



GCSE

Persian

Unit **A824:** Writing

General Certificate of Secondary Education

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

Communication

	Relevant point
	Development of point
	Just/Justification
	Opinion
	Repetition
	Irrelevant (material which doesn't relate to the topic)
	Attempted but not entirely successful
	Point of View

Quality of Language

	Verbal construction
	Past tense correctly used
	Future tense correctly used
	Other tense correctly used
	Subordinate clause
	Lovely – Lexical item
	Attempted but not entirely successful

Abbreviations	Meaning
()	Words which are not essential to gain the mark
<u> </u>	Underlined words must be included to gain the mark

Subject-specific Marking Instructions**Scheme of Assessment****Candidates answer two questions**

	Communication	Quality of Language	Total
Question 1	10	15	25
Question 2	10	15	25
Question 3	10	15	25
Question 4	10	15	25
Question 5	10	15	25
Total for two questions	20	30	50

General notes for marking

Candidates are required to answer two questions. If they attempt to answer more than two questions you should mark each response individually and submit the marks for the best two responses.

Candidates should write up to a maximum of 150 words for each question. If they write significantly less than 150 words this will be self penalising in terms of the number of marks they will receive for quality of language. If they write significantly more than 150 words estimate the first 150-165 words and assess this section for quality of language. Read everything the candidate has written, marks for Communication can be gained anywhere.

Each question must be for a different purpose; eg blog / e-mail / letter / magazine article / script of a conversation. If the same format is used for both tasks the examiner should record centre details and pass these to PE/QM in the first instance.

Task specific guidance

Mark two essays using the Communication and Quality of Language grids.

Question	Answer	Marks	Guidance
Task 1-5 Communication	No Indicative Content – personal response	10 per essay	General notes for marking communication: Mark for communication using the principle “if in doubt, sound it out”. Allow cognates. Do not allow languages other than the target language. Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, “continuous present tenses”, which are inappropriate in the target language, failure to write on the task set, or complete non-sequiturs The prompts provided are no longer mandatory in nature so accept any points on the subject set for the task. Irrelevance (IR) may earn Quality of Language marks (but not Communication marks) Repetition (REP) (inc. repeated structures and lists) will not gain any additional marks. For example – using only the words ‘because it is’ to express opinions or points of view becomes repetition of one structure and does not qualify as ‘a range of ...structures’ in quality of language. If the response is good and very detailed but not many point of view or opinions are expressed, the mark must reflect this. Remember that both information and points of view are required in each mark band.

Question	Answer	Marks	Guidance
Task 1-5 Quality of Language	No Indicative Content – personal response	15 per essay	Notes for marking quality of Language: Irrelevance (IR) may earn Quality of Language marks (but not Communication marks). Repetition (REP) (inc. repeated structures and lists) will not gain any additional marks.

APPENDIX 1

Communication 10 marks		Guidance
9–10	Fully relevant and detailed response to the task. Clearly expressed information. Fully developed and justified ideas and points of view.	
7–8	Gives a relevant and detailed response to the task. Expresses more than straightforward ideas and points of view, sometimes with justifications.	3 or 4 justifications / conditional / any complex structure that develops simple thoughts
5–6	Produces enough language to respond to the task. Gives factual information. Expresses opinions and points of view, and sometimes provides justifications	1 or 2 justifications / conditional / any complex structure that develops simple thoughts
3–4	Communicates with simple, short pieces of information in response to the task. Expresses some opinions (and /or points of view). Occasionally gives a justification.	1 or 2 simple opinions with 1 justification; 1 opinion = 3; 2 opinions = 4 1 justification
1–2	Communicates simple or a few facts. Can express simple opinions. Sometimes irrelevant or repetitive.	
0	Communicates no relevant information.	

APPENDIX 2

Quality of Language 15 marks	
14/15	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent and controlled. Communicative language accepted within the right genre and when consistent
12/13	Successful with more complex language features, though with some inaccuracy . A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material.
10/11	A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous.
8/9	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
6/7	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
4/5	Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences.
2/3	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing coherent or accurate enough to be comprehensible.

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