



GENERAL CERTIFICATE OF SECONDARY EDUCATION

PERSIAN

Speaking

1922/02

TEACHER/EXAMINER BOOKLET

**To be opened four working days before the first
day of Speaking tests at the Centre
To be completed between 7 March and 15 May 2010**

7 MARCH – 15 MAY 2010



INSTRUCTIONS TO TEACHERS/EXAMINERS

- Materials must **not** be removed from the Centre.
- Four working days before the first day of Speaking tests at the Centre, the Examinations Officer should make available the confidential Teacher/Examiner Booklet to the Head of Languages or appropriate specialist teacher.
- Teacher/Examiners must ensure that they have sufficient time to familiarise themselves with the materials and procedures.
- Teacher/Examiners must take great care to ensure that the confidential information in this Booklet does not reach any candidates directly or indirectly.
- This document consists of **40** pages. Any blank pages are indicated.

RANDOM ORDER SHEET

Candidates should be examined in accordance with the random order sheet below.

The booklet is changed after every third candidate. If a break in examining occurs (e.g. overnight, lunch etc) in the sequence of three, start again after the break at the beginning of the next series of three in order to maintain security.

Candidate order:	Booklet Number
1, 2, 3	1
4, 5, 6	2
7, 8, 9	3
10, 11, 12	4
13, 14, 15	5
16, 17, 18	6
19, 20, 21	1
22, 23, 24	5
25, 26, 27	3
28, 29, 30	4
31, 32, 33	6
34, 35, 36	2

If there are more candidates than this table allows for, please begin again with number 1.
You may photocopy or detach this sheet so that you have it more conveniently in front of you.

PLEASE READ THE FOLLOWING INFORMATION IN CONJUNCTION WITH THE SPECIFICATION FOR DUTCH, PERSIAN, PORTUGUESE AND TURKISH AND ANY COMMENTS IN THE EXAMINER'S CENTRE REPORT FOR LAST YEAR'S SPEAKING TESTS.

Please note that you must examine your candidates in accordance with the Random Order sheet on the inside front cover opposite.

Security of Test Material

The test material is confidential until the end of the period specified on the OCR timetable. It must be securely locked away when not being used for teacher preparation or testing. At the end of each session all items must be accounted for.

Quiet conditions

These are essential. The examination room should be free from any noise and disturbance from outside the building (e.g. lawn-mowers). It should not be close to corridors used by large numbers of students between lessons, but if movement within the building is unavoidable, steps should be taken to keep that noise to a minimum. Notices must be displayed to prevent interruptions from people entering the room unaware that an examination is in progress.

Separate preparation room

This is essential. It should be near the examination room, and must not be part of a corridor. Other students should not have access to the area. The room should be equipped with a table where the candidate can prepare the role-play tasks.

The candidate is not allowed to make any kind of written notes during the preparation time.

There should be no contact between candidates preparing and those that have finished the test.

Invigilation

OCR recommends that an invigilator supervise the candidates while they are preparing for the test.

Dictionaries

No access to dictionaries is allowed during the preparation time or during the examination.

Supporting material

Candidates must not take any kind of written notes or illustrations into the examination and must not make any notes during the preparation time.

The Conduct of the Speaking Test

The test will last 12-15 minutes.

The first candidate at each session should be given a maximum of 15 minutes to prepare. Each subsequent candidate should be given the same amount of time to prepare while the previous candidate is being examined.

Recording the tests on to cassette

Centres must record all candidates and send all recordings to the external Examiner.

Recording should start on side A and continue on side B. At the beginning of each side teacher/examiners should identify the name of the teacher and Centre number. The name of each candidate should be identified by the **teacher/examiner** at the start of each test – this should **not** be left to the candidates themselves. After the last recording on each side teacher/examiners should say 'no more recordings on this side'.

Both the candidate and the teacher/examiner should be clearly audible. Teachers' voices tend to be louder than those of most candidates. The microphone should therefore be placed facing the candidate, approximately 60cm from his/her face. Small, portable cassette recorders with integral microphones should be avoided, unless an external microphone can be used.

Recording the tests on to CD

- Record the candidates in the order of the attendance register.
- If that is not possible, complete the CD insert with candidate details in recording order.
- Each recording should indicate candidate number and name.
- Each recorded **file** on the CD must be clearly named using the following convention:
Centre number – candidate number – unit number – component number.
- Each CD should be labelled with the centre number and unit number.
- To label CDs use CD friendly marker pens. The use of biro, for example, may make the contents of the CD unreadable.
- Centres should complete each CD insert.

For more technical information go to the OCR website and the document

Digital Audio Technology: Guidance to Centres and Assessment Personnel

Please note the pause button should not be used during a test.

Teachers are asked to check that each test has been recorded properly by reviewing the last few seconds of the test.

Before submitting cassettes to the external Examiner, teacher/examiners are asked to ensure that cassettes are re-wound to the beginning of side A and the cassette labels provided are completed. Cassettes should also be clearly identified.

Completion of Mark Sheets

The teacher must complete an individual mark sheet for **each** candidate with:

- the candidate and Centre number and name
- a tick to show the language being examined
- name of teacher who conducted the test
- date of test
- number of the booklet used
- titles of topics for General Conversation

When the tests are complete, you must send the following to the external Examiner:

- all Attendance Registers for Component 02
- all individual mark-sheets
- the clearly labelled recordings of all candidates' tests

NB Please ensure that all cassettes/CDs are enclosed when sending them to the external Examiner and that all candidates have been recorded.

The Examinations Officer at your Centre will receive the name and address of the external Examiner. If you have carried out the tests before this arrives, please keep the cassettes/CDs secure in the meantime.

All materials must be received by the external Examiner no later than 15th May.

It is essential that cassettes/CDs be packed securely to ensure safe delivery.

Absent Candidates

If any candidates are absent on the day(s) set aside by the Centre for the Speaking tests, they may be tested at another time **within the specified period** and the following items must be despatched immediately with a covering letter to the external Examiner:

- the candidate's individual mark sheet, completed according to the instructions above
- the recording of the test.

If a candidate remains ill beyond the specified period, they must be tested later and the recording of the test must be sent with the documents listed above to OCR along with a request for special consideration.

The Elements of the Test (15 mins approx)

It is essential that candidates do all parts of the test as set out below. Candidates cannot be compensated for any part which is omitted.

Section 1 Role Play

Section 2 Role Play

Section 3 Narrative Role Play (3 mins)

General Conversation on 3 Topics (6 to 7 mins)

On the page after each of the Narrative Role Plays printed later in this booklet, there are four topics listed. The teacher must select 3 topics which must not be notified to candidates in advance. Please also refer to the suggested questions on pages 34 to 38.

Speaking Test Mark Scheme

Section 1	Role Play	Communication	8 marks
Section 2	Role Play	Communication	4 marks
Section 3	Narrative RP	Communication	8 marks
General Conversation		Communication	10 marks
Overall quality of language		Accuracy	20 marks

Total **50 marks**

The marking criteria below are given for information only. Teacher/examiners are not required to give marks.

SECTION 1 ROLE PLAY

One role play situation using a verbal stimulus and requiring the accomplishment of four tasks. Teacher/examiners should act as well-disposed native speakers who know no English.

2	Candidate successfully communicates the message without ambiguity and with little assistance from the teacher/examiner. Incorrect use of the 'you' form overlooked at this level.
1	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the teacher/examiner, without being given the answer.
0	Candidate fails to communicate message or is given the answer by the teacher/examiner.

NB Incorrect use of the 'you' form does not impede communication at this level.

Total mark out of 8.

SECTION 2 ROLE PLAY

One role play situation using a verbal stimulus, requiring the accomplishment of four tasks, some of which may involve unpredictable elements and which allow for some freedom of response.

2	Candidate successfully communicates the message without ambiguity and with little assistance from the teacher/examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
1	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the teacher/examiner, without being given the answer.
0	Candidate fails to communicate message or is given the answer by the teacher/examiner.

Total mark out of 8 ÷ 2 = 4.

SECTION 3 ROLE PLAY

One role play situation using a verbal and visual stimulus which requires the candidate to narrate an account of an experience or event in the past. The test is not intended to be a monologue and candidates are expected to respond to the examiner where appropriate.

Section 3 Narrative role play

8	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
7–6	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with teacher/examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
5–4	Communicates most of the main points. Some guidance needed from the teacher/examiner. Responds to queries from the teacher/examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
3–2	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the teacher/examiner, and responds hesitantly. Pace slow. Lacks fluency.
1–0	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to teacher/examiner. Pace very slow. Little fluency.

Total mark out of 8.

GENERAL CONVERSATION (6 to 7 minutes)**General Conversation – Communication 10 marks**

10	Conversation topics handled very impressively. Spontaneous interchange with the teacher/examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
9–8	Conversation topics handled well. Teacher/examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
7–6	Develops the conversation topics reasonably well OR may only have one strong topic. Expresses opinions. Communicates clearly, despite errors.
5–4	Conversation topics dealt with in a straightforward but limited way. Teacher/examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
3–2	Conversation topics only work with considerable input from the teacher/examiner, and simple questions only understood when they are rephrased. Only some points clearly communicated, and many errors.
1–0	Little or nothing of merit.

Quality of Language (covers the whole examination) 20 marks

20–19	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
18/17/16	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
15–14	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
13/12/11	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
10–9	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times.
8–7	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3–2	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
1–0	Little or nothing of merit.

On the following pages are the teacher's versions of the six different role play booklets. These consist of:

- the candidate's version of the Section 1 and Section 2 role plays
- the teacher's version of the Section 1 and Section 2 role plays
- the Section 3 narrative role play in the same form as given to the candidate
- the topics for the general conversation (and suggested questions on pages 34–38)

For Sections 1 and 2 there are suitable introductory remarks and responses for use by the teacher. These are to be regarded as mandatory in substance but may be rephrased as long as the teacher does not give a different meaning or unfair advantage by, for example, providing an item of vocabulary that the candidate needs.

BOOKLET 1

Section 1

Situation: You are at the information desk of a high street store in Samarkand. Your teacher will play the part of the desk attendant and will start the conversation.



You will have to:

- say what you want (e.g. clothes / computer games / books)
- say what you want to eat (e.g. cake / sandwiches / lunch)
- ask where the toilets are
- say thank you and goodbye.

Section 2

Situation: You are visiting a doctor in Mashad. Your teacher will play the part of the doctor and will start the conversation.



You will have to:

- say what is wrong with you (e.g. headache / sore throat / temperature)
- answer the question
- ask when to take the tablets
- say you arrived yesterday.

BOOKLET 1

Section 1

Situation: At a store's information desk.

Teacher: **Set the scene.**

شما در مقابل میز اطلاعات فروش گاه هستید و من هم مسئول میز هستم.

Start by greeting the customer and offering help.

صبح بخیر چه فرمایشی دارید؟

1 Candidate: Say what you want (e.g. clothes / computer games / books).

Teacher: **Say the section he/she needs is on the first floor, anything else?**

قسمتی که شما می‌خواهید طبقه اوله. دیگه چی می‌خواهید؟

2 Candidate: Say what you want to eat (e.g. cake / sandwiches / lunch).

Teacher: **Say the eateries are on the third and fifth floors.**

غذا خوری‌ها طبقه سوم و پنجم، دیگه چی؟

3 Candidate: Ask where the toilets are.

Teacher: **Say on the ground and fourth floors.**

در طبقه هم‌کف و چارم.

4 Candidate: Say thank you and goodbye.

Teacher: **Say have a nice day.**

روزتون خوش.

Section 2

Situation: At a doctor's surgery.

Teacher: **Set the scene.**

شما به مطب دکتر آمده‌اید و من هم دکتر شما هستم.

Start by greeting the patient and offering help.

سلام، بفرماین، مشکلتون چیه؟

1 Candidate: Say what is wrong with you (e.g. headache / sore throat / temperature).

Teacher: **Ask how long he/she has had this problem.**

چند وقته این مشکلو دارید؟

2 Candidate: Answer the question.

Teacher: **Say he/she needs to take these tablets.**

شما لازمه این قرصا رو مصرف کنین.

3 Candidate: Ask when to take the tablets.

Teacher: **Say three times a day and ask if he/she is a tourist.**

سه بار در روز با غذا. شما مسافر هستین؟

4 Candidate: Say you arrived yesterday.

Teacher: **Say I hope you get better soon.**

امیدوارم هر چه زودتر خوب بشین.

BOOKLET 1

Section 3

Situation: The notes and pictures below give an outline of a shopping incident in which you were given the wrong shoes. Describe the incident **in Persian**.

You should expect your teacher to ask you questions at various points.



BOOKLET 1

General Conversation Topics (Choose **three** of the following.)

Candidates must be given the opportunity to use past, present and future time references in this section of the examination.

- your local area
- self, family, friends
- home life
- holidays

BOOKLET 2

Section 1

Situation: You are buying ice cream from a stand in Tehran. Your teacher will play the part of the ice cream seller and will start the conversation.



You will have to:

- ask for an ice cream
- say what flavour (e.g. chocolate / coffee / strawberry)
- say that is all
- ask the cost.

Section 2

Situation: You are a British tourist going through passport control at Shiraz airport. Your teacher will play the part of the passport control officer and will start the conversation.



You will have to:

- say you have travelled from London
- say this is your first visit
- answer the question
- say how long you want to stay (e.g. two weeks / a month / a year).

BOOKLET 2

Section 1

Situation: At an ice cream stand.

Teacher: **Set the scene.**

شما به دکه‌ای برای خرید آمده‌اید و من هم صاحب دکه هستم.

Start by greeting the customer and offering help.

سلام، چی می‌خواستین؟

1 Candidate: Ask for an ice cream.

Teacher: **Ask what type of ice cream he/she wants.**

چه نوع بستنی می‌خواهین؟

2 Candidate: Say what flavour (e.g. chocolate / coffee / strawberry).

Teacher: **Say anything else?**

دیگه چی می‌خواهین؟

3 Candidate: Say that is all.

Teacher: **Say very well.**

خیلی خوب.

4 Candidate: Ask the cost.

Teacher: **Say it costs 1000 tumans.**

می‌شه هزار تومان.

Section 2

Situation: At passport control.

Teacher: **Set the scene.**

شما در حال عبور از بازرسی گذرنامه در فرودگاه هستید و من بازرس هستم.

Start by greeting the customer and offering help.

سلام، بفرماین، از کجا می‌آین؟

1 Candidate: Say you have travelled from London.

Teacher: **Ask if he/she has been to Iran before.**

قبلاً هم ایران بودین؟

2 Candidate: Say this is your first visit.

Teacher: **Ask what the purpose of the visit is.**

هدف شما از این سفر چیه؟

3 Candidate: Answer the question.

Teacher: **Ask how long he/she plans to stay.**

چه مدت می‌خواهین در ایران بمونین؟

4 Candidate: Say how long you want to stay (e.g. two weeks / a month / a year).

Teacher: **Say thank you and welcome to Iran.**

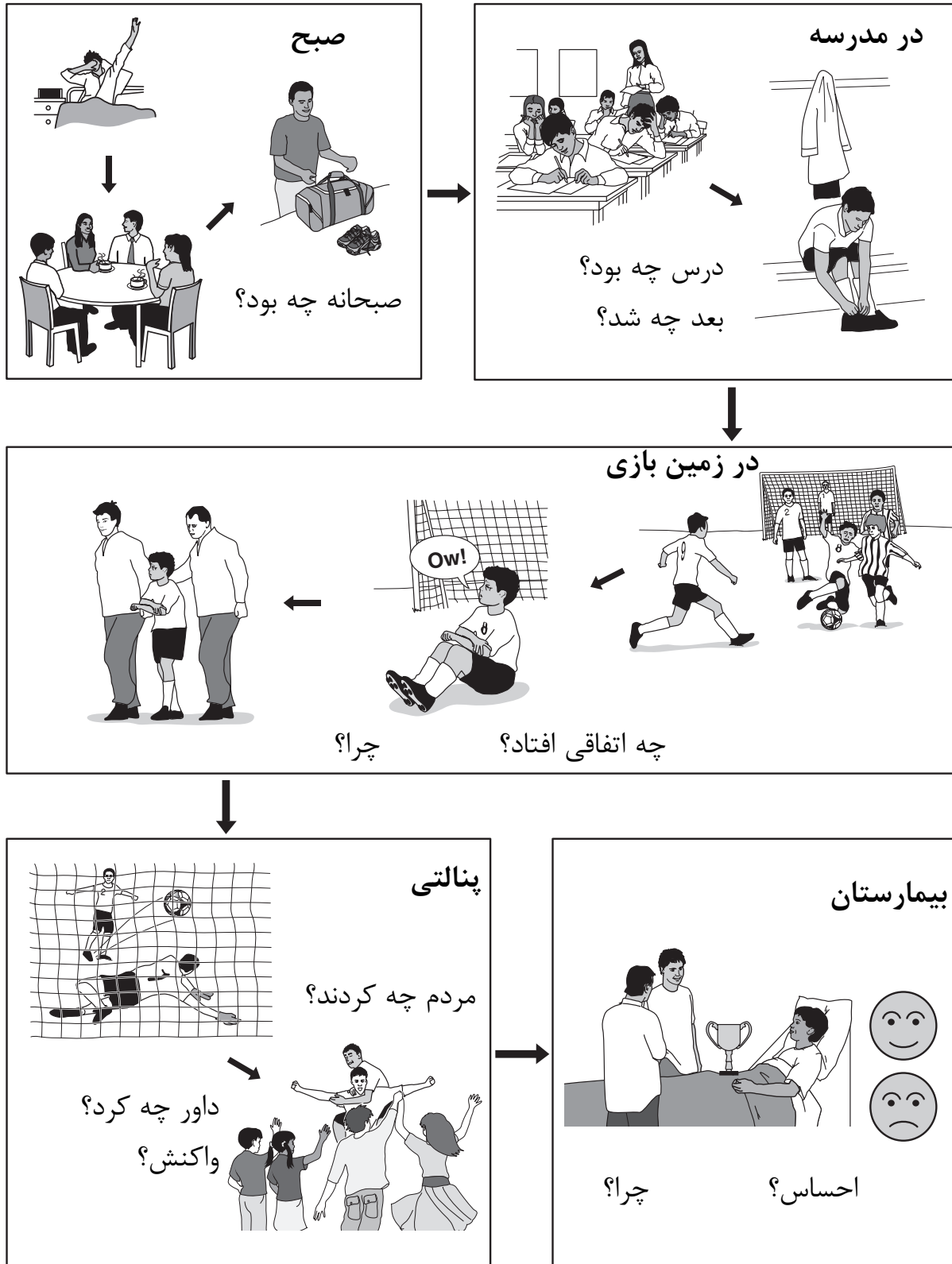
متشکرم، به ایران خوش اومدین.

BOOKLET 2

Section 3

Situation: The notes and pictures below give an outline of a football match in which you played and an accident happened. Describe the accident **in Persian**.

You should expect your teacher to ask you questions at various points.



BOOKLET 2

General Conversation Topics (Choose **three** of the following.)

Candidates must be given the opportunity to use past, present and future time references in this section of the examination.

- school life
- home life
- holidays
- careers, work, work experience

BOOKLET 3

Section 1

Situation: You arrive at a hotel in Yazd. Your teacher will play the part of the receptionist and will start the conversation.



You will have to:

- say you want a room
- say what sort of room (e.g. with shower / bath / balcony)
- say for how long (e.g. one night / a weekend / a week)
- ask the cost.

Section 2

Situation: You are in an electrical shop in Kabul to have something repaired. Your teacher will play the part of the shop assistant and will start the conversation.



You will have to:

- say what is not working (e.g. computer / television / radio)
- say I don't know
- answer the question
- ask when it will be ready.

BOOKLET 3

Section 1

Situation: At a hotel reception.

Teacher: Set the scene.

شما به هتلی در یزد وارد شده‌اید و من مسئول میز پذیرش هستم.

Start by greeting the customer and offering help.

سلام، چه کمکی می‌تونم بکنم؟

1 Candidate: Say you want a room.

Teacher: Ask what type of room.

چه نوع اتاقی می‌خواهین؟

2 Candidate: Say what sort of room (e.g. with shower / bath / balcony).

Teacher: Ask for how long he/she needs the room.

واسه چند وقت اتاقو می‌خواستین؟

3 Candidate: Say for how long (e.g. one night / a weekend / a week).

Teacher: Say there is no problem.

هیچ اشکالی نداره.

4 Candidate: Ask the cost.

Teacher: Say the room costs 30,000 tumans per night.

نرخ اتاق می‌شه شبی سی هزار تومن.

Section 2

Situation: In an electrical shop.

Teacher: Set the scene.

شما برای تعمیر چیزی به مغازه الکتریکی آمده‌اید و من صاحب مغازه هستم.

Start by greeting the customer and offering help.

سلام، چه کمکی می‌تونم بکنم؟

1 Candidate: Say what is not working (e.g. computer / television / radio).

Teacher: Ask how long it has been a problem.

چه مدت این مشکلو داشتین؟

2 Candidate: Say I don't know.

Teacher: Ask when he/she bought it.

کی این وسیله رو خریدین؟

3 Candidate: Answer the question.

Teacher: Say you must keep it for a few days to test it.

باید چند روزی واسه آزمایش این جا باشه.

4 Candidate: Ask when it will be ready.

Teacher: Say next Thursday.

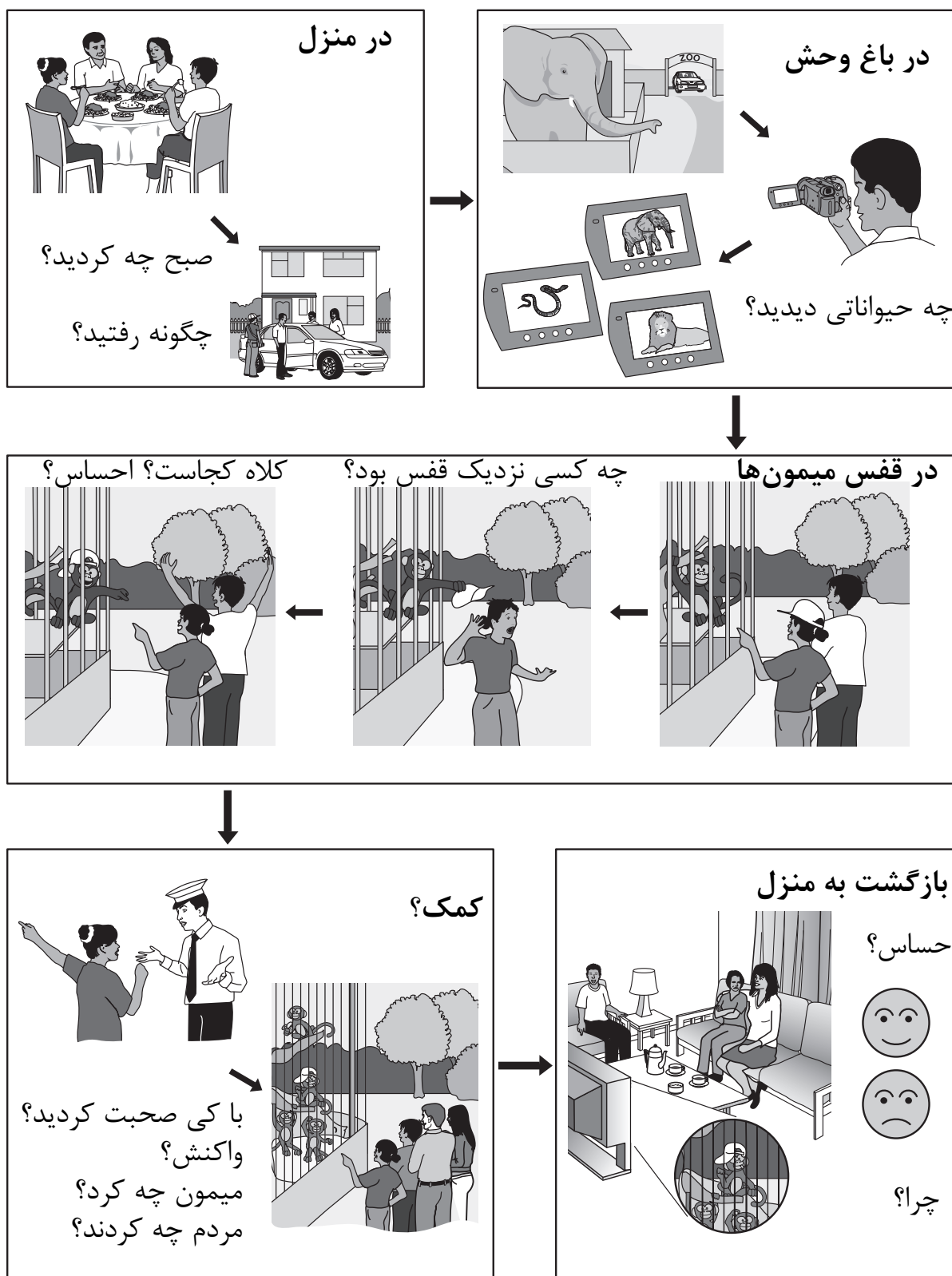
پنج‌شنبه آینده.

BOOKLET 3

Section 3

Situation: The notes and pictures below give an outline of a visit to the zoo when a monkey (میمون) stole a cap. Describe the visit **in Persian**.

You should expect your teacher to ask you questions at various points.



BOOKLET 3

General Conversation Topics (Choose **three** of the following.)

Candidates must be given the opportunity to use past, present and future time references in this section of the examination.

- school life
- home life
- holidays
- careers, work, work experience

BOOKLET 4

Section 1

Situation: You are at the information desk of a high street store in Samarkand. Your teacher will play the part of the desk attendant and will start the conversation.



You will have to:

- say what you want (e.g. clothes / computer games / books)
- say what you want to eat (e.g. cake / sandwiches / lunch)
- ask where the toilets are
- say thank you and goodbye.

Section 2

Situation: You are in an electrical shop in Kabul to have something repaired. Your teacher will play the part of the shop assistant and will start the conversation.



You will have to:

- say what is not working (e.g. computer / television / radio)
- say I don't know
- answer the question
- ask when it will be ready.

BOOKLET 4

Section 1

Situation: At a store's information desk.

Teacher: **Set the scene.**

شما در مقابل میز اطلاعات فروش گاه هستید و من هم مسئول میز هستم.

Start by greeting the customer and offering help.

صبح بخیر چه فرمایشی دارید؟

1 Candidate: Say what you want (e.g. clothes / computer games / books).

Teacher: **Say the section he/she needs is on the first floor, anything else?**

قسمتی که شما می‌خواهید طبقه اوله. دیگه چی می‌خواهید؟

2 Candidate: Say what you want to eat (e.g. cake / sandwiches / lunch).

Teacher: **Say the eateries are on the third and fifth floors.**

غذا خوری‌ها طبقه سوم و پنجم، دیگه چی؟

3 Candidate: Ask where the toilets are.

Teacher: **Say on the ground and fourth floors.**

در طبقه هم‌کف و چارم.

4 Candidate: Say thank you and goodbye.

Teacher: **Say have a nice day.**

روزتون خوش.

Section 2

Situation: In an electrical shop.

Teacher: **Set the scene.**

شما برای تعمیر چیزی به مغازه الکتریکی آمده‌اید و من صاحب مغازه هستم.

Start by greeting the customer and offering help.

سلام، چه کمکی می‌تونم بکنم؟

1 Candidate: Say what is not working (e.g. computer / television / radio).

Teacher: **Ask how long it has been a problem.**

چه مدت این مشکل داشته‌ست؟

2 Candidate: Say I don't know.

Teacher: **Ask when he/she bought it.**

کی این وسیله رو خریدید؟

3 Candidate: Answer the question.

Teacher: **Say you must keep it for a few days to test it.**

باید چند روزی واسه آزمایش این جا باشه.

4 Candidate: Ask when it will be ready.

Teacher: **Say next Thursday.**

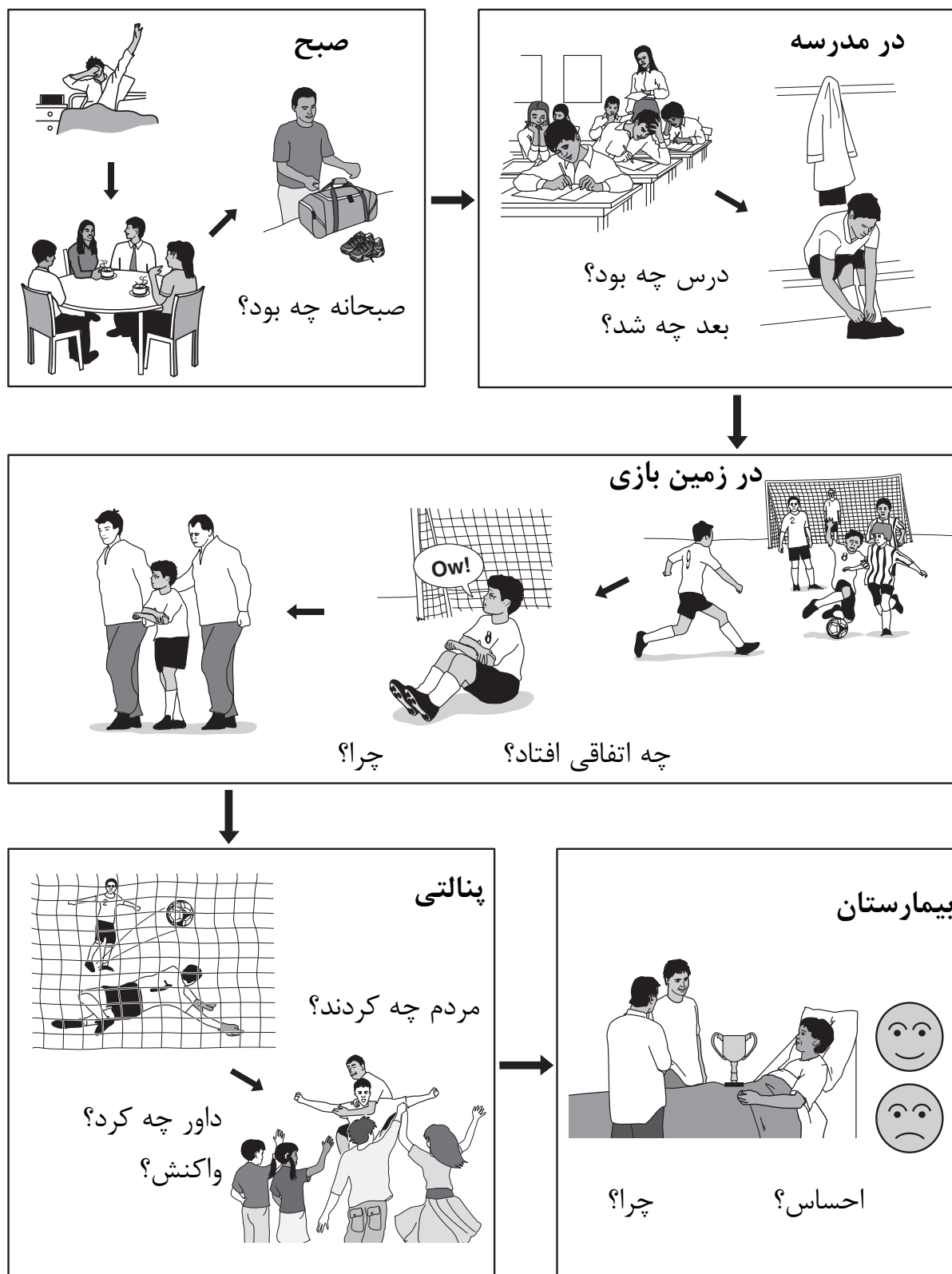
پنج‌شنبه آینده.

BOOKLET 4

Section 3

Situation: The notes and pictures below give an outline of a football match in which you played and an accident happened. Describe the accident **in Persian**.

You should expect your teacher to ask you questions at various points.



BOOKLET 4

General Conversation Topics (Choose **three** of the following.)

Candidates must be given the opportunity to use past, present and future time references in this section of the examination.

- your local area
- self, family, friends
- home life
- holidays

BOOKLET 5

Section 1

Situation: You are buying ice cream from a stand in Tehran. Your teacher will play the part of the ice cream seller and will start the conversation.



You will have to:

- ask for an ice cream
- say what flavour (e.g. chocolate / coffee / strawberry)
- say that is all
- ask the cost.

Section 2

Situation: You are visiting a doctor in Mashad. Your teacher will play the part of the doctor and will start the conversation.



You will have to:

- say what is wrong with you (e.g. headache / sore throat / temperature)
- answer the question
- ask when to take the tablets
- say you arrived yesterday.

BOOKLET 5

Section 1

Situation: At an ice cream stand.

Teacher: Set the scene.

شما به دکه‌ای برای خرید آمده‌اید و من هم صاحب دکه هستم.

Start by greeting the customer and offering help.

سلام، چی می‌خواستین؟

1 Candidate: Ask for an ice cream.

Teacher: Ask what type of ice cream he/she wants.

چه نوع بستنی می‌خواهین؟

2 Candidate: Say what flavour (e.g. chocolate / coffee / strawberry).

Teacher: Say anything else?

دیگه چی می‌خواهین؟

3 Candidate: Say that is all.

Teacher: Say very well.

خیلی خوب.

4 Candidate: Ask the cost.

Teacher: Say it costs 1000 tumans.

می‌شه هزار تومن.

Section 2

Situation: At a doctor's surgery.

Teacher: Set the scene.

شما به مطب دکتر آمده‌اید و من هم دکتر شما هستم.

Start by greeting the patient and offering help.

سلام، بفرمایین، مشکلتون چیه؟

1 Candidate: Say what is wrong with you (e.g. headache / sore throat / temperature).

Teacher: Ask how long he/she has had this problem.

چند وقته این مشکلو دارین؟

2 Candidate: Answer the question.

Teacher: Say he/she needs to take these tablets.

شما لازمه این قرصا رو مصرف کنین.

3 Candidate: Ask when to take the tablets.

Teacher: Say three times a day and ask if he/she is a tourist.

سه بار در روز با غذا. شما مسافر هستین؟

4 Candidate: Say you arrived yesterday.

Teacher: Say I hope you get better soon.

امیدوارم هر چه زودتر خوب بشین.

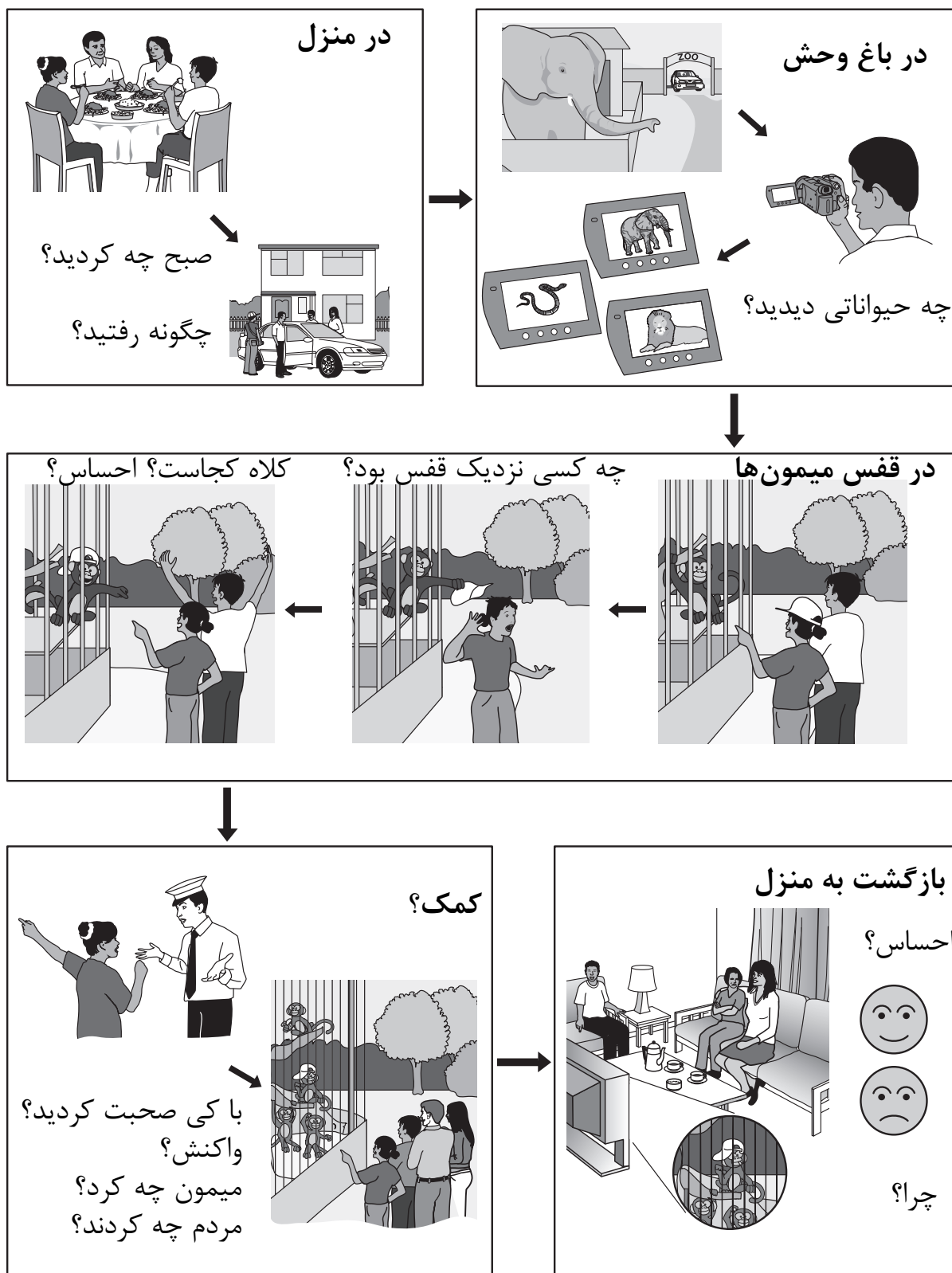
Turn over

BOOKLET 5

Section 3

Situation: The notes and pictures below give an outline of a visit to the zoo when a monkey (میمون) stole a cap. Describe the visit **in Persian**.

You should expect your teacher to ask you questions at various points.



BOOKLET 5

General Conversation Topics (Choose **three** of the following.)

Candidates must be given the opportunity to use past, present and future time references in this section of the examination.

- school life
- home life
- holidays
- careers, work, work experience

BOOKLET 6

Section 1

Situation: You arrive at a hotel in Yazd. Your teacher will play the part of the receptionist and will start the conversation.



You will have to:

- say you want a room
- say what sort of room (e.g. with shower / bath / balcony)
- say for how long (e.g. one night / a weekend / a week)
- ask the cost.

Section 2

Situation: You are a British tourist going through passport control at Shiraz airport. Your teacher will play the part of the passport control officer and will start the conversation.



You will have to:

- say you have travelled from London
- say this is your first visit
- answer the question
- say how long you want to stay (e.g. two weeks / a month / a year).

BOOKLET 6

Section 1

Situation: At a hotel reception.

Teacher: Set the scene.

شما به هتلی در یزد وارد شده‌اید و من مسئول میز پذیرش هستم.

Start by greeting the customer and offering help.

سلام، چه کمکی می‌تونم بکنم؟

1 Candidate: Say you want a room.

Teacher: Ask what type of room.

چه نوع اتاقی می‌خواهین؟

2 Candidate: Say what sort of room (e.g. with shower / bath / balcony).

Teacher: Ask for how long he/she needs the room.

واسه چند وقت اتاقو می‌خواستین؟

3 Candidate: Say for how long (e.g. one night / a weekend / a week).

Teacher: Say there is no problem.

هیچ اشکالی نداره.

4 Candidate: Ask the cost.

Teacher: Say the room costs 30,000 tumans per night.

نرخ اتاق می‌شه شبی سی هزار تومن.

Section 2

Situation: At passport control.

Teacher: Set the scene.

شما در حال عبور از بازرسی گذرنامه در فرودگاه هستید و من بازرس هستم.

Start by greeting the customer and offering help.

سلام، بفرماین، از کجا می‌آین؟

1 Candidate: Say you have travelled from London.

Teacher: Ask if he/she has been to Iran before.

قبلاً هم ایران بودین؟

2 Candidate: Say this is your first visit.

Teacher: Ask what the purpose of the visit is.

هدف شما از این سفر چیه؟

3 Candidate: Answer the question.

Teacher: Ask how long he/she plans to stay.

چه مدت می‌خواهین در ایران بمونین؟

4 Candidate: Say how long you want to stay (e.g. two weeks / a month / a year).

Teacher: Say thank you and welcome to Iran.

متشکرم، به ایران خوش اومدین.

BOOKLET 6

Section 3

Situation: The notes and pictures below give an outline of a shopping incident in which you were given the wrong shoes. Describe the incident **in Persian**.

You should expect your teacher to ask you questions at various points.



BOOKLET 6

General Conversation Topics (Choose **three** of the following.)

Candidates must be given the opportunity to use past, present and future time references in this section of the examination.

- self, family, friends
- your local area
- school life
- free time

INTRODUCTION TO THE TOPIC-BASED QUESTIONS

A selection of questions now follows. These are for use in the General Conversation section of the Speaking Test.

Each bank of questions contains ideas for topic-based conversations. These questions are not in any mandatory sequence. They may be re-phrased or varied as appropriate to each candidate. These lists do not preclude other appropriate questions, which the teacher/examiner may choose to introduce on a particular topic.

These are suggestions of areas to be explored in the course of a natural conversation between teacher/examiner and candidate. **On no account should any conversation be a mere recitation of these lists of questions.**

These banks of questions have been drawn up to serve as a reminder that it is advisable to offer candidates opportunities to use a variety of opinions, tenses and justifications in their responses, because higher marks can only be awarded for the inclusion of such features.

The suggestions start with very “open” questions, which should encourage candidates to expand on their responses. However, on the next line there are more specific questions, which may be more suitable for weaker candidates, or as lead-in questions to the more “open” questions for less confident candidates. For instance, a topic could be introduced with two or three “closed” questions, which require a short response, leading to more “open” questioning which allows the candidate to show initiative and develop the subject matter.

۱ (الف) زندگی در منزل (در خانه چه می گذرد؟)

کمی در باره خانه / منزل / آپارتمان تان صحبت کنید.
 (چند تاتاق دارد؟ در باره ... صحبت کنید.)
 اتاق خواب / حیاط / اتاق نشیمن تان را توصیف کنید. (رنگ / اندازه / گل و گیاه / اسباب و اثاثیه یا مبلمان منزل)
 (حیاط دارید؟ در اتاق خواب تان چه چیزهایی هست / وجود دارد؟)
 در منزل چه کارهایی (یا کمک هایی) می کنید؟ دیروز؟ آخر هفته آینده؟
 (خانه را جارو می کنید / ظرف ها را می شوید / به پدر بزرگ یا مادر بزرگ کمک می کنید؟)
 برنامه (کارهای) روزانه خودتان در منزل را شرح دهید. (صبح / عصر / شب / آخر هفته)
 (چه ساعتی بیدار می شوید / به خانه برمی گردید / ناهار می خورید؟)
 از چه چیز منزلتان / اتاق خوابتان خوشتان / بدتان می آید؟ چرا؟
 (رنگ دیوارها چیست؟ از آن خوشتان می آید؟ چرا؟)
 در منزل، چه کسی آشپزی می کند؟ (اظهار) نظر در باره غذاها / خوراک ها / آشپزخانه.
 (مادر / پدرتان شام درست می کنند؟ شما دوست دارید چه غذایی بپزید؟)
 (اگر می توانستید) چه چیز منزلتان / اتاق خوابتان را عوض می کردید (یا) تغییر می دادید؟ چرا؟
 (شما اتاق خوابتان را دوست دارید؟ چرا؟)

۱ (ب) زندگی در مدرسه (در مدرسه چه می گذرد؟)

در باره مدرسه / کالج تان صحبت کنید.
 (چندتا دانش آموز / معلم در مدرسه تان هست؟)
 کلاس درس / ساختمان / زمین بازی مدرسه تان را توصیف کنید.
 (کلاس درس تان بزرگ است؟ در کلاس درس تان چه چیزهایی هست؟)
 درس مورد علاقه تان چیست؟ چرا؟ چه درسی را کم تر از همه دوست دارید؟ چرا؟
 (از ریاضیات (درس ریاضی) خوشتان می آید؟ بعد از این / فردا چه درسی خواهید داشت؟)
 برنامه (کارهای) روزانه خود در مدرسه / ساعت تفریح / صبح / بعد از ظهر را شرح دهید.
 (چه ساعتی وارد مدرسه می شوید / شدید؟ ناهار می خورید / خوردید؟ به منزل می روید / رفتید؟)
 از چه چیز مدرسه / کلاس ها یا درس ها / ورزش ها خوشتان / بدتان می آید؟ چرا؟
 (در ساعت استراحت / وقت ناهار چه کار می کنید؟ با چه کسی؟)
 در باره مقررات مدرسه چه فکر می کنید؟ (اظهار) نظر در باره اونیفورم / تکلیف مدرسه.
 (معلم ها سخت گیر هستند؟ در باره تکلیف مدرسه چه فکر می کنید؟)
 (اگر می توانستید) چه چیز مدرسه را عوض می کردید / تغییر می دادید؟ این تغییر چگونه وضعیت را بهتر می کرد؟
 (شما (اونیفورم) مدرسه را دوست دارید؟ چرا؟)

۲ (الف) خود، خانواده و دوستان

در باره خانواده / بهترین دوست / برادر / مادر بزرگ تان صحبت کنید.
 (چندتا خواهر دارید؟ در باره خواهرتان، پروین، صحبت کنید.)
 مادر / پدرتان را توصیف کنید. شغل / اخلاق (خلق و خو) / مو / قد
 اگر حیوان خانگی دارید، آن را توصیف کنید.
 (کار پدر / برادرتان چیست؟ حیوان خانگی دارید؟)
 میل دارید با دوستان تان چه کارهایی / فعالیت هایی انجام دهید؟ آخر هفته گذشته؟ آخر هفته آینده؟
 (با دوستان تان به سینما / مسجد / کلیسا می روید؟ با آنها فوتبال بازی می کنید؟)
 شما چطور آدمی هستید؟ اخلاق (خلق و خو) / چیزهایی که دوست دارید / ندارید.
 (شما باهوش / مهربان / مطیع / ورزش دوست (اهل ورزش) / پر کار هستید؟)
 از چه چیز دوستان تان / همکلاسی هایتان خوششان می آید / نمی آید؟ چرا؟
 (بهترین دوست تان کیست؟ او را توصیف کنید. خصوصیات / چیزهایی که دوست دارد / ندارد.)
 رابطه شما با خانواده / همکلاسی ها / پسرها / دخترها چطور است؟ نظرها / عقیده ها.
 (برادرتان را دوست دارید؟ مادر / پدرتان خوش اخلاق / سخت گیر است / هستند؟ در چه زمینه هایی؟)
 اگر می توانستید، در زندگی (خانوادگی) تان چه تغییری می دادید؟ این تغییر چگونه وضعیت را بهتر می کرد؟
 (در تعطیلات آخر هفته / عصرها / شب ها معمولا چه کار می کنید؟ چه کارهای دیگری دوست دارید انجام دهید؟)

۲ (ب) وقت آزاد (اوقات فراغت)

در باره سرگرمی هایتان صحبت کنید. تعطیلات آخر هفته / عصرها / شب ها چه کار می کنید؟
 (ورزش می کنید؟ موسیقی دوست دارید؟ چه نوع؟ چه وقت؟ با چه کسی؟)
 تلویزیون / مطالعه (خواندن) / کنسرت دوست دارید؟ در باره آن صحبت کنید.
 (شما به باشگاه (کلب) می روید؟ کدام برنامه تلویزیونی را دوست دارید؟)
 در وقت آزادتان چه کار می کنید؟ آخر هفته گذشته؟ آخر هفته آینده؟
 (شما خرید می کنید؟ فوتبال تماشا می کنید؟ آخر هفته به مسجد / کلیسا می روید؟)
 کارهایی را که دوست دارید در اوقات فراغت / آخر هفته / عصرها / شب ها انجام دهید، توصیف کنید (شرح دهید).
 (روزهای شنبه چه ساعتی به منزل می رسید / از خواب بیدار می شوید؟ بعد چه کار می کنید؟)
 از چه چیز تعطیلات آخر هفته خوششان می آید / نمی آید؟ چرا؟
 (روزهای شنبه / یکشنبه صبح / بعد از ظهر / عصر / شب چه کار می کنید؟ در باره آن صحبت کنید.)
 وقت های آزاد (اوقات فراغت) تان را با چه کسی می گذرانید؟ نظرتان در باره دوستان و خانواده تان چیست؟
 (با خانواده تان تلویزیون تماشا می کنید؟ با دوستان تان گردش می روید؟)
 اگر مجبور نبودید به مدرسه یا سر کار بروید چه کار می کردید؟ چرا؟
 (پول تان را چگونه خرج می کنید؟ لباس / مد / موسیقی / ورزش؟)

۳ (الف) محله شما

در باره شهر / روستا (ده) / منطقه خودتان صحبت کنید. صنعتی؟ توریستی؟
 (کجا زندگی می کنید؟ زندگی در شهر ... را دوست دارید؟)
 در محله شما چه تسهیلاتی (وسایل تفریحی) برای جوانان وجود دارد؟
 (سینما هست؟ در آن نزدیکی ها باشگاه (کلب) زیاد هست؟
 در محله شما چه تسهیلاتی (وسایل تفریحی) برای توریست ها (گردشگران) وجود دارد؟
 (از کالج / مدرسه / پارک ... دیدن کرده اید؟ در باره آن صحبت کنید).
 از لحاظ خرید (خوراک، پوشاک ...) وضع محله شما چگونه است؟ آخر هفته گذشته خرید کردید؟
 (برای خرید به شهر ... می روید؟ به چه جاهای دیگر می روید؟ چه وقت؟ با چه کسی؟)
 نظرتان در باره شهر / روستا (ده) / منطقه خودتان چیست؟ چرا؟
 (از چه چیز شهر ... خوششان نمی آید؟ وسایل نقلیه / وسایل سرگرمی؟
 فایده ها و ضررهای زندگی در شهر یا روستا چیست؟
 (زندگی در شهر ... را دوست دارید؟ چرا؟ ترجیح می دهید در جای دیگر زندگی کنید؟)
 اگر انتخاب با شما بود، دوست داشتید کجا زندگی می کردید؟ خارج؟ چرا؟
 (دوست دارید در اسپانیا زندگی کنید؟ هوای اینجا / آنجا چطور است؟)

۴ حرفه، کار، تجربه کاری (کارآموزی)

در باره تجربه کاری تان صحبت کنید. چه مدت؟ نوع کار؟
 (از کار کردن در شرکت ... راضی بودید؟ چرا؟ در باره آن صحبت کنید).
 در تعطیلات آخر هفته (یا) عصرها کار می کنید؟ نظرتان در باره این کار چیست؟
 (در سوپرمارکت کار می کنید؟ روزهای شنبه کجا / چه ساعت هایی کار می کنید؟)
 بعد از پایان مدرسه می خواهید چه کار کنید؟ کالج / دانشگاه / کار / تحصیل؟
 (در ماه سپتامبر به کالج می روید؟ در چه رشته یی تحصیل خواهید کرد؟)
 برنامه روزانه تجربه کاری (کارآموزی) خود را توصیف کنید / شرح دهید. صبح / بعد از ظهر. وسیله نقلیه / غذا.
 (چه ساعتی وارد شرکت ... می شدید؟ صبح / وقت ناهار / بعد از ظهر؟)
 دوست دارید در آینده چه شغل (یا) حرفه یی داشته باشید؟ چرا؟
 (بعد از کالج؟ می خواهید در یک مغازه / دفتر / تعمیرگاه اتومبیل کار کنید؟ چرا؟)
 کار / شغل پدر / برادر / خواهرتان چیست؟ دوست دارید همان شغل را داشته باشید؟
 (مادر / پدرتان چه کار می کنند؟ دوست دارید ... بشوید؟)
 نکات / جنبه های مثبت و منفی کارها / حرفه ها / فرصت های تحصیلی یا شغلی مختلف.
 (چقدر پول می گیرید؟ چگونه / چطور آن را خرج می کنید؟)

۵ (پ) تعطیلات

در باره تعطیلات تابستان خود صحبت کنید. پارسال؟ امسال؟
 (برای تعطیلات امسال کجا می روید؟ پارسال کجا رفتید؟)
 تعطیلات خود را توصیف کنید (هوا / وسیله نقلیه / مسکن / فعالیت ها).
 (برای تعطیلات دوست دارید کجا بروید؟ در یک کاروان (خانه سیار) اقامت می کنید؟ با چه کسی؟
 اگر پول زیاد داشتید، برای تعطیلات کجا می رفتید؟ با چه کسی؟
 (در تعطیلات دوست دارید چه کارهایی انجام دهید / چه کار کنید؟ با چه کسی؟ اگر هوا بد باشد؟)
 تعطیلات کریسمس / عید نوروز را توصیف کنید. جشن ها / میهمانی ها / دیدارها / غذاها.
 (در تعطیلات عید نوروز / کریسمس چه کار می کنید؟ با خانواده؟ چه می خورید / می نوشید؟ کجا می روید؟ به دیدن چه کسانی می روید؟)
 از چه چیز تعطیلات خوشتان / بدتان می آید؟ چرا؟ معمولاً سفر می کنید / در خانه می مانید؟
 (در طول تعطیلات در منزل چه کار می کنید؟ از این کار لذت می برید؟ چرا؟)
 کدام را ترجیح می دهید: تعطیلات در کنار خانواده یا با دوستان؟ چه تفاوت هایی دارد؟
 (با خانواده سفر می کنید؟ از این کار لذت می برید؟ چرا؟)
 نکات / جنبه های مثبت و منفی انواع مختلف تعطیلات. خرج (هزینه) / سفر / مسکن.
 (دوست دارید برای تعطیلات به ایران / اسپانیا بروید؟ چرا؟)

Modern Foreign Languages

OCR GCSE 1922

Speaking Mark Sheet

DUTCH 1921	<input type="checkbox"/>	PERSIAN 1922	<input checked="" type="checkbox"/>	PORTUGUESE 1923	<input type="checkbox"/>	TURKISH 1924	<input type="checkbox"/>
						Centre Number	<input type="text"/>

Candidate Name	<input type="text"/>	Candidate Number	<input type="text"/>
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- **ALL CANDIDATES** should attempt one Section 1, Section 2 and Section 3 role-play.
- The teacher should complete the centre and candidate details, the RP booklet used, the conversation topics, teacher's name and date of test. (All areas in grey).

RP BOOKLET NO:.....												
SECTION 1 Role-play					SECTION 2 Role-play					SECTION 3 Role-play		
TASK	1	2	3	4	TASK	1	2	3	4			
	2	2	2	2		2	2	2	2			
	1	1	1	1		1	1	1	1			
	0	0	0	0		0	0	0	0			
Mark					Mark (8÷2)					Mark		

CONVERSATION	LINGUISTIC QUALITY																																		
TOPIC 1:																																			
TOPIC 2:																																			
TOPIC 3:																																			
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Section 1 Role Play (out of 8)		Total (out of 50)	Name of Teacher Conducting Test						
Section 2 Role Play (out of 4)			Date of Test	2010					
Section 3 Role Play (out of 8)			Name of Examiner						
Conversation (out of 10)			Creditor Number						
Linguistic Quality (out of 20)									

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