

**GCE**

**Persian**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2016**

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

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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

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

**Abbreviations**

/  
( )  
—

**Meaning**

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

**12 Subject-specific Marking Instructions**

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

## Section A: Listening and Writing

## Exercise 1:

Question	Answer	Marks [12]	Guidance
1	J	1	<b>Multi-choice</b>  <b>either</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.  <b>or</b> This task is scanned in by the page. Marks are awarded individually. No annotations are necessary.
2	J	1	
3	J	1	
4	J	1	
5	J	1	
6	J	1	
7	J	1	
8	J	1	
9	J	1	
10	J	1	
11	J	1	
12	J	1	

## Exercise 2

Question	Answer	Marks [13]	Guidance
الف	9 - فکر	1	<b>Gap-fill either</b> The elements are scanned in individually. No annotation is necessary. Enter 1,0 or NR as appropriate. Ignore mis-spellings.  <b>Or</b> The elements are scanned by the page. No annotation is necessary.
ب	6 - گوناگون	1	
پ	13 - گروهی	1	
ت	1 - توانایی	1	
ث	7 - حرفه‌ای	1	
ج	5 - مرتب	1	
چ	2 - آرام می‌کند	1	
ح	11 - مانند	1	
خ	8 - بعضی وقت‌ها	1	
د	10 - لذت بخش‌تر	1	
ذ	15 - می‌آموزم	1	
ر	3 - جلب می‌کند	1	
ز	18 - - بیهوده	1	

## Exercise 3

## Task specific guidance:

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

Question	Answer	Marks [15]	Guidance
1	A charity (organization)	[1]	Any indication that <u>young people</u> not eating <u>healthy</u> food or eating <u>unhealthy/junk</u> food is acceptable.
2	Insufficient <u>essential nutrition</u> in children's daily meal Diet of <u>overweight/obese</u> children	[1] [1]	
3	In preparing/ Improving school meal programme Giving the information to <u>parents to change their daily meal</u> diet	[1] [1]	
4	To carry out this research/survey/investigation To gather information/ filling the questionnaires/ question papers/ survey (throughout the country)	[1] [1]	Any 2 out of 3 DNA 'complete the question/form'/ collect the survey/ give in data
5	High school graduates / university students (at first year) /finish school They pay low wages	[1] [1]	Any indication to low wages or salary or less money
6	They should be able to use computer All the survey work will be on computer	[1] [1]	
7	All pupils of primary and secondary schools (throughout the country)	[1]	Any indication to children/teenagers
8	Giving one healthy <u>meal</u> (every day) to children from <u>low income families</u> Giving them free lunch tickets (without their classmates noticing)	[1] [1]	
9	Sending email to the charity organisation (to get information and the form)	[1]	

## Exercise 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)

## Task Specific Guidance

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

## Task 4: Communication points

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[10]		
	<p>برادر من که هنوز در دبیرستان درس می‌خواند، / بروشوری درباره‌ی  آگهی این تحقیق به من داد. / من مایلم برای کار موقتی که در آن پیشنهاد  شده تقاضا کنم. / من دبیرستان را سال گذشته تمام کردم / من مهارت‌های  کامپیوتری بسیار خوبی دارم / و به زبان‌های خارجی آشنایی دارم / فرض  من براین است که شما به هر نفر یک کامپیوتر (لپ‌تاپ) می‌دهید. /  درحال حاضر من روزهای دوشنبه و چهارشنبه وقت آزاد برای این کار  دارم. / به پیوست این ایمیل فهرست درس‌هایی که در دبیرستان گذرانده‌ام  / و همچنین نمراتم را برایتان می‌فرستم .</p>			



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

QoL: Read response again and assess for language.

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

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

## Section B: Reading and Writing

## Exercise 5 – Part a

Question	Answer	Marks [10]	Guidance
1	ب – b		<p><b>1 mark for each correct answer</b></p> <p>This task is scanned in by the page. The marks are awarded individually. No annotations are necessary.</p>
2	پ – c		
3	پ – c		
4	الف – a		
5	الف – a		
6	ب – b		
7	ب – b		
8	پ – c		
9	الف – a		
10	پ – c		

## Exercise 5 – Part b

Questions							Marks	Guidance
	آرمان	دَریا	رُکسانا	پیام	نوید	پرویز	[10]	1 mark for each correct answer
1				X	X	X		This task is scanned in by the page. The marks are awarded individually. No annotations are necessary. If the candidate has put more than 10 ticks, add up the total number of correct marks and deduct 1 mark for each tick over 10.
2					X	X		
3			X	X				
4	X	X			X			

**Exercise 6****Task specific guidance**

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

**Assessing Quality of Language**

- a. You will get a separate screen which will be the whole page (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
- b. Apply Grid C.2 and enter the mark.
- c. When candidates have left several questions unanswered, click on “fit height” to have an overall view.

## Exercise 6

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[20]		
1	چون خیلی متفاوت با جاهای دیگر ایران بود.	1		
2	به آرزوی چندین ساله اش رسید.	1		
3	ساحل / شن های نقره ای - آب های آبی / نیلگون / دریای جنوب	1&1		
4	آب دریا در این جزیره شفاف و روشن است / وجود مرجان ها که به صورت طبیعی آب را تصفیه و شفاف می کنند.	1&1		
	کف این کشتی ها شیشه ای بود	1		
5	از داخل کشتی، انواع موجودات دریایی (از جمله انواع ماهی ها، مرجان ها، خرچنگ ها و ستاره های دریایی) را می توانستند ببینند - به حالت آکواریوم طبیعی	1 1		
6	تجربه ی بسیار دلپذیر و بی نظیری بود / موسیقی زنده و پذیرایی، آن را دلپذیرتر و به یادماندنی کرد	1&1	خاطره فراموش نشدنی قابل قبول نیست.	
7	فقط یکی از آن ها - بقیه که معمولاً وقت خرید ندارند، بیشتر در بازار (های بزرگ و پُر زرق و برق کیش) <u>خرید می کردند</u>	1&1		
8	به اقتصاد جزیره کمک می کند / از جاذبه های اصلی آن هستند / چون در آن جا کالاها ارزان تر است	1&1		
9	کشتی در این جزیره به <u>گل نشست</u> (و دیگر از آن جا حرکت نکرد) - علت آن معلوم نیست	1&1		
10	چون بیشتر دانشگاه های کیش به اینها وابسته اند	1		
11	(دوره های) کارشناسی ارشد / دکترا (در مهندسی، کامپیوتر و حقوق)	1		
12	با دانشگاه های (مالزی و استرالیا) همکاری دارند / مدارک بین المللی ارائه می دهند	1		

**Exercise 6**

- If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
- If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

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

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

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

**Task 7a Comprehension. Grid I [10 marks]****a. Annotations:**

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

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

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

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



Question	Indicative content	Marks	Levels of Response
	<p>یوتیوب به وسیله‌ی سه نفر از کارکنان پیشین شرکت پی‌پال* پایه‌گذاری شد. / آن‌ها ابتدا تلاش کردند عکسی را در اینترنت به اشتراک بگذارند. / بعد از موفقیت در این کار، تصمیم گرفتند وبلاگی ایجاد کنند/ که در آن فیلم‌های کوتاه به اشتراک بگذارند/ تا دیگران آن‌ها را ببینند / و این امکان برای دیگران هم باشد که فیلم‌های کوتاه خود را به اشتراک بگذارند. /</p> <p>برای رسیدن به این هدف این سه نفر با هم برنامه‌ریزی و سرمایه‌گذاری کردند. / اولین محل دفتر فنی یوتیوب در کالیفرنیا بود. / یوتیوب در فوریه ۲۰۰۵ فعال شد / و در طول چند ماه توسعه‌ی فراوانی یافت. /</p> <p>اولین ویدئوی یوتیوب، فیلم چند ثانیه‌ای از باغ وحش سن دیگو بود/ که توسط یکی از پایه‌گذاران این شرکت به سایت آن ارسال شد. / محبوبیت یوتیوب به سرعت افزایش یافت/ به طوری که طی دو ماه صد میلیون بازدید کننده داشت. / یک سال بعد شرکت گوگل، یوتیوب را با قیمتی بیش از یک و نیم میلیارد دلار خرید. /</p> <p>امروزه رسانه‌های ارتباطی از جمله یوتیوب به علت استفاده‌ی وسیعی که از آنها در سراسر جهان می‌شود، / نقش بزرگی در تحولات اجتماعی و فرهنگی مردم / و همچنین دسترسی مردم به گنجینه‌های هنری و فرهنگی گوناگون دارند. / ویژگی آنها هم آسان، ارزان و سریع بودن این امکانات همه‌گیر است. / یوتیوب اکنون ماهانه بیش از یک میلیارد کاربر و بازدیدکننده دارد. /</p>	[10]	<p><b>Grid I</b>  <b>COMPREHENSION OF TEXT</b>  <b>9-10</b>  <b>Consistently relevant</b> information. Includes <b>nearly all the points</b> from the original passage. Shows a <b>very clear understanding</b> of the text</p> <p><b>7-8</b>  <b>Relevant information</b> showing understanding of <b>up to two thirds</b> of the points from the original passage. There <b>may be one or two instances of lifting</b> from the original passage.</p> <p><b>5-6</b>  <b>Some relevant</b> information showing understanding of <b>up to half</b> of the points. There <b>may be instances of lifting</b> from the original passage.</p> <p><b>3-4</b>  <b>Little relevant information.</b> Includes <b>up to a third</b> of the points, showing understanding of some of the points. <b>Over-reliance on phrases lifted from the original passage.</b></p> <p><b>0-2.</b>  <b>No relevant information</b> or supplies <b>one or two relevant points</b> from the original passage.</p> <p><b>19-17 = 10 Marks</b>                      <b>10-9 = 7 Marks</b>  <b>16-14 = 9 Marks</b>                        <b>8-7 = 6 Marks</b>  <b>13-11 = 8 Marks</b>                        <b>6-5 = 5 Marks</b></p>

## Task 7(b) Response Grid J [20 marks]

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

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

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	<b>[20]</b>	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See <b>Task 8a</b> above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

## APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.	9-10	<b>Effective and confident use of a wide range</b> of vocabulary and idiom with a <b>variety of complex sentence structures</b> .
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas</b> .	7-8	<b>Effective use of a range of vocabulary and structures</b> appropriate to the task, with <b>little repetition</b> . A <b>positive attempt to introduce variety</b> and to use a <b>range of complex sentence structures</b> (though not always able to maintain correct usage).
5-6	Shows evidence of <b>fair understanding of grammatical usage</b> . <b>Generally accurate use of simple sentence structures</b> . Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent</b> .	5-6	<b>Attempts to extend the range</b> of vocabulary, though still rather repetitive. <b>Attempts to use more complex language with some success</b> in producing a range of syntax and sentence structures appropriate to the task.
3-4	Evidence of <b>gaps in basic grammar</b> . <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures</b> . (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3-4	Use of a <b>restricted range of vocabulary and structures</b> . <b>Frequent repetition</b> of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0-2	<b>Little evidence of grammatical awareness</b> . <b>Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	<b>Only simple sentence patterns</b> . <b>Very limited vocabulary</b> . Very limited range of structures.

## Transcripts of Listening Texts

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

## تمرین ۱ – درک شفاهی

## Tapescript for Task1

## مشکل نیکی

به گفتگوی نیکی که دختری ۱۶ ساله است با یک مشاور کودک و نوجوان گوش دهید:

مشاور - مادرت میگه تو خونه درس نمیخونی و تو کلاس هم توجه کافی به حرف‌های معلم نداری. خودت چی فکر می‌کنی؟  
نیکی - درس می‌خونم ولی نه اونقدری که مادرم انتظار داره. در کلاس درس هم حواسم زود پرت میشه.

م - مثلاً چطوری؟ میتونی یکی دو مورد رو بگی؟

ن - مثلاً دوستم یواشکی موبایلشو در میاره و عکسی رو به من یا به یکی از همکلاسی‌هام نشون میده، من هم دیگه به درس گوش نمیدم.  
م - دیگه چی؟

ن - اگه هرکس کوچکترین حرف غیردرسی بزنه یا شوخی کنه من دلم می‌خواد درس رو کنار بذارم و فقط بگیرم و بخندیم.

م - تو همچین موقعی چی کار می‌کنی؟

ن - هرچی معلم میگه ساکت ، من نمی‌شنوم ، گاهی هم خودمو به نشنیدن میزنم و بعد هم مدتی طول میکشه تا به حالت اول برگردم.

م - خونه چطور؟ چرا خوب درس نمی‌خونی؟ برات مهم نیست که نمرات خوبی بگیری و در آینده بری دانشگاه؟

ن - چرا دلم می‌خواد و برام مهمه ولی دست خودم نیست. تا کتاب و دفتر و باز می‌کنم، فکرای دیگه به سرم میاد و نمیتونم تمرکز داشته باشم. دوست دارم جلوی کامپیوترم بشینم و گیم بازی کنم. بعضی وقت‌ها هم رو مبل لم بدم و تلویزیون تماشا کنم، تازه اونو هم بادقت نگاه نمی‌کنم، فقط به صفحه‌ی تلویزیون زل می‌زنم و فکرای خودمو می‌کنم.

م - مثلاً به چی فکر می‌کنی؟

ن - بیشتر فکر امتحان و درس پرسیدن معلم ، درس بلد نبودن و تکلیف انجام ندادن و شکایت معلما به مادرم!

م - خوب چرا درس نمی‌خونی که این‌طور فکرا رو نکنی؟

ن - چندبار تصمیم گرفتم و سعیم رو هم کردم ولی انگار دست خودم نیست، دلم می‌خواد اینطوری باشم و همه از من راضی باشن ولی نمیشه، به نظر شما میشه بتونم به جوری بیشتر حواسم جمع کنم و رو درس تمرکز کنم؟

م - البته که میشه، فقط باید واقعاً بخوای و با من همکاری کنی.

## Tapescript for Task 2

## تمرین ۲ – درک شفاهی

وقت آزاد

به گزارش این دانش‌آموز درباره‌ی گذراندن وقت آزاد گوش کنید:

گروه‌های سنی مختلف نوجوانان و جوانان با توجه به طرز تفکر و علاقه‌هاشون، وقت بیکاریشون را به شکل‌های گوناگون می‌گذرونن. بعضی از همکلاسی‌های من با دوستانشون به سینما یا تئاتر و گاهی هم به رستوران می‌رن. بعضی‌ها هم براساس استعداد و علاقه‌شون، به کلاس‌های هنری از جمله نقاشی و موسیقی می‌رن.

یکی از دوستانم اونقدر به ورزش مخصوصاً شنا علاقه داره که بیشتر وقت بیکاریش رو در استخر به شناکردن می‌گذرونه، چون می‌خواد یه شناگر حرفه‌ای بشه و در آینده در مسابقات مختلف شرکت کنه. اگر دوستی باهاش بره استخر، چه بهتر، ولی اگر کسی نباشه خودش تنها و به طور منظم می‌ره و شنا می‌کنه. می‌گه شنا فشارهای روانی و خستگی فکریش رو از بین می‌بره و بهش آرامش می‌ده.

من اگرچه این دوستم رو تحسین می‌کنم و دلم می‌خواست مثل او باشم، اما واقعیت اینه که من از گروه اول هستم و هرچند گاهی ورزش می‌کنم ولی از تفریحات گروهی بیشتر لذت می‌برم. من همیشه در جمع دوستانم چیزای جدید یاد می‌گیرم، حتی چیزایی درباره‌ی خودم که قبلاً نمی‌دونستم و این برام خیلی جالبه. به نظر من وقت آزاد رو میشه جوری گذرونند که با وقت تلف کردن فرق داشته باشه.

## Tapescript for Task 3

## تمرین ۳ – درک شفاهی

## تغذیه در مدارس

به گزارش زیر درباره‌ی " تغذیه در مدارس " گوش دهید:

یک سازمان خیریه در نظر دارد تحقیقی گسترده درباره‌ی تغذیه‌ی ناسالم کودکان و نوجوانان انجام دهد. در این پژوهش می‌خواهند کمبود مواد خوراکی ضروری در برنامه‌ی روزانه‌ی کودکان و نوجوانان، همچنین رژیم غذایی کسانی که اضافه وزن دارند را بررسی کنند. نتایج این پژوهش قرار است در تهیه‌ی برنامه‌ی ناهار روزانه که در مدارس به دانش‌آموزان داده می‌شود، مورد استفاده قرار گیرد. علاوه بر این، اطلاعات به دست آمده را به خانواده‌ها می‌دهند تا به آن‌ها کمک کنند که برنامه‌ی غذایی خود را تغییر دهند.

برای انجام این پژوهش به تعداد زیادی داوطلب نیاز دارند تا در جمع‌آوری اطلاعات و پرکردن پرسشنامه‌ها در سطح کشور به آن‌ها کمک کنند. در واقع این کار موقت برای آن‌هایی که دبیرستان را تمام کرده‌اند یا در سال اول دانشگاه هستند، بیشتر مناسب است چون دستمزد کمی پرداخت خواهد شد. علاقمندان به شرکت در این تحقیق باید بتوانند با کامپیوتر کار کنند چون از همان ابتدا کار با استفاده از کامپیوتر خواهد بود. این تحقیق، کودکان و نوجوانان دبستان‌ها و دبیرستان‌های کشور را دربرمی‌گیرد.

یکی از اهداف اصلی این مؤسسه‌ی خیریه آن است که به بچه‌های خانواده‌های کم درآمد، روزانه یک وعده غذای سالم در مدرسه داده شود. این کار معمولاً از طریق دادن کوپن‌های مجانی غذا به آنان، بدون آنکه همکلاسی‌هایشان متوجه شوند، انجام می‌گیرد. علاقمندان می‌توانند با فرستادن یک ایمیل به این سازمان خیریه، اطلاعات و فرم تقاضای کار را دریافت کنند.

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