع، اطلاعاتی را عرضه می‌کنند که برای نابودی فرهنگ و اعتقاداتشان طراحی شده، اغلب قابل اطمینان نیستند و جنبه‌ی تبلیغاتی دارند.

گفته‌ی زیر را در ارتباط با متن بالا و تحقیقتان درباره‌ی ایران یا افغانستان بررسی و تحلیل انتقادی کنید.

"رسانه‌های اجتماعی و اینترنتی بر فرهنگ‌های سنتی کشورهای فارسی زبان شدیداً تأثیر می‌گذارند."

به این سؤال در ارتباط با ایران یا افغانستان (هر کدام که درباره‌اش تحقیق کردید)، پاسخ دهید.

(40)

8 وضعیت زنان در جامعه.

متن زیر درباره‌ی وضعیت و حقوق زنان در ایران را بخوانید.

قبل از انقلاب، اصلاحات متعددی در قوانین به نفع زنان به وجود آمد، تا آنان از بعضی از حقوق اولیه برخوردار شوند. این اصلاحات فرصت‌های کاری بیشتری برای زنان به وجود آورد، برای مثال زنان اجازه یافتند که قاضی بشوند.

نظام کنونی کشور بیشتر بر بازگشت به ساختار سنتی تمرکز دارد و حتی بسیاری از قوانین اصلاحی پیشین را کنار گذاشته است. این تغییرات، تأثیر زیادی بر زندگی زنان نهاده است، موقعیت اجتماعی‌شان را پایین آورده و آنان را به شهروندان درجه‌ی دو تبدیل کرده است؛ برای مثال زنان نمی‌توانند در بعضی از رشته‌های فنی و مهندسی تحصیل کنند.

در چند دهه‌ی گذشته، در بعضی از برهه‌ها تعداد دانشجویان دختر افزایش یافته است. زنان ایران با وجود محدودیت‌های فراوان توانسته‌اند دست‌آوردهای زیادی، به ویژه در فیلمسازی و نویسندگی به دست آورند، اما هنوز موانع زیادی در پیش رو دارند. نظام قانونی کشور، هنوز ریشه در شیوه‌های سنتی و نیاز به اصلاحات اساسی دارد.

گفته‌ی زیر را در ارتباط با موضوع تحقیق و با توجه به متن بالا بررسی و تحلیل انتقادی کنید.

"هر نوع تلاشی برای برابری حقوق زنان در ایران احتمالاً با مبارزه همراه خواهد بود."

(40)

9 جنبه‌های هنر معاصر ایران

متن زیر را درباره‌ی هنر معاصر ایران و اروپا بخوانید.

تأثیرپذیری از هنرمندان کشورهای دیگر همواره در تاریخ نقاشی ایران وجود داشته است. هنر نقاشی معاصر بسیاری به هنر اروپا مدیون است. هنرمندان ایرانی با پذیرفتن این تأثیرات و تغییر آن براساس ذائقه‌ی ایران ایرانی، کارهای هنری خویش را غنی‌تر نمودند. کمال الملک، هنرمند و نقاشی است که در این زمینه توانایی بسیار بالایی داشته است. او برخلاف نقاشان پیشین، با شناخت هنر اروپا از سنت‌های هنری گذشته فاصله گرفت. وی در چند سالی که در اروپا زندگی کرد با کار نقاشان هنرمندی چون رامبراند و رافائل آشنا شد. کمال الملک بعضی از آثار معروف رامبراند را دوباره کشید و این کپی‌ها چنان عالی و باشکوه بود که تشخیص آن‌ها از آثار اصلی دشوار می‌نمود. آموختن و تمرین این تکنیک‌های هنری نقش مهمی در شکل‌گیری سبک و نگاه هنری کمال الملک داشت. هنر نقاشی معاصر ایران، بیشتر از آن‌که زیرتأثیر بعضی از هنرمندان ایرانی قرن بیستم (مانند نقاشان مکتب سقاخانه) باشد، تأثیر عمیق‌تری از هنر اروپا گرفته است.

گفته‌ی زیر را در ارتباط با موضوع تحقیق و با توجه به متن بالا، بررسی و تحلیل انتقادی کنید.

"نقاشی اروپا بیشترین تأثیر را بر هنر نقاشی معاصر ایران گذاشته است."

(40)

Indicate your question choice on this page.

Indicate which question you are answering by marking a cross [X] in the box. If you change your mind, put a line through the box (X) and then indicate your new question with a cross (X).

Chosen question number:

Question 6 ☒

Question 7 ☐

Question 8 ☒

Question 9 ☐

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TOTAL FOR SECTION C = 40 MARKS
TOTAL FOR PAPER = 80 MARKS

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Source information

Question 1: Source adapted from *Daa*, Sayyidah A'zam Husayni (Intisharat Surah-i Mihr 2008)

Question 2: Source adapted from <http://memarina.com/2016/12/29/%d8%a8%d8%b1%d8%b1%d8%b3%db%8c-%d9%85%d8%b9%d9%85%d8%a7%d8%b1%db%8c-%d8%af%d9%88%d8%b1%d8%a7%d9%86-%d8%b5%d9%81%d9%88%db%8c>

Question 3: Source adapted from <http://zuhen.persianblog.ir/post/518/>

Question 4: Source adapted from <http://www.magiran.com/npview.asp?ID=1264893>

Question 5: Source adapted from <http://www.aghalliat.com/gozaresh950623f/>

Question 6: Source adapted from <http://www.mehrnews.com/news/2288313>

Question 7: Source adapted from http://qccpc.atu.ac.ir/article_7094_28537760f0ca57cb101d1d23fed3e7bc.pdf

Question 8: Source adapted from http://www.iranchamber.com/society/articles/legal_status_iranian_women.php

Question 9: Source adapted from <http://www.sid.ir/fa/journal/ViewPaper.aspx?id=154880> and <http://resistart.ir/content/%DA%86%D9%86%D8%AF-%DA%A9%D9%84%D9%85%D9%87-%D8%AF%D8%B1%D8%A8%D8%A7%D8%B1%D9%87-%DB%8C-%D9%86%D9%82%D8%A7%D8%B4%DB%8C-%D9%85%D8%B9%D8%A7%D8%B5%D8%B1-%D8%A7%DB%8C%D8%B1%D8%A7%D9%86-%D8%AF%DA%A9%D8%AA%D8%B1%D8%B9%D8%A8%D8%AF%D8%A7%D9%84%D9%85%D8%AC%DB%8C%D8%AF%D8%AD%D8%B3%DB%8C%D9%86%DB%8C-%D8%B1%D8%A7%D8%AF-%D9%85%D9%82%D8%A7%D9%84%D9%87/>

Paper 1: Translation into English, Reading Comprehension and Writing (research question) in Persian

Section A - Marking principles (translation)

Mis-spelling is tolerated as long as it does not lead to ambiguity, for example drought mis-spelled as drowght would be acceptable. but mis-spelled as draught it would be unacceptable as this is a real word with a different meaning.

Learners are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

Section A - Mark scheme (translation)

Section	Persian text	Acceptable answers	Mark
1	...و بالاخره خرمشهر آزاد شد	Finally Khorramshahr became free.	(1)
2	بالاخره ساعت دو، روز سوم خرداد سال ۱۳۶۱ اعلام کردند،	At two o'clock, on the 3rd of June 1982	(1)
3	خرمشهر را پس گرفتیم،	we get back Khorramshahr,	(1)
4	چه کسی می توانست حال و هوای ما را درک کند.	who could understand our mood	(1)
5	از شنیدن این خبر در تهران	when we hear this news in Tehran?	(1)
6	توی محل زندگی موقت ما سر و صدایی راه افتاد ،	There is lots of noise in our temporary accommodation,	(1)
7	همه یکدیگر را بغل می کردند	everyone hugged each other	(1)
8	و از خوشحالی گریه می کردند.	and cried happily.	(1)
9	همسایه های تهرانی	Our Tehrani neighbours	(1)
10	به ما تبریک می گفتند.	congratulate us	(1)
11	و ما به همدیگر تبریک می گفتیم	and we congratulate each other.	(1)
12	از خوشحالی نمی دانستیم	We are so happy we didn't know	(1)
13	چه کار کنیم.	what to do.	(1)
14	رفتیم بیرون	We go outside.	(1)
15	دیدیم حتی کارمندان اداره ها همه	Even the office employees	(1)
16	از این خبر خوش کارشان را رها کردند	have left their jobs overcome by the joy of the news	(1)
17	و به خیابان آمده بودند.	and have come out onto the street.	(1)
18	همه ی ماشین ها بوق می زدند	Everywhere is full of the noise of car horns.	(1)
19	رادیو آهنگ پیروزی پخش می کرد.	Radios play victory music.	(1)
20	همه جا شادی موج می زد.	Everyone is pressing on their car horns.	(1)

Section B - Marking principles (reading comprehension)

- For open response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.

Example of short phrases with two or more words:

- بالا بردن آگاهی (عبارت فعلی)
- رشد فرهنگی (اسم و صفت)

- When responding to open response questions, candidates may use words from the reading extract but they must not copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

مثال:

متن: ازدواج با ایجاد خانواده یک پدیده اجتماعی است که همواره پشتیبان سلامت جامعه می‌باشد.
سوال: یک دلیل مثبت تأثیر ازدواج بر جامعه را نام ببرید؟
جواب قابل قبول: (سلامت) جامعه را حمایت می‌کند.
جواب غیر قابل قبول: ازدواج همواره پشتیبان سلامت جامعه می‌باشد.

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However as the exemplified *Rewardable answer* shows, candidates may still use words from the reading extract.

- There are no marks for quality of language in Section B so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example:

فن بد نویسندگی / بی توجهی به فن نویسندگی

- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

از لحاظ ادبی (۱)

AND

فنی بهتر می‌شوند. (۱)

Any **one** of:

از لحاظ ادبی (۱)

AND

فنی بهتر می‌شوند. ((۱)

- Any parts of an answer that are not essential are bracketed, for example:
(سلامت) جامعه را حمایت می‌کند
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Section B - Mark scheme (reading comprehension)

Question number	Answer	Mark
2(i)	D	(1)

Question number	Answer	Mark
2(ii)	C	(1)

Question number	Answer	Mark
2(iii)	C	(1)

Question number	Answer	Mark
2(v)	D	(1)

Question number	Answer	Mark
3	<p>Award one mark each for the answers below. Only four answers are required. One mark will be deducted for each additional answer.</p> <p>Correct answers are:</p> <ul style="list-style-type: none"> • B • C • E • G 	(4)

Question number	Answer	Reject	Mark
4(a)	(سلامت) جامعه را حمایت می‌کند		(1)

Question number	Answer	Reject	Mark
4(b)	رشد فرهنگی و اجتماعی امروزه	به دلیل جامعه	(1)

Question number	Answer	Reject	Mark
4(c)	در انتخاب همسر نقش مهمی دارند	مسئولیت های زیادی دارند / آنها تصمیم گیرنده بودند	(1)

Question number	Answer	Reject	Mark
4(d)	<p>تفاوت سن (۱)</p> <p>AND/OR</p> <p>قدرت (۱)</p> <p>AND/OR</p> <p>نقش خانواده (۱)</p> <p>AND/OR</p> <p>کسی که همسر را انتخاب می کند (۱)</p>	همسر	(2)

Question number	Answer	Reject	Mark
4(e)	انتخاب یا سلیقه افراد	ازدواج مدرن – سنتی داشته باشند	(1)

Question number	Answer	Reject	Mark
5(a)	با بمباران (بخش‌های مختلف) ایران/ با انداختن بمب (بر بخش‌هایی از) ایران.	آنها ایران را ویران کردند. / آنها اول به ایران حمله کردند.	(1)

Question number	Answer	Reject	Mark
5(b)	<p>جنگ زندگی مردم را (غیرقابل جبران) ویران کرد / جنگ بر زندگی مردم تأثیرات (غیر قابل بازگشتی) داشت (1)</p> <p>OR</p> <p>تأثیرات زیادی بر زندگی اجتماعی، فرهنگی و سیاسی داشت (1)</p> <p>OR</p> <p>۸ سال طول کشید/ خیلی طولانی بود (1)</p>		(1)

Question number	Answer	Reject	Mark
5(c)	تشویق مردم برای به جنگ رفتن/ جنگیدن (1) OR به جبهه بروند (1)	گفتن درباره‌ی جنگ/ احساس خوب درباره‌ی جنگ به مردم دادن	(1)

Question number	Answer	Reject	Mark
5(d)	بیشتر ادبی شدند (۱) AND/OR مردم را با نتایج جنگ آشنا می‌کردند (۱) AND/OR ویرانی‌های (بخش‌های گوناگون جامعه) را (به روشنی) نشان می‌دادند (۱)		(2)

Question number	Answer	Reject	Mark
5(e)	جنگ خیلی بد است/ (1) OR جنگ نباید شروع یا تشویق شود (1) OR جنگ ویرانی‌های زیادی برای مردم (کشور) به دنبال دارد (1)	تکرار هر بخشی از نقل قول	(1)

Section C – Marking principles (written research question)

There are three levels-based mark grids to be applied to this task. These are:

- knowledge and understanding of society and culture (AO4)
- understand and respond to written language in writing (AO2)
- accuracy and range of language (AO3).

The recommended word count for this task is 300 to 350 words, but the whole response must be marked regardless of length.

General guidance on using levels-based mark schemes

Step 1: Decide on a marking level

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that level. The descriptors for each level indicate the different features that will be seen in the candidate answer for that level.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the candidate has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly level 13-16 with a small amount of level 17-20 material, it would be placed in level 13-16 but be awarded a mark near the top of the level because of the level 17-20 content.

Step 2: Decide on a mark

- Once you have decided on a level you will need to decide on a mark within the level.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that level, depending on how the candidate has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that level.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Mark grids

Knowledge and understanding of society and culture (AO4 – 20 marks)

This mark grid assesses the content of the candidate answer in relation to the knowledge and understanding of culture and society they have demonstrated, based on their research. It also assesses their ability to critically analyse by sustaining a line of argument and drawing conclusions about aspects of culture and society, based on the question related to the research subject.

- Students must base their response on **one** country only. Students who choose Themes 1, 3 or 4 must base their response on Iran only. However if students choose Theme 2, they must base their response on **either** Iran **or** Afghanistan.
- If students refer to more than one country for Themes 1, 3 or 4, you must mark content based on Iran only.
- If students refer to more than one country for Theme 2, you must mark positively by awarding marks for content based on the country that will gain the highest mark.
- If students do refer to more than one country in their response, they are likely to disadvantage themselves as they will waste time writing content that will not gain them any marks.

Understand and respond to written language (AO2 – 10 marks)

This grid assesses candidate understanding of the unseen text by their ability to use relevant information from it to contribute to the ideas, arguments and conclusions presented on society and culture.

The two mark grids for AO4 and AO2 are presented side-by-side. This is because of the connection between the information that the candidate is producing based on knowledge and understanding of society and culture and the information that they are using from the unseen text to contribute to this.

Indicative content

- When deciding how to reward the answer for content, you should consult both of these mark grids as well as the indicative content associated with each question (see below). Indicative content contains points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as candidates provide alternative responses that fulfil the requirements of the question.
- The indicative content shows that candidates are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language – AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks).
- Candidates can demonstrate their knowledge and understanding of society and culture (research) by providing relevant ideas/information/references /examples related to aspects such as:
 - lifestyle/customs/events both current and historical
 - important figures both current and historical
 - public opinion, feelings, reactions and behaviour.

This list is not exhaustive. These aspects are illustrated in the indicative content below. The recommended word count for each candidate response is 300–350 words, but the whole response will be marked regardless of length.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material.	0	No rewardable material
1–4	<ul style="list-style-type: none"> Limited, straightforward, predictable ideas expressed on culture and society; limited information/examples/references from the one country researched to support ideas; limited focus on the research subject. Limited evidence of critical analysis of culture and society; points of view have little justification; limited/brief conclusions on the one country researched that are frequently contradictory; frequently relies on description rather than analysis. 	1–2	<ul style="list-style-type: none"> Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; information used is frequently contradictory/irrelevant.
5–8	<ul style="list-style-type: none"> Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/examples/references from the one country researched; some loss of focus on the research subject. Occasional evidence of critical analysis of culture and society; points of view are given with occasional justification, arguments may be made but not developed, occasionally leading to straightforward conclusions on the one country researched that may include contradictions; some reliance on description rather than analysis. 	3–4	<ul style="list-style-type: none"> Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; sometimes information used is contradictory/irrelevant.
9–12	<ul style="list-style-type: none"> Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/references from the one country researched; occasional loss of focus on the research subject. Some critical analysis of culture and society is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions on the one country researched; occasionally relies on description rather than analysis. 	5–6	<ul style="list-style-type: none"> Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; occasionally information used is contradictory/irrelevant.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
13–16	<ul style="list-style-type: none"> Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/examples/reference from the one country researched; focus predominantly maintained on the research subject. Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions on the one country researched. 	7–8	<ul style="list-style-type: none"> Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched.
17–20	<ul style="list-style-type: none"> Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/references from the one country researched; focused on the research subject throughout. Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions, on the one country researched. 	9–10	<ul style="list-style-type: none"> Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward *ideas, arguments, conclusions* are deemed to be those that give the standard, predictable response.

Accuracy and range of language mark grid (AO3)

This mark grid assesses candidates' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1–2	<ul style="list-style-type: none">Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5–6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.
7–8	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.Accurate language throughout most of the response, resulting in mostly coherent writing; errors occur that rarely hinder clarity of communication.
9–10	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.Accurate language throughout, resulting in consistently coherent writing; any errors do not hinder clarity of the communication.

Additional guidance

Complex language is considered to include the following:

- all grammar and structures included in the grammar list that are specific to A Level
- conceptually challenging tenses such as the pluperfect, future
- passive voice
- subjunctive mood
- use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions, pronouns and relative clauses
- using synonyms and a variety of expressions to say things in different ways.

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by candidates. You should judge in which mark level to place candidates and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

Articulate: articulate communication is fluent, effective and coherent as candidates control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier and more quickly the reader can progress through the writing without having to re-read to understand the message. If candidates are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments. The writing will become more difficult to read quickly and with ease as the reader has to stop and re-read to understand the message.

Errors: candidates are not expected to produce perfect, error-free writing in order to access the top level as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the indefinite article in the wrong place, for example کتاب خوبی که خواندم instead of کتاب خوبی که خواندم
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Section C - Indicative content

In their response, candidates are expected to demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Candidates must refer to information in the text that contributes to their ideas, arguments and conclusions thereby showing understanding of the text.

The indicative content shows that candidates are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than about the text (understand and respond in writing to written language – AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks). Candidates can demonstrate their knowledge and understanding of society and culture by providing relevant ideas/information/references/examples related to aspects such as:

- lifestyle/customs/events both current and historical
- important figures both current and historical
- public opinion, feelings, reactions and behaviour.

This list is not exhaustive. Such aspects are illustrated in the indicative content below.

It is possible for an answer to be constructed without mentioning some or all of the points given below, as long as candidates provide alternative responses that fulfil the requirements of the question.

Question number	Indicative content
6	<p>Candidates may include:</p> <ul style="list-style-type: none">• reference from knowledge of culture and society (research) to the loss of traditional jobs and the impact on the young and Iranian culture, for example the decline in the number of potters who can make Persian pottery and ceramic works, a profession which has a very long history (AO4)• information from knowledge of culture and society (research) on the issue of many young people moving to cities to find jobs creating high rates of competition for jobs and unemployment. The youth unemployment rate rose dramatically in 2016 to an all-time high of 30.4% (AO4)• information from knowledge of culture and society (research) in relation to particular reasons why young people prefer modern working environments, for example it represents the widening gap between modernisers and conservatives. Young people want to embrace modernisation with a hope to ending the country's isolation (AO4); candidates may compare a specific professional role to the information given in the text about the lapidary industry (AO2)• reference from knowledge of culture and society (research) to the negative aspects of young people working in the cities, for example even with a university degree, it can take about three years to find a job. Going to the city does not guarantee a job and there are resulting issues of unemployment, such as alcohol and drug abuse (AO4); candidates may make reference to the positive benefits of working in traditional industries away from cities mentioned in the text to link to this point (AO2)• arguments and conclusions consistent with their ideas/information/references/examples included within the response (AO4).

Question number	Indicative content
7	<p>Candidates may include:</p> <ul style="list-style-type: none"> • reference from knowledge of culture and society (research) to the changes in the traditional relationship between men and women, particularly with the popularity of online dating. This has led to people marrying later which is seen as an adoption of Western culture (AO4) • information from knowledge of culture and society (research) on the issue of being exposed to Western brands as more people learn about them online, for example cosmetic brands which lead to the desire for a more Westernised appearance and the rise in demand for plastic surgery (AO4) • information from knowledge of culture and society (research) in relation to the comparison of the reliability of the news and information from Western sources on social media. For example, regarding human rights records and propaganda of government funded media (AO4) to the information given in the text about unreliable information (AO2) • reference from knowledge of culture and society (research) to the positive impact of social and online media in relation to culture, such as websites and blogs which introduce and promote cultural and historical sites, like Persepolis in Iran or the blog Afghan Culture unveiled (AO4); candidates may make reference to the positive benefits of social and online media in relation to culture mentioned in the text to link to this point (AO2) • arguments and conclusions consistent with their ideas/information/references/examples included within the response (AO4).

Question number	Indicative content
8	<p>Candidates may include:</p> <ul style="list-style-type: none"> • reference from knowledge of culture and society (research) to women's struggle for equality, for instance the right to be allowed to attend live football matches in stadiums, which is still not allowed and they even disguise themselves as men to gain access and risk being detained and receiving an official warning. • information from knowledge of culture and society (research) about the fact that even though the number of female candidates attending university has risen in middle-class families, access to education for poorer girls in small towns and villages is difficult as due to traditional beliefs they may be married young (AO4) • information from knowledge of culture and society (research) in relation to the restrictions imposed on women, some government policies and decisions to encourage women to stay at home, such as early age voluntary redundancy (AO4); candidates may compare it to the information given in the text the fact there has been more favourable legislation for women in the past offering better equality (AO2) • reference from knowledge of culture and society (research) focussing on the positive aspects of women's achievement, such as Rakhshan Bani Etemad, who is widely considered as the premier Iranian female director, and her films have been praised at international festivals as well as being remarkably popular with Iranian critics and audiences (AO4); candidates may make reference to the achievement of women in filmmaking and writing in the text to link to this point (AO2) • arguments and conclusions consistent with their ideas/information/references/examples included within the response (AO4).

Question number	Indicative content
9	<p>Candidates may include:</p> <ul style="list-style-type: none"> • reference from knowledge of culture and society (research) (AO4) • information from knowledge of culture and society (research) that the influence of Kamal-ol-Molk and his European approach was far reaching as he set up the art school Madreseh Mostazrafeh Sanaye, that operated into the 1950s and promoted new forms of art (AO4) • reference from knowledge of culture and society (research) in relation the fact that Kamal-ol-Molk developed his style and was a pioneer who changed the course of Iranian painting by focussing on more naturalistic and everyday life scenes (AO4); candidates may make reference to the information about how he learned from famous European artists, such as Rembrandt, which helped him to develop his own style from the text to link to this point (AO2) • information from knowledge of culture and society (research) focussing on other strong influences, for example Iranian religious history such as the votive Shi'ite art that initially inspired artists such as Parviz Tanavoli and Charles Zenderoudi from the Saqqa-Kana school (AO4); candidates may make reference to the influence of the past and tradition art in the text to link to this point (AO2) • arguments and conclusions consistent with their ideas/information/references/examples included within the response (AO4).

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

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Candidate Number

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**Sample assessment material for first teaching
September 2018**

(Time: 2 hours 40 minutes)

Paper Reference **9PN0/02**

Persian

Advanced

**Paper 2: Translation into Persian and written response
to works**

**You do not need any other materials.
Dictionaries are not allowed in this examination.
Copies of works are not allowed in this examination.**

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer question 1 in Section A. You must answer **two** questions from Sections B and C – this means **either** two questions from Section B **or** one question from Section B **and** one question from Section C. Write approximately 300 to 350 words for questions in Section B and Section C.
- We recommend you spend 30 minutes on Section A: Translation.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 110.
- The marks for **each** question are shown in brackets.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A: TRANSLATION

1 متن زیر را به فارسی ترجمه کنید.

The Golha radio programmes

Golha, 'Flowers of Persian music and songs' was a weekly radio programme that aired on Iranian radio between 1956 and 1979. The series consisted of a range of traditional Persian music and poetry and used traditional musical instruments, such as the tar and santoor.

The best musicians, singers and presenters performed which helped to improve the reputation of this music and make it popular with Iranians. It is the best collection of its type and as such it is important that it be preserved and passed on to future generations.

The Golha project was set up to produce a digital archive of the collection which is kept in The British Library.

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(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)

Respond to TWO questions. Choose EITHER TWO questions from Section B OR ONE question from Section B AND ONE question from Section C.

Write between 300 and 350 words for each question.

2 عادت می‌کنیم (زویا پیرزاد)

(a) رابطه‌ی آرزو با ماه منیر و تغییر و تحولات آن را تحلیل و بررسی کنید.

(45)

OR

(b) بررسی کنید چگونه وبلاگ، تفاوت‌های بین نسل جوان و پیر را نشان می‌دهد.

(45)

(Total for Question 2 = 45 marks)

3 خانواده‌ی نیک اختر (ایرج پزشکزاد)

(a) اهمیت موقعیت اجتماعی را برای خانواده‌ی نیک اختر بررسی کنید.

(45)

OR

(b) اهمیت عنوان‌های هر صحنه‌ی نمایش را در ارتباط با کل نمایشنامه تحلیل و بررسی کنید.

(45)

(Total for Question 3 = 45 marks)

4 کارت پُستال (روح انگیز شریفیان)

(a) توضیح دهید که چگونه فرستادن "پروا" به لندن سراسر زندگی او را تحت تأثیر قرار داد.

(45)

OR

(b) تحلیل کنید چگونه فلاش بک یا بازگشت ذهنی به گذشته، طرح داستان را گسترش می‌دهد؟

(45)

(Total for Question 4 = 45 marks)

SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)

Write between 300 and 350 words for each question.

5 آفساید (جعفر پناهی)

(a) استفاده از فوتبال در فیلم را به عنوان نمادی از جامعه ایران مورد بررسی قرار دهید.

(45)

OR

(b) اهمیت نقش سرباز آذری را مورد تحلیل و بررسی قرار دهید.

(45)

(Total for Question 5 = 45 marks)

6 جدایی سیمین از نادر (اصغر فرهادی)

(a) تحلیل و بررسی کنید که چرا ازدواج سیمین و نادر به جدایی انجامید.

(45)

OR

(b) توضیح دهید که تا چه اندازه می‌توان حُجّت را یک قربانی شرایط نامساعد دانست.

(45)

(Total for Question 6 = 45 marks)

7 سوپرستار (تهمینه میلانی)

(a) توضیح دهید چرا رها وارد زندگی سوپرستار می‌شود.

(45)

OR

(b) تحلیل کنید چه عواملی موجب تغییر و تحول کوروش از کودکی تا بزرگسالی می‌شود.

(45)

(Total for Question 7 = 45 marks)

Indicate your first question choice on this page. You must use this space to answer ONE question from Section B (Literary Texts). You will be asked to indicate your second question choice on page 10.

Indicate which question you are answering by marking a cross ☒ in the box. If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).

Chosen question number:

Question 2(a) ☐

Question 2(b) ☐

Question 3(a) ☐

Question 3(b) ☐

Question 4(a) ☐

Question 4(b) ☐

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TOTAL FOR SECTIONS B AND C = 90 MARKS
TOTAL FOR PAPER = 110 MARKS

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Source information

Question 1 adapted from British Library, Endangered Archives Programme, <https://eap.bl.uk/project/EAP088>

Paper 2: Translation into Persian and Written Response to Works

Section A - Marking principles and mark scheme

This task is a points-based mark scheme in which 1 mark is given for each correct individual section of language. A correct translation is provided in a grid which also outlines the alternative translations that will be accepted or the translations to be rejected. Marking principles for error tolerance with examples are given directly above the grid.

Spelling: non-grammatical mis-spellings are tolerated, for example موصیقی rather than موسیقی, as long as they are not ambiguous (for example محاسبه rather than مصاحبه) or in the wrong language.

Verb endings must be correct, as they are grammatical errors, and will not be classed as spelling errors.

Grammatical points:

- tenses should be used correctly
- the verb should be placed place at the end of the sentence
- plural and singular nouns must be used correctly
- singular nouns should be used after numbers or words related to numbers like چند
- the passive voice should be used accurately when appropriate
- the subject and verb ending must match.

Vocabulary: if there is an appropriate Persian word to use then these should be used, rather than a foreign word. If candidates write both the Persian and foreign word then this is acceptable, for example مرسی and ممرنون. Specific scientific or mathematical words can be expressed in English

Accept any appropriate alternatives that do not already appear in the acceptable answers column.

Section	English Text	Correct Answer	Acceptable Answers	Reject	Mark
1	Golha, 'Flowers of Persian music and songs'	گلها مجموعه برگزیده ترانه ها و موسیقی ایرانی	گلها مجموعه آهنگها و موسیقی ایرانی		(1)
2	was a weekly radio programme that	برنامه‌ی هفتگی رادیویی بود		برنامه‌ی رادیویی هفتگی بود	(1)
3	aired on Iranian radio	از رادیویی ایران پخش می شد.		در رادیویی ایران شنیده می شد	(1)
4	between 1956 and 1979.	که بین سال‌های ۱۹۵۶ و ۱۹۷۹	که از سال ۱۹۵۶ تا سال ۱۹۷۹		(1)

Section	English Text	Correct Answer	Acceptable Answers	Reject	Mark
5	The series consisted of a range of	این برنامه‌ها انواع موسیقی سنتی ایرانی	این سری برنامه موسیقی‌های گوناگون سنتی ایرانی		(1)
6	traditional Persian music and poetry	و شعر فارسی را دربرداشت	و شعر فارسی را شامل می‌شد		(1)
7	and used traditional musical instruments,	و در آن آلات موسیقی سنتی	و در آن آلهای موسیقی ایرانی		(1)
8	such as the tar and santoor.	مانند تار و سنتور نواخته می‌شد.			(1)
9	The best musicians, singers and presenters	بهترین موسیقیدانان، خواننده‌ها و مجریان			(1)
10	performed	این برنامه را اجرا می‌کردند		برنامه داشتند	(1)
11	which helped to improve the reputation of this music	که به شهرت این موسیقی کمک کرد	موجب شهرت و اعتبار این موسیقی شد		(1)
12	and make it popular	محبوبش کرد		معروفش کرد	(1)
13	with Iranians	در میان ایرانیان			(1)
14	It is the best collection of its type	این مجموعه در نوع خود بی‌نظیر است	در نوع خود بهترین مجموعه است		(1)
15	and as such it is important	و بااهمیت است	مهم است		(1)
16	that it be preserved	که حفظ و نگهداری شده			(1)
17	and passed on to future generations.	تا به نسل‌های آینده منتقل شود	به نسل‌های آینده انتقال داده شود		(1)
18	The Golha Project was set up to	«پروژه‌ی گلها» برای تهیه‌ی			(1)

Section	English Text	Correct Answer	Acceptable Answers	Reject	Mark
19	produce a digital archive of the collection	آرشیو دیجیتال این مجموعه ایجاد شده			(1)
20	which is kept in The British Library.	که در کتابخانه‌ی بریتانیا نگهداری می شود			(1)

Sections B and C - Marking principles and mark schemes

There are three levels-based mark grids to be applied to each individual essay that makes up the written response to works. The mark grids are:

- Critical and analytical response (AO4)
- Range of grammatical structures and vocabulary (AO3)
- Accuracy of language (AO3).

General guidance on using levels-based mark schemes

Step 1: Decide on a marking level

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that level. The descriptors for each level indicate the different features that will be seen in the candidate's answer for that level.
- When assigning a level, you must look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the candidate has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly level 9–12 with a small amount of level 13–16 material, it would be placed in level 9–12 but be awarded a mark at the top of the level because of the level 13–16 content.

Step 2: Decide on a mark

- Once you have decided on a level you will need to decide on a mark within the level.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that level, depending on how the candidate has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that level.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Critical and analytical response (AO4)

- This mark grid assesses candidates' ability to respond critically and analytically to the aspect of the literary work or film outlined in the question. To provide a critical and analytical response, candidates should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.
- This grid should be applied twice, once for each essay individually.
- When deciding how to reward an answer, you should consult this mark grid as well as the indicative content associated with each question (see below). Indicative content contains points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points as long as candidates provide alternative responses that fulfil the requirements of the question.
- The recommended word count for each essay is 300–350 words, but you must mark the whole essay regardless of length.

Marks	Description
0	No rewardable material.
1–4	<ul style="list-style-type: none">• Points of view relating to issues/themes/cultural or social contexts are presented with simplistic justification limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive.• Limited ability to form arguments or draw conclusions.• Response relates to the work but limited focus on the question.
5–8	<ul style="list-style-type: none">• Response relates to the work but often loses focus on the question.• Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive.• Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments.
9–12	<ul style="list-style-type: none">• Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work.• Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration.• Response is relevant to particular aspects of the question, occasional loss of focus.
13–16	<ul style="list-style-type: none">• Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work.• Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together.• Predominantly relevant response to the question.
17–20	<ul style="list-style-type: none">• Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work.• Detailed, logical arguments and conclusions are made that consistently link together.• Relevant response to the question throughout.

Range of grammatical structures and vocabulary (A03)

- This mark grid assesses candidates' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.
- You must apply this grid twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none">• Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted.• Limited variation of straightforward vocabulary resulting in repetitive expression.• Limited use of terminology appropriate to literary and cinematic analysis.
4–6	<ul style="list-style-type: none">• Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted.• Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive.• Occasional use of terminology appropriate for literary and cinematic analysis.
7–9	<ul style="list-style-type: none">• Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing.• Some variation in use of vocabulary, resulting in variation of expression but this is not sustained.• Some use of terminology appropriate for literary and cinematic analysis.
10–12	<ul style="list-style-type: none">• Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the response.• Frequently varied use of vocabulary, resulting in regular variation of expression.• Frequent use of terminology appropriate for literary and cinematic analysis.
13–15	<ul style="list-style-type: none">• Consistent variation in use of grammatical structures, consistent variation in use of complex language, producing consistently articulate writing.• Consistent variation in use of vocabulary, allowing ideas to be conveyed in a variety of different ways.• Consistent use of terminology appropriate for literary and cinematic analysis.

Additional guidance

Variation of vocabulary and grammatical structures: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by candidates. You must judge in which mark level to place candidates and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary (including to express literary and cinematic analysis – (see further detail below), complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

Articulate: articulate communication is fluent, effective and coherent as candidates control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If candidates are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Terminology for literary and cinematic analysis: vocabulary for critical analysis according to the work being studied, for example 'plot', 'character'; figures of speech such as 'metaphor', 'similes'; to describe theme and style such as, 'camera technique', 'hand-held camera', 'use of black and white', 'first person narrative.'

Complex language is considered to include the following:

- all grammar and structures included in the grammar list that are specific to A Level
- conceptually challenging tenses such as the pluperfect, future
- passive voice
- subjunctive mood
- use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions, pronouns and relative clauses
- using synonyms and a variety of expressions to say things in different ways.

Straightforward language is considered to be:

- simple sentences with limited linking of sentences and clauses
- high-frequency grammatical structures and vocabulary.

Accuracy of language (A03)

- This mark grid assesses candidates' ability to apply grammar and syntax accurately.
- You must apply this grid twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–2	<ul style="list-style-type: none">• Limited sequences of accurate language, resulting in lapses in coherence.• Errors occur that often prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">• Some accurate sequences of language, resulting in some coherent writing.• Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5–6	<ul style="list-style-type: none">• Frequent sequences of accurate language, resulting in generally coherent writing.• Errors occur that occasionally hinder clarity of communication.
7–8	<ul style="list-style-type: none">• Accurate language throughout most of the response, resulting in mostly coherent writing.• Errors occur that rarely hinder clarity of communication.
9–10	<ul style="list-style-type: none">• Accurate language throughout, resulting in consistently coherent writing.• Any errors do not hinder clarity of communication.

Additional guidance

Errors: candidates are not expected to produce perfect, error-free writing in order to access the top level as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the indefinite article in the wrong place, for example کتاب خوبی که خواندم instead of کتابی خوب که خواندم
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Sections B and C - Indicative content

Indicative content is not exhaustive. Candidates should be rewarded for any valid response and may draw on a range of relevant examples from the work.

Question number	Indicative content
2(a)	<p><i>We get used to it</i> (Zoya Pirzad)</p> <p>Candidates may refer to the following in their answers:</p> <p>The relationship throughout is a poor one; her mother could have been kinder and less selfish towards her daughter.</p> <ul style="list-style-type: none"> • Maah-Monir shows a lack of interest towards her daughter from a very early age which continues into adulthood: this attitude becomes the norm and Arezoo thinks this is the way all mother-daughter relationships are. It takes Arezoo a long time to confront her mother and realise her mother is just unkind, and that Arezoo needs to change the relationship, not just accept it. • Her mother shows her little love or affection early on: the mulberry-eating incident shows this clearly, as her dad provides hugs and kisses, whereas her mother just calls Nosrat, the housekeeper, to take her away to wash her hands. Nosrat has been providing the love and affection of a mother. • Arezoo is constantly criticised and unappreciated by her mother: particularly after she left her selfish husband, who was Maah-Monir's darling nephew and left France for Iran with her baby daughter. Her mother's attitude does not change, even after her father's death, when Arezoo unwillingly pays for her mother extravagant life style. • Her mother strongly disapproves of her decision to marry Sohrab: she thinks Sohrab only wants to marry Arezoo because he wants access to her young daughter, Ayeh. This strong accusation leads Arezoo to explode with anger. She makes the decision to marry Sohrab despite her mother's strong disapproval.

Question number	Indicative content
2(b)	<p><i>We get used to it</i> (Zoya Pirzad)</p> <p>Candidates may refer to the following in their answers:</p> <p>The writer uses the weblog to show the different ways that some of the younger generation communicates with each other and expresses themselves.</p> <ul style="list-style-type: none"> • The weblog is a way for the younger generation, represented by Ayeh, to express their true feelings: Ayeh feels unable to discuss her dissatisfaction over the divorce with her mother, as they always end up arguing. So she uses her blog to express how she feels – criticising her mother for divorcing. For example, she blames her mother for the divorce and thinks if parents have children they should stay together for the sake of the children – which can be seen as selfish and naïve – she clearly does not understand her parents' point of view. • The weblog highlights the lack of real communication between parents and children: Arezoo is surprised at some of Ayeh's views about their life. Her mother realises her daughter is more than just a spoiled, materialistic and demanding young girl. The weblog makes her see her daughter differently as more understanding and sympathetic human, which is a positive for her. The weblog allows her to understand Ayeh more clearly. • The weblog is a catalyst towards changing behaviour: Arezoo after reading the weblog thinks about her behaviour towards her daughter and she worries about the relationship. She tries to talk to her daughter, but the communication breaks down again. It makes Arezoo think about her life and makes her think more carefully about marriage to Sohrab.

Question number	Indicative content
3(a)	<p><i>Nick Aktar Family</i> (Iraj Pezeshkzad)</p> <p>Candidates may refer to the following in their answers:</p> <p>All of the family is obsessed with presenting themselves as having high social status within the Iranian community and portraying themselves in a positive light to others, even though in reality this is not true.</p> <ul style="list-style-type: none"> • The family values being rich and having material wealth as they want to be the best family in the Iranian community: throughout the whole play the father is buying and selling shares to invest and attends fundraising events to present a good impression, but in reality begrudges giving money to charity. • Their lifestyle is so important that they even plot against each other in order to gain more money: the son tampers with his grandmother's hearing aid so that he can get money to fix it, but then uses the money for himself to have fun. • They present themselves in a false way in order to be regarded as successful: the parents present their children as successful and admirable, but in reality the son is lazy, does not study and watches television and goes out at nights, and the daughter thinks constantly about owing a Porsche and marrying a rich American as she cannot attract a suitable Iranian. • The writer uses the family's obsession with materialism to show audiences how empty and worthless this lifestyle really is: the family are presented in a satirical way and are presented as uncaring and selfish. Fati is presented as the better character who is worth more than the whole family put together.

Question number	Indicative content
3(b)	<p><i>Nick Aktar Family</i> (Iraj Pezeshkzad)</p> <p>Candidates may refer to the following in their answers:</p> <p>In this play the plot has been divided into 12 sections or manzels (meaning homes or houses in Persian) and most of the titles are satirical and symbolise the essence of that scene. The sections help to add humour to the play and highlight the family's negative characteristics.</p> <ul style="list-style-type: none"> • The section called 'The village girl' is used to highlight the family's snobbishness through their negative attitude towards Fati: the title is used as an insult by the family, who most of time call her this rather than using her first name as they see her as a worthless peasant girl who should be grateful to the family for taking her in. • The section called 'Princess Frog' shows the family's disrespectful and jealous attitude towards others: the 'Princess Frog' is an Iranian lady who organises a fundraising garden party and claims to have been called 'The Princess of Persia' by upper class English people. Badri is jealous of this lady so nicknames her Princess Frog instead, as she has a big nose and bulging frog eyes. • The section called 'The suffering of poor people' is used to show the family's hypocrisy: the family pretend to support charitable causes by attending events, but really they resent having to give any money to support the poor. They come home and complain about being asked to support good causes.

Question number	Indicative content
4(a)	<p><i>Postcards</i> (Ruhangiz Sharifian)</p> <p>Candidates may refer to the following in their answers:</p> <p>Parva's father sends her to London, aged 16, to live with her brother but he does not explain his real reasons for doing this.</p> <ul style="list-style-type: none"> • Parva feels rejected by her family: she feels her family have abandoned her and does not understand their reasons. Despite her understanding that the move means she will not marry Aram, which is a positive thing, she still cannot accept that her family sent her away and she does not really keep in contact with her family when in London. • However, Parva feels like she loses a great deal by moving: she is very happy with her life in Iran and wants to carry on living it – she asks her father if she can stay until she has finished high school. She does not want to be parted from her sisters, the rest of her family and her school friends and the Maths teacher. This is a painful memory which remains with her for the rest of her life. • The move means she loses her sense of belonging: it seems that she never returns to Iran and does not want to return. She is sad when Sahar, her daughter wants to return – the memories of being sent away are too painful. Parva takes a long time to settle in London and make a life for herself. Her family never seem to approve of her life in London.

Question number	Indicative content
4(b)	<p><i>Postcards</i>(Ruhangiz Sharifian)</p> <p>Candidates may refer to the following in their answers:</p> <p>The flashbacks are used in order for Parva to review her past but she is still uncertain and is left alone at the end. She has tried to accept her past, but her daughter returning to Iran, makes her realise she has not resolved her issues.</p> <ul style="list-style-type: none"> • The flashbacks help Parva to evaluate her life: she is at a moment of change as she is selling her house. The sale of the house causes her to reflect on the experience of belonging and it reminds her of the pain of being rooted out of her homeland Iran 40 years ago. • The flashbacks represent the state of Parva's mind: the story mostly happens in her mind flying to different times and remembering every detail. She remembers Sahar's face when she says 'Mum, we all come to this world to change it to a better and safer place...' Parva still cannot believe or accept that Sahar has gone back to Iran – a place Parva left and has tried hard to forget in order to live in the UK in peace. • The flashbacks allow the reader to understand Parva and her life: Parva remembers first meeting her husband, Arsalan. How she loves and cherishes their four children and her close relationship with them, which shows she is a good mother. We are also shown her dreams and agonies, which make the reader empathise with her as she is a likeable character.

Question number	Indicative content
5(a)	<p data-bbox="453 311 727 338"><i>Offside</i> (Jafar Panahi)</p> <p data-bbox="453 360 1153 387">Candidates may refer to the following in their answers:</p> <p data-bbox="453 409 1294 477">Panahi uses the football match to show the discrimination against women, as well as the ethnic diversity within Iran.</p> <ul data-bbox="453 510 1350 1223" style="list-style-type: none"> <li data-bbox="453 510 1350 640">• The match effectively shows how women are segregated: women are banned from watching live matches. When the girls are caught, they are physically penned like animals away from the men. The film highlights the unfairness in the society. <li data-bbox="453 640 1350 864">• The match is used to make a political comment about discrimination: it suggests that the law is unfair and unacceptable. One of the girls plays football, but is not able to watch it live. One of the girl's points out they are allowed to go to the cinema and sit with other men. Also, they are passionate about supporting their country at an important time. The film makes us sympathise with the girls' situation. <li data-bbox="453 864 1350 1066">• The film highlights the different parts and regions of Iran: the match brings together a variety of people, languages and cultures. There is a lot of prejudice towards minor ethnicities – and the match shows them having a common passion and unites them as one society. The film portrays the ethnic minority characters in a positive light. <li data-bbox="453 1066 1350 1223">• The winning of the game brings society together: the soldiers and the girls celebrate together on the bus. People outside are celebrating together and are handing out sweets. The fact Iran wins the match overrides the fact the girls have been arrested and they escape into the crowds.

Question number	Indicative content
5(b)	<p><i>Offside</i> (Jafar Panahi)</p> <p>Candidates may refer to the following in their answers:</p> <p>The Azari soldier is from a village in Azarbaijan and provides a contrast to the Tehrani girls and has a traditional attitude towards women.</p> <ul style="list-style-type: none"> • He has a different background to the girls: he comes from a hardworking background in a small village, so he is constantly shocked and confused by girls. He is a country man, who desires nothing more than to be relieved of his military duties and return to his cattle and help his family. • He wants to follow the rules: he tries hard to do his job and is terrified that he might fail to keep the rebellious girls in the holding pen until the end of match. He knows that if he fails he may have to stay longer in compulsory military service as a punishment. • He is strict and angry towards the girls, but at the same time, he is kind: he takes risks and allows one of them to go to the men's toilet. He stops the old man, who tries to attack a girl who has encouraged his daughter to come to the stadium. The soldier does not understand how a man could dare to hit a woman. • He experiences some transformation in his attitude: he gradually comes to some type of acceptance of the differences in society – he becomes more tolerant of the girls' behaviour. He even accompanies the girls on the bus when they celebrate the victory, even though he is not interested in football but cattle.

Question number	Indicative content
6(a)	<p data-bbox="448 306 839 338"><i>A Separation</i> (Asghar Farhadi)</p> <p data-bbox="448 358 1153 389">Candidates may refer to the following in their answers:</p> <p data-bbox="448 409 1342 499">The marriage ends in divorce, after the temporary separation, because Simin discovers Nader is not exactly the man she thought he was.</p> <ul data-bbox="448 533 1353 1200" style="list-style-type: none"> <li data-bbox="448 533 1353 712">• Nader does not act as Simin expects and this creates a rift in the relationship: the communication breaks down when she leaves and Nader is too stubborn and irrational to make amends. He is too proud to win her back and show his emotions. Even when she decides to return home, only if Nader asks her, he does not realise that and misses the opportunity to take a reconciliatory approach. <li data-bbox="448 712 1353 864">• Simin is disappointed with the way Nader treats Razieh (the pregnant carer): Nader pushes Razieh out of the house and hurts her in front of her young daughter. This incident leads to the court case and Nader never thinks to tell Simin about the incident before the court case. <li data-bbox="448 864 1353 1016">• Nader does not take the separation seriously: Termeh, despite promising her mother, tells him that Simin is just applying pressure to make him leave Iran and that she will never divorce. Nader then puts in minimal effort to resolve the situation and concentrates on his father. <li data-bbox="448 1016 1353 1200">• Lack of care for Termeh's safety is another disappointment for Simin: Nader does not react appropriately in relation to his daughter's safety, when Hojjat is threatening her. By this stage Nader is overwhelmed and does not think rationally about the threat to Termeh. This behaviour is a contributing factor in Simin filing for divorce at the end of the film.

Question number	Indicative content
6(b)	<p><i>A Separation</i> (Asghar Farhadi)</p> <p>Candidates may refer to the following in their answers:</p> <p>Hojjat is angry and hot-tempered from the moment we met him, however, he is somehow a victim of society which makes him a more sympathetic character.</p> <ul style="list-style-type: none"> • Hojjat has lost his job and is struggling to support his family and deal with his debts: these circumstances make him angry and bitter towards everyone else who has a better life, such as Nader. He is vengeful and suspicious of people of a higher status – he feels they look down on him. His creditors are constantly threatening him. These circumstances fuel his reaction when Nader accuses him of beating his wife. He says: if I don't have money, it doesn't mean I behave like an animal. • Hojjat is struggling to stay in control: he is depressed, on medication and has a temper – he clearly has mental health and anger issues. He easily becomes involved in physical fights and seems angry at everyone. He is almost arrested in the court for his violent behaviour. He even goes to Termeh's school to intimidate her teacher and Termeh herself, which shows how out of control he is. No one is able to change his behaviour. • His situation at the end of the film is desperate: he is given some hope that he can get money from Simin and Nader to pay his debts, but when his wife refuses to take an oath on the Quran as Nader asks. Hojjat ends the film being violent – he hits himself continuously and Nader and Simin find their car window screen smashed.

Question number	Indicative content
7(a)	<p><i>Superstar</i> (Tahmineh Millani)</p> <p>Candidates may refer to the following in their answers:</p> <p>Raha enters Kourosh, the superstar's life in an unusual way and she shows him goodness and helps him to change.</p> <ul style="list-style-type: none"> • Superstar's life is in a total mess at the point that she arrives: when Raha shows up at the studio, Kourosh is in the worst condition in every way. He gets angry at everyone around him, at his mother, the film director and different women in his life. His life style is heavy drinking, using drugs, gambling and late-night parties. • She is a symbol for goodness and change: her real name is Fereshteh, meaning Angel, she convinces Kourosh that she is his daughter and he accepts this as he is desperate. She points out all his bad behaviour and talks to him about his bad influence. Raha starts little by little to change his lifestyle. Kourosh is eventually impressed by her and wants to change for her and is kind and calm towards her. • Raha comes into his life as she is lonely and wants a father figure: the film is really more concerned with Kourosh transformation but there is evidence that she also gets something positive out of the relationship, especially after Mahnaz's death. She does not want anything from him but gets shelter and helps him.

Question number	Indicative content
7(b)	<p><i>Superstar</i> (Tahmineh Millani)</p> <p>Candidates may refer to the following in their answers:</p> <p>Kourosh is brought up without a father and has a poor upbringing and this is a direct contrast to the lifestyle he lives as an adult. He becomes an arrogant, self-absorbed person who is living a morally-corrupt superstar lifestyle. Raha represents goodness and gradually makes him reform his ways.</p> <ul style="list-style-type: none"> • His childhood is not easy: Kourosh grows up with his mother and they struggle to survive. He makes his girlfriend, Mahnaz, abort their child at the age of 16 – he does not make good choices. • He becomes very famous when he was young: he becomes a famous actor which is dramatically different to his childhood upbringing. However he is not ready for the fame and does not know to handle it. This factor changes him as he becomes aggressive, rude and angry to everyone around him. He also becomes addicted to many things as he is unhappy and suicidal. • Raha reminds him of his innocent childhood: Raha pretends to be his long-lost daughter. She reminds him of Mahnaz (who has died) and he feels guilty about his previous actions. Raha tells him he has not achieved much – that he is killing himself gradually with his lifestyle choice. Kourosh thinks about goodness again and that there is another way to live, possibly with Raha. However, he breaks his promise to her to change but he regrets it, after throwing her out. • At the end he searches for Raha again: this shows Kourosh eventually decides to change for the better.

Pearson Edexcel Level 3 GCE

**Sample assessment material for first teaching
September 2018**

(Time: 2 hours 15 minutes)

Paper Reference **9PN0/03**

Persian

Advanced

**Paper 3: Listening, reading and writing in Persian
Transcript (Questions 1 to 5a)**

Do not return the transcript with the question paper.

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SECTION A: LISTENING

متن ۱

کویر لوت

کویر لوت نخستین اثر طبیعی ثبت شده در ایران است که به عنوان بیست و یکمین اثر میراث جهانی از سوی سازمان یونسکو مورد توجه جهان قرار گرفت و ایران را از لحاظ تعداد آثار ثبت شده در رتبه ۱۱ جهان قرار داد.

کویر لوت با وسعت زیادش در مرکز ایران قرار دارد. کشف حدود سه هزار اثر تاریخی از تمدن پنج هزار ساله‌ی این منطقه به اهمیت آن افزوده است. درفش شهداد نیز در کویر لوت پیدا شده است.

این کویر به خاطر دمای بالای ۷۰ درجه‌ی سانتی‌گراد رکورد داغ‌ترین مکان در کره‌ی زمین را به نام خود کرد.

کویر لوت به سه بخش لوت شمالی، لوت مرکزی که تپه‌های ماسه‌ای در آن قرار دارد و لوت جنوبی که غنی‌ترین پوشش گیاهی را دارد، تقسیم می‌شود.

برنامه "فرصت برابر"

گزارشگر: امروز امید نفر پنجم آزمون سراسری با ماست. نظرت در مورد این امتحان چیه؟

امید: خوب این یه رقابت خیلی سخته بین میلیون‌ها دانش‌آموز که فکر می‌کنن رفتن به دانشگاه مهم‌ترین مسئله است. امتحان مشکلی که دانش‌آموزان باید زمان طولانی رو صرف آمادگی براش بکنن.

گزارشگر: موفقیت در این امتحان بستگی به سطح علمی دانش‌آموزان داره؟

امید: نه همیشه. شما می‌تونید با حفظ کردن اطلاعات زیاد بدون درک کامل نتیجه‌ی خوبی بگیرید. کلی کلاس‌های تقویتی گرون هست. دانش‌آموزان زیادی میرن دانشگاه، تازه می‌فهمن که اصلاً رشته‌ای که قبول شدن رو دوست ندارن.

گزارشگر: پس آخرش اینه که کار مردم ربطی به رشته‌ای که خوندن نداره. راه حلش چیه؟

امید: مشکل تنها آزمون ورودی نیست. خیلیا بچه‌هاشونو مجبور می‌کنن پزشکی یا مهندسی بخونن و توجهی به رشته‌های کاربردی ندارن. معرفی رشته‌های کاربردی مورد نیاز جامعه می‌تونه کمک کنه و به دانش‌آموزان انتخاب‌های بیشتری بده.

بحران های زیست محیطی

خبرنگار: اتحادیه اروپا و ایران در مورد مسائل مربوط به حفاظت از محیط زیست به چه شکل می تونن به یکدیگر کمک کنند؟

کارشناس محیط زیست: فکر می کنم همکاری ایران با کشورهای مختلف اروپایی می تونه در چارچوب تبادل اطلاعات فنی و اجرای پروژه های مشترک برای بهبود محیط زیست جهانی باشه.

خبرنگار: مثلاً، اروپایی ها چطور برای جلوگیری از خشک شدن کامل دریاچه ارومیه که برای صنعت گردشگری هم مهمه. کمک می کنن؟

کارشناس محیط زیست: فایده اجرای این پروژه های مشترک برای کشورهای شرکت کننده اینه که یا محیط زیست کشورشون رو نجات دادن یا فرضیات علمیشون رو تجربه می کنن. مطلب تغییر آب و هوا موضوعی بسیار جدیه که نه تنها اروپا بلکه همه ی جهان را تحت تأثیر قرار داده قرار داده.

راهکارهای حل بحران محیط زیست

کارشناس اول: ایران هر سال با سه بحران زیست محیطی کلان رو به روست: یکی بحران وارونگی هوا در فصل سرما در شهرهای بزرگ، مثل تهران و دو مشکل دیگر، بحران ریزگردها که خفه کننده است و کم آبی شدید در تابستان است. دولت به طور جدی برای حل این مسائل که جان شهروندان را به خطر انداخته کوشش می کند.

کارشناس دوم: مهمترین برنامه ای که در ایران دنبال می شود بهبود کیفیت بنزین و گازوئیل است. کاهش آلاینده های این دو فراورده نسبت به گذشته کاملاً محسوس است. همینطور بحث مصرف کمتر سوخت های سنگین و مایع در نیروگاه های اتمی کشور مطرح است که در حال حاضر بیشتر از گاز طبیعی استفاده می شود. تلاش برای از رده خارج کردن خودروهای فرسوده خیلی جدی بوده و گام های خوبی برداشته شده است. نتیجه این است که ما آلودگی هوا را نمی توانیم ظرف سه سال به طور کامل برطرف کنیم، ولی شاهد کاهش تعداد روزهای هوای ناسالم در تهران و شهرستان ها خواهیم بود.

گفتگو درباره‌ی نوروز در کشورهای مختلف در پادکست مدرسه

شریفه: نوروزتان مبارک.

مهناز: عید شما هم مبارک، یادم رفته بود که شما هم در تاجیکستان نوروز را جشن می‌گیرید.

شریفه: البته ما فقط ۴ روز تعطیلیم و برنامه‌هامون به مفصلی ایران نیست.

مهدی: تو افغانستان که فقط یه روز تعطیله البته همون یه روز برای عید دیدنی‌های فشرده کافیه.

مهناز: تو ایران مدارس و دانشگاه‌ها و بیشتر شرکت‌های خصوصی ۱۳ روز تعطیلن.

شریفه: خوش به حالتون پس ۱۳ روز درس و مشق ندارید!!!

مهناز: نه معمولاً دفترچه‌ی تکالیف عید به دانش آموزان میدن، ضمناً برنامه‌ی دوره‌ی درس‌ها برای امتحانات هم کمک می‌کنه بیکار نمونن.

شریفه: من سمنوک پزی رو خیلی دوس دارم.

مهدی: همون سمنک افغانستان و سمنوی ایرانی‌ها.

مهناز: بله خوراکی سالمیه که سخت دُرُس میشه معمولاً یه شب تا صبح بیدارن و جوانه گندم رو می‌پزن.

مهدی: مراسم خوبیه چون فامیل دور هم جمع می‌شن. ما هم مثل ایرانی‌ها سیزده بدر داریم و روز سیزده فروردین به دامن طبیعت می‌ریم.

مهناز: مراسم چهارشنبه سوری معمولاً در ایران بین جوان‌ها خیلی طرفدار داره. شب چهارشنبه آخر سال رو فامیل‌ها و دوستان و آشنایان دور هم جمع می‌شن و آتیش‌های بزرگ دُرُس می‌کنن و از روش می‌پرن. می‌دونم در افغانستان هم برگزار میشه.

شریفه: "گل گردانی" یکی از مراسم ویژه نوروزیه. مردم تاجیک به مناسبت بیداری طبیعت و آغاز بهار به گل گردانی می‌پردازن. قبلنا وظیفه این‌کار به عهده‌ی بزرگسالان بود. اما حالا بچه‌ها و جوانان اونرو انجام می‌دن. گل گردان‌ها از دشت‌های اطراف گل می‌چینن و به آشنایان خود می‌دن.

SECTION B: LISTENING, READING AND WRITING

متن ۵ (a)

برنامه‌ای موفق یا ناموفق؟

این برنامه‌ی مشابه اکس فاکتور در افغانستان، برنامه‌ای بسیار موفق است که صدای خوانندگان با استعداد را معرفی می‌کند. باید تأکید کنم که این برنامه از لحاظ ساختاری تنها برنامه موسیقی در افغانستان است که در آن ساز و آواز افغانی به صورت زنده و رقابتی اجرا می‌شود.

یکی از اثرات مثبت این برنامه شرکت شمار بالایی از جوانان در آن است که باعث شده عده زیادی به موسیقی روی آورند و این خود موجب افزایش علاقمندی به آموزش موسیقی نیز شده است. وجود چنین برنامه‌هایی با توجه به شرایط کنونی جامعه افغانستان یک ضرورت است و در عرصه موسیقی افغانستان ارزش زیادی دارد. جوانان زیادی با شرکت در این برنامه به شهرت رسیده‌اند. در ضمن نباید تأثیر این برنامه را بر ایجاد تحول اجتماعی گسترده و آزاداندیشی نادیده گرفت.

Please check the examination details below before entering your candidate information			
Candidate surname		Other names	
Pearson Edexcel Level 3 GCE		Centre Number	
		Candidate Number	
Sample assessment material for first teaching September 2018			
(Time: 2 hours 15 minutes)		Paper Reference 9PN0/03	
Persian Advanced Paper 3: Listening, reading and writing in Persian			
You must have: Listening equipment CD/MP3 Dictionaries are not allowed in this examination.			Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Candidates are recommended to start with Section A: Listening comprehension and work through each question as presented in the question paper.
- We recommend you spend 45 minutes on Section A: Listening comprehension and 1 hour 30 minutes on Section B: Listening, Reading and Writing.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A: LISTENING**Answer ALL questions.****Write your answers in the spaces provided.****We recommend you spend no more than 45 minutes on this section.**

Multiple-choice questions must be answered with a cross in a box (⊗). If you change your mind about an answer, put a line through the box (⊗) and then mark your new answer with a cross (⊗).

Open-response questions do not require full sentences and you may respond using single words or phrases. You may use words from the listening passages but you must not transcribe whole sections.

You are going to listen to four passages in Section A. The duration of each passage in Section A is approximately:

Passage 1 = x minutes x seconds

Passage 2 = x minutes x seconds

Passage 3a = x minute x seconds

Passage 3b = x minute x seconds

Passage 4 = x minutes x seconds

You will be in charge of the recording and you may listen to each passage as often as you wish, and write your answers whenever you wish to do so.

متن اول – کویر لوت

- 1 به نظرات یک کارشناس درباره‌ی کویر لوت در ایران گوش بدهید.
- با گذاشتن علامت ضربدر ✕ پاسخ صحیح را انتخاب و جملات زیر را کامل کنید.
- (i) کویر لوت ... مکان ثبت شده‌ی طبیعت ایران در سازمان یونسکو است.

(1)

<input type="checkbox"/>	A	اولین
<input type="checkbox"/>	B	آخرین
<input type="checkbox"/>	C	تنها
<input type="checkbox"/>	D	یازدهمین

- (ii) کویر لوت به خاطر ... بیشتر مهم شده است.

(1)

<input type="checkbox"/>	A	تمدن کهن
<input type="checkbox"/>	B	پرچم‌های قدیمی
<input type="checkbox"/>	C	منابع طبیعی
<input type="checkbox"/>	D	حیوانات کویری

- (iii) کویر لوت از ... نقاط جهان است.

(1)

<input type="checkbox"/>	A	وسیع‌ترین
<input type="checkbox"/>	B	قدیمی‌ترین
<input type="checkbox"/>	C	گرم‌ترین
<input type="checkbox"/>	D	دیدنی‌ترین

(iv) در مرکز کویر لوت ... قرار دارد.

(1)

<input type="checkbox"/>	A پوشش گیاهی
<input type="checkbox"/>	B آثار تاریخی
<input type="checkbox"/>	C دره‌های عمیق
<input type="checkbox"/>	D تپه‌های شنی

(Total for Question 1 = 4 marks)

متن دوم - مصاحبه دانشجویان دانشگاه

- 2 با گذاشتن علامت ضربدر ✕ پاسخ صحیح را انتخاب و جملات زیر را کامل کنید.
- (i) به نظر امید، آزمون سراسری...

(1)

<input type="checkbox"/>	A	مهم‌ترین مطلب است.
<input type="checkbox"/>	B	آمادگی زیادی نمی‌خواهد.
<input type="checkbox"/>	C	یک مسابقه‌ی تنگاتنگ است.
<input type="checkbox"/>	D	تنها راه رفتن به دانشگاه است.

- (ii) برای قبولی در آزمون سراسری، دانش‌آموزان نیاز به ... دارند.

(1)

<input type="checkbox"/>	A	معلومات عمومی زیادی
<input type="checkbox"/>	B	شرکت در دوره‌های آمادگی
<input type="checkbox"/>	C	پرداخت هزینه‌ی بالا
<input type="checkbox"/>	D	حفظ کردن مطالب زیادی

- (iii) براساس متن، در دانشگاه بعضی از دانش‌آموزان...

(1)

<input type="checkbox"/>	A	زندگی دانشجویی را دوست دارند.
<input type="checkbox"/>	B	به نظرشان در انتخاب رشته اشتباه کردند.
<input type="checkbox"/>	C	درس‌شان مربوط به رشته‌شان است.
<input type="checkbox"/>	D	همزمان با درس خواندنشان کار می‌کنند.

(iv) گاهی مردم از درسی که خوانده‌اند در کارشان استفاده نمی‌کنند زیرا...

(1)

<input type="checkbox"/>	A	آزمون ورودی خیلی سخت است.
<input type="checkbox"/>	B	درس‌هایشان خیلی عملی است.
<input type="checkbox"/>	C	درس‌های مورد علاقه‌ی خانواده‌شان را می‌خوانند.
<input type="checkbox"/>	D	تعداد دکتورها زیاد است.

(v) راهکار امید ... است.

(1)

<input type="checkbox"/>	A	تغییر امتحان
<input type="checkbox"/>	B	فشار نیاوردن والدین بر فرزندانشان
<input type="checkbox"/>	C	معرفی رشته‌های جالب بیشتر
<input type="checkbox"/>	D	ایجاد دوره‌های جدید بر اساس نیاز

(Total for Question 2 = 5 marks)

متن سوم (a) - مشکلات مهم زیست محیطی

3 (a) به مصاحبه‌ی خبری زیر درباره‌ی مشکلات مهم زیست محیطی گوش بدهید.

به سوالات زیر به فارسی پاسخ دهید.

(i) چرا کشورهای اروپایی و ایران نیاز به همکاری دارند؟

(1)

(ii) ایران و اتحادیه اروپا چگونه می‌توانند به یکدیگر کمک کنند؟ به دو مورد اشاره کنید.

(2)

(iii) اهمیت دریاچه ارومیه چیست؟

(1)

(iv) برنامه‌های اجرایی بین کشورها به سود چه کسانی است؟

(1)

(v) تغییرات آب و هوا بر چه جاهایی تأثیر می‌گذارد؟

(1)

(Total for Question 3(a) = 6 marks)

Listen to the second part of the interview. Summarise what you hear. You do not have to write full sentences. Identify three points for question 3(b)(i) and three points for question 3(b)(ii).

متن سوم (b) - راهکارهای مشکلات زیست محیطی

3 (b) به بخش دوم گفتگو درباره‌ی مشکلات مهم زیست محیطی گوش بدهید.

به فارسی پاسخ دهید.

(i) سخنان کارشناس اول را درباره‌ی نکات زیر به صورت خلاصه بنویسید:

• مشکلات محیط زیستی در زمستان

(1)

• مشکلات محیط زیست در فصل گرم سال

(1)

• تأثیرات مشکلات محیط زیست بر مردم

(1)

(ii) سخنان کارشناس دوم را درباره‌ی نکات زیر به صورت خلاصه بنویسید:

• بهترین راه از بین بردن آلودگی هوا

(1)

• راهکاری که برای جلوگیری از آلودگی‌های صنعتی انجام گرفته است

(1)

• تأثیر مثبت این راهکار تا امروز

(1)

(Total for Question 3(b) = 6 marks)

(Total for Question 3 = 12 marks)

متن چهارم - نوروز در کشورهای مختلف

4 به گفتگوی ۳ دانش‌آموز در پادکست مدرسه، درباره‌ی نوروز در کشورهای مختلف گوش بدهید.

سوالات زیر را به فارسی پاسخ دهید.

(a) در کدام کشور تعطیلات نوروز کوتاه‌تر است؟

(1)

(b) چگونه تعطیلات طولانی در ایران دانش‌آموزان را از درس دور نمی‌کند؟

(2)

(c) چرا مراسم سمنوپیزی آسان نیست؟

(1)

(d) مراسم سمنوپیزی چه اثر خوبی دارد؟

(1)

(e) دو جشن مشترک در افغانستان و ایران را نام ببرید؟

(2)

(f) پخش کردن گل در مراسم گل گردانی نشانه چیست؟ امروزه چه کسانی آن را اجرا می‌کنند؟

(2)

(Total for Question 4 = 9 marks)

TOTAL FOR SECTION A = 30 MARKS

SECTION B: LISTENING, READING AND WRITING

Answer **ALL** questions.

Write your answers in the spaces provided.

For this task you must summarise information in response to a spoken source (5a) and a text (5b). You must also answer a question on the two sources (5c).

For question **5(a)** you are going to listen to one passage. The duration of the passage is approximately:

Passage 5(a) = 1 minute 20 seconds

You will be in charge of the recording and you may listen to the passage as often as you wish. For this question you do not have to write in full sentences, you may respond using short phrases. You may use words from the listening passage but you must not transcribe whole sections.

For question **5(b)** you are going to read one text. For this question you do not have to write in full sentences, you may respond using short phrases. You may use words from the text but you must not transcribe whole sections.

For question **5(c)** you must answer a question on both the spoken passage and the text. For this question **you must write in full sentences**. Write approximately 200–250 words.

Passage 5(a)

5 (a) به خلاصه مصاحبه با یکی از داوران برنامه‌ی "پیدا کردن صدای برتر افغان" گوش دهید.

سپس نظرات او را در مورد این برنامه خلاصه کنید. شما باید به چهار نکته اشاره کنید.

(i)

(1)

(ii)

(1)

(iii)

(1)

(iv)

(1)

(Total for Question 5(a) = 4 marks)

5 (b) متن زیر که نظرات انتقادی یک موسیقیدان درباره‌ی صحبت‌های آقای داور است را بخوانید.

من معتقد هستم که این برنامه نه تنها نتوانسته ذهنیت منفی و تابوهای موجود در جامعه افغانستان را از بین ببرد، بلکه حتی باعث تقویت آن‌ها نیز شده است؛ مثلاً بدبینی جامعه سنتی درباره تغییر در جامعه چند برابر شده است. در ضمن شرکت کنندگان جوان تا پایان برنامه از لحاظ شناخت موسیقی حرفه‌ای پیشرفتی نمی‌کنند. با این وجود تهیه کنندگان این برنامه باور دارند هدف این برنامه آموزش موسیقی حرفه‌ای به شرکت کنندگان است. وقتی به آخرین آوازه‌ها در برنامه نهایی گوش بدهید، هیچ کدام بهتر نشده‌اند و آواز خواندشان تغییر نکرده است.

این نوع برنامه‌ها بیشتر برای جذب بیننده و جوانان مشتاق شهرت است تا گسترش فرهنگ یادگیری موسیقی. به نظر من این برنامه به صورت بسیار جدی به عرصه موسیقی افغانستان کمک نمی‌کند.

نظرات انتقادی این موسیقیدان درباره این برنامه را خلاصه کنید. شما باید به چهار نکته اشاره کنید.

(i)

(1)

(ii)

(1)

(iii)

(1)

(iv)

(1)

(Total for Question 5(b) = 4 marks)

5 (c) نظرات داور و انتقادات موسیقیدان را ارزیابی کنید. شما با کدام نظر موافقت، دلایل خود را توضیح دهید. شما باید حدود ۲۰۰ تا ۲۵۰ لغت بنویسید.

(22)

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(Total for Question 5 = 30 marks)

TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 60 MARKS

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Source information

Question 1: Source adapted from <https://payamema.ir/payam/articlerelation/23266>

Question 2: Source adapted from
<https://www.bing.com/videos/?q=%d8%af%d8%a8%db%8c%d8%b1%d8%b3%d8%aa%d8%a7%d9%86+%d8%af%d8%b1+%d8%a7%db%8c%d8%b1%d8%a7%d9%86+&&view=detail&mid=428A810B1577ABBBF8ED428A810B1577ABBBF8ED&&FORM=VDRVRV>

Question 3: Source adapted from <http://fa.euronews.com/2016/12/24/euronews-ebtekar-complet-interview>

Question 4: Source adapted from https://www.youtube.com/watch?v=G_MN3IUjpt0

Question 5: Source adapted from http://www.bbc.com/persian/afghanistan/2013/04/130223_k03_afgmusic_afghan_star_kawoon

Paper 3: Listening, reading and writing in Persian

Marking principles for Section A and Section B, Questions 5(a) and 5(b)

- For open response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases where appropriate.

Example of short phrases with two or more words:

- انجام پروژه‌های مشترک (عبارت فعلی)
 - برنامه دوره (عبارت اسمی).
- When responding to open response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to give an accurate response to the question.

مثال:

متن: ازدواج با ایجاد خانواده یک پدیده اجتماعی است که همواره پشتیبان سلامت جامعه می‌باشد.

سوال: یک دلیل مثبت تأثیر ازدواج بر جامعه را نام ببرید؟

جواب قابل قبول: (سلامت) جامعه را حمایت می‌کند.

جواب غیر قابل قبول: ازدواج همواره پشتیبان سلامت جامعه می‌باشد.

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in Section A or questions 5a) and 5b) in Section B. Therefore errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example:

به سود همه/ همه کشورهای شرکت کننده

- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

(1) به خاطر آغاز بهار

AND

(1) جوانان

Use OR to show the various answers where there are more possibilities than available marks:

Any **one** of:

تفاوت سن (۱)

AND/OR

قدرت (۱)

AND/OR

نقش خانواده (۱)

- Any parts of an answer that are not essential are bracketed, for example:

نیروگاه‌های اتمی بیشتر از گاز طبیعی استفاده می‌کنند(به جای سوخت‌های سنگین مایع/ سوخت‌های فسیلی)

- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Section A - Mark scheme (listening comprehension)

Question number	Answer	Mark
1(i)	A	(1)

Question number	Answer	Mark
1(ii)	A	(1)

Question number	Answer	Mark
1(iii)	C	(1)

Question number	Answer	Mark
1(iv)	D	(1)

Question number	Answer	Mark
2(i)	C	(1)

Question number	Answer	Mark
2(ii)	D	(1)

Question number	Answer	Mark
2(iii)	B	(1)

Question number	Answer	Mark
2(iv)	C	(1)

Question number	Answer	Mark
2(v)	D	(1)

Question number	Answer	Reject	Mark
3(a)(i)	برای حفظ محیط زیست/ برای کمک به محیط زیست	محیط زیست	(1)

Question number	Answer	Reject	Mark
3(a)(ii)	انتقال اطلاعات فنی/ علمی (1) AND اجرای / انجام پروژه‌های مشترک (1)	اطلاعات همکاری	(2)

Question number	Answer	Reject	Mark
3(a)(iii)	گردشگران زیادی به آنجا می‌روند./ یک جاذبه توریستی است.		(1)

Question number	Answer	Reject	Mark
3(a)(iv)	به سود همه/ همه کشورهای شرکت کننده		(1)

Question number	Answer	Reject	Mark
3(a)(v)	همه‌ی جهان را تحت تاثیر قرار داده است.		(1)

Question number	Answer	Reject	Mark
3(b)(i)	<p>وارونگی هوا مشکلات زیادی در (1)</p> <p>شهرهای بزرگ (مانند تهران) تولید کرده است</p> <p>AND</p> <p>گرد و غبار محلی و خشکسالی شدید (1)</p> <p>AND</p> <p>برای سلامتی خطر دارد (1)</p>		(3)

Question number	Answer	Reject	Mark
3(b)(ii)	<p>بهرتر شدن کیفیت گازوئیل/ بنزین/ سوخت/ سوخت فسیلی (1)</p> <p>AND</p> <p>نیروگاه‌های اتمی بیشتر از گاز طبیعی استفاده می‌کنند (به جای سوخت‌های سنگین مایع/ سوخت‌های فسیلی) (1)</p> <p>AND</p> <p>تعداد روزهای با هوای آلوده در تهران (شهرهای دیگر) کم شده است (1)</p>		(3)

Question number	Answer	Reject	Mark
4(a)	افغانستان		(1)

Question number	Answer	Reject	Mark
4(b)	به آنها تکلیف عید می‌دهند (1) AND برنامه دوره / باید درس‌هایشان را دوره کنند (1)		(2)

Question number	Answer	Reject	Mark
4(c)	زمان زیادی طول می‌کشد تا بپزد / یک شب کامل بیدار بمانند	پختن جوانه گندم	(1)

Question number	Answer	Reject	Mark
4(d)	خانواده‌ها را دور هم جمع می‌کنند		(1)

Question number	Answer	Reject	Mark
4(e)	سیزده بدر (1) AND چهارشنبه سوری (1)		(2)

Question number	Answer	Reject	Mark
4(f)	آمدن بهار (1) AND جوانان (1)		(2)

Section B - Mark scheme (listening, reading and writing)

Question number	Answer	Reject	Mark
5(a) (i), (ii), (iii), (iv)	<p>Any four of:</p> <ul style="list-style-type: none"> این برنامه بسیار موفق بود (۱) تنها برنامه موسیقی زنده و رقابتی در افغانستان (۱) شرکت بی نظیر جوانان (۱) افزایش علاقه جوانان به یادگیری موسیقی (۱) جوانان زیادی از این طریق مشهور شدند (۱) ایجاد تحولات اجتماعی و گسترش آزادی فکر (۱) <p>Any other appropriate phrasing of the above points is acceptable.</p>	<p>Specific factual details that do not express what she thinks about work experience e.g.</p> <ul style="list-style-type: none"> در برنامه شرکت کرده است داور است نظراتش مثبت است کارش را دوست دارد/ به این برنامه افتخار می‌کند 	(4)

Question number	Answer	Reject	Mark
5(b) (i), (ii), (iii), (iv)	<p>Any four of:</p> <ul style="list-style-type: none"> برنامه، افکار منفی و تابوها را گسترش می‌دهد (۱) باعث تحریک بدبینی جامعه سنتی می‌شود (۱) کمکی به بهتر شدن آموزش موسیقی حرفه ای نمی‌کند (۱) فقط برای جذب تماشاگر طراحی شده است (۱) جوانان برای کسب شهرت به این برنامه می‌آیند (۱) وضعیت موسیقی افغانستان را بهبود نمی‌بخشد (۱) <p>Accept any alternative wording that expresses this idea.</p>	<p>Specific factual details that do not express what she thinks about work experience e.g.</p> <ul style="list-style-type: none"> نظراتش منفی است یک موسیقی دان منتقد است 	(1)

Marking principles for Section B, Question 5(c)

There are three levels-based mark grids applied to Question 5(c). The mark grids are:

- understand and respond to spoken language (AO1)
- understand and respond to written language (AO2)
- accuracy and range of language (AO3).

General guidance on using levels-based mark schemes

Step 1: Decide on a marking level

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that level. The descriptors for each level indicate the different features that will be seen in the candidate's answer for that level.
- When assigning a level, you must look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the candidate has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly level 3–4 with a small amount of level 5–6 material, it would be placed in level 3–4 but be awarded a mark at the top of the level because of the level 5–6 content.

Step 2: Decide on a mark

- Once you have decided on a level you will need to decide on a mark within the level.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that level, depending on how the candidate has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that level.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Mark grids

Understand and respond to spoken language (AO1 – 6 marks)

This mark grid assesses the candidate's understanding of spoken language and how well they use information from it to evaluate and draw conclusions.

Understand and respond to written language (AO2 – 6 marks)

This mark grid assesses the candidate's understanding of written language and how well they use information from it to evaluate and draw conclusions.

The two mark grids for AO1 and AO2 are presented side-by-side. This is because of the interconnection of the task in that candidates need to compare information that they hear to the information that they read. They need to do this in order to weigh up the views in both sources to be able to write their evaluation and come to cohesive conclusions.

Indicative content

When deciding how to reward the answer you should consult these mark grids as well as the indicative content associated with the question (see below). Indicative content contains points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as candidates provide alternative responses that fulfil the requirements of the question.

Understand and respond to spoken language (AO1)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material	0	No rewardable material
1-2	<ul style="list-style-type: none"> Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation. Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints. 	1-2	<ul style="list-style-type: none"> Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation. Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.
3-4	<ul style="list-style-type: none"> Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation. Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints. 	3-4	<ul style="list-style-type: none"> Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation. Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.
5-6	<ul style="list-style-type: none"> Expresses relevant and substantiated judgements on the viewpoints in the spoken source showing clear evaluation. Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints. 	5-6	<ul style="list-style-type: none"> Expresses relevant and substantiated judgements on the viewpoints in the written source showing clear evaluation. Draws convincing conclusions on written source, consistent with evaluation of viewpoints.

Accuracy and range of language mark grid (AO3)

This mark grid assesses candidates' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1-2	<ul style="list-style-type: none">Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language; errors occur that often prevent meaning being conveyed.
3-4	<ul style="list-style-type: none">Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.Some accurate sequences of language; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5-6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.Frequent sequences of accurate language; errors occur that occasionally hinder clarity of communication.
7-8	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.Accurate language throughout most of the response; errors occur that rarely hinder clarity of communication.
9-10	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.Accurate language throughout; any errors do not hinder clarity of the communication.

Additional guidance

Complex language is considered to include the following:

- all grammar and structures included in the grammar list that are specific to A Level
- conceptually challenging tenses such as the pluperfect, future
- passive voice
- subjunctive mood
- use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions, pronouns and relative clauses
- using synonyms and a variety of expressions to say things in different ways.

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by candidates. You should judge in which mark level to place candidates and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

Articulate: articulate communication is fluent, effective and coherent as candidates control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier the reader can progress through the writing without having to re-read to understand the message. If candidates are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments/interest the reader. The writing will become more difficult to read with ease as the reader has to stop and re-read to understand the message.

Errors: candidates are not expected to produce perfect, error-free writing in order to access the top level. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors: candidates are not expected to produce perfect, error-free writing in order to access the top level as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example using the indefinite article in the wrong place, for example کتاب خوبی که خواندم instead of کتاب خوبی که خواندم
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Section B, Question 5(c) - Indicative content

Candidates must evaluate the points of view in both 5(a) and 5(b)

Question number	Indicative content
5(c)	<ul style="list-style-type: none"> Any answer that describes the judge's point of view in positive or negative terms, consistent with the information presented in the source material, for example agreement with the effectiveness of the show, its positive impact on society. Any answer that describes the music critic's point of view in positive or negative terms, consistent with the information presented in the source material, for example disagreement with the show, its negative impact on society and music in Afghanistan. Conclusions consistent with candidate's line of argument, for example it is good to have this kind of show because it can change the individual lives, young people can become famous and richer and talented young people can be found.

Additional Guidance: example candidate answer to 5(c)

The example below demonstrates what a candidate might include in their answer to 5(c) and how it may be structured. The *Comment* column demonstrates how the answer meets the requirements of the assessment criteria in the two mark grids *Understand and respond to spoken language* and *Understand and respond to written language*.

Example candidate answer	Comment
نظر داور نسبت به این برنامه و کار خودش بسیار مثبت می‌باشد. به عقیده او این برنامه بسیار موفق بوده و تنها محل اجرای زنده برای خوانندگان جوان افغان است. این برنامه همچنین علاقه جوانان را به موسیقی زیاد می‌کند و بسیاری از آن‌ها از طریق این برنامه مشهور می‌شوند.	Expresses judgements on the viewpoints in the spoken source
اما منتقد موسیقیدان فکر می‌کند این برنامه ذهنیت منفی در جامعه به وجود می‌آورد و افرادی که باورهای سنتی دارند را عصبانی و ناراحت می‌کند. این برنامه در ضمن هیچ کمکی به مهارت موسیقی این افراد نمی‌کند. هدف اصلی آن بالابردن تعداد تماشاگران است. او فکر می‌کند که جوانان شرکت کننده فقط برای کسب شهرت وارد این برنامه می‌شوند.	Expresses judgements on the viewpoints in the written source
در نتیجه، من بیشتر موافق صحبت‌های داور هستم چون بسیار مثبت است و جوانان را حمایت می‌کند. او آن‌ها را تشویق می‌کند که بدنبال آرزوهایشان بروند. اما منتقد موسیقی دان خیلی منفی فکر می‌کند و مخالف ایجاد هر تغییری در جامعه می‌باشد. گرچه شاید در مورد این که در این گونه برنامه‌ها باید بیشتر مراقب جامعه سنتی بود نظرش درست باشد.	Draws conclusions on spoken and written sources consistent with judgements on viewpoints

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