GCSE (9-1) Persian

Specification
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Persian (1PN0)
First teaching from September 2018
First certification from June 2020

Issue 2
Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Persian specification

Issue 2 changes

<table>
<thead>
<tr>
<th>Summary of changes made between previous issue and this current issue</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment to the administration of the speaking component (Paper 2):</td>
<td>14</td>
</tr>
<tr>
<td>The specification has been changed to inform the teacher that they may now gain access to the assessment materials three working days before the prescribed five week assessment period (rather than three working days before the first scheduled student assessment). The wording in bullet point 6 on page 14 has been changed to the following, (amended wording written in bold):</td>
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<td>‘The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises’.</td>
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If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
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1 Introduction

Why choose Edexcel GCSE Persian?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

We’ve listened to feedback from the languages community and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Engaging and popular topics

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

Manageable content

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

Content and assessments that provide an engaging real-world focus

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language countries. Our assessments allow for spontaneity and test grammar as well as providing plenty of opportunities for students to apply their knowledge independently, creatively and in authentic situations.

Straightforward assessments that are accessible to all students

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students’ progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

Carefully selected texts

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

Clear and precise assessment criteria

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

Continuous progression

Our content builds on the understanding developed at prior language learning experience at Key Stage 3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.
Supporting you in planning and implementing this qualification

Planning
● To support you in delivering this specification, our Getting Started guide, available on our website, gives you an overview of the new GCSE qualification.
● We will give you an editable course planner and scheme of work that you can adapt to suit your department.

Teaching and learning
There are lots of free teaching and learning support to help you deliver the new qualification, including:
● a guide to questions in the target language
● student guide
● online and face-to-face training events.

Preparing for exams
We also provide a range of resources to help you prepare your students for the assessments, including:
● marked exemplars of student work with examiner commentaries

ResultsPlus
ResultsPlus provides the most detailed analysis available of your students’ exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support
Our subject advisor service, led by Alistair Drewery, and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com
Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

<table>
<thead>
<tr>
<th>Paper 1: Listening and understanding in Persian (*Paper code: 1PN0/1F and 1H)</th>
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<tbody>
<tr>
<td><strong>Written examination</strong></td>
</tr>
<tr>
<td><strong>Foundation tier:</strong> 35 minutes, including 5 minutes’ reading time; 50 marks</td>
</tr>
<tr>
<td><strong>Higher tier:</strong> 45 minutes, including 5 minutes’ reading time; 50 marks</td>
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<td>25% of the total qualification</td>
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</table>

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview

Students are assessed on their understanding of standard spoken Persian by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Persian speakers.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in Persian.

**Foundation tier**

- Section A is set in English. The instructions to students are in English.
- Section B is set in Persian. The instructions to students are in Persian.

**Higher tier**

- Section A is set in Persian. The instructions to students are in Persian.
- Section B is set in English. The instructions to students are in English.

The listening audio files are available on our website.
### Paper 2: Speaking in Persian (*Paper code: 1PN0/2F and 2H*)

**Internally conducted and externally assessed**

*Foundation tier: 7–9 minutes plus 12 minutes’ preparation time; 70 marks*

*Higher tier: 10–12 minutes plus 12 minutes’ preparation time; 70 marks*

*25% of the total qualification*

#### Content overview
This paper draws on vocabulary and structures across all the themes and topics.

#### Assessment overview
Students are assessed on their ability to communicate and interact effectively through speaking in Persian for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

- **Task 1** – a role play based on one topic that is allocated by Pearson
- **Task 2** – questions based on a picture stimulus and based on one topic that is allocated by Pearson
- **Task 3** – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

### Paper 3: Reading and understanding in Persian (*Paper code: 1PN0/3F and 3H*)

**Written examination**

*Foundation tier: 50 minutes; 50 marks. Higher tier: 1 hour 5 minutes; 50 marks*

*25% of the total qualification*

#### Content overview
This paper draws on vocabulary and structures across all the themes and topics.

#### Assessment overview
Students are assessed on their understanding of written Persian across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:

- **Section A** is set in English. The instructions to students are in English
- **Section B** is set in Persian. The instructions to students are in Persian
- **Section C** includes a translation passage from Persian into English with instructions in English.
<table>
<thead>
<tr>
<th>Paper 4: Writing in Persian (*Paper code: 1PN0/4F and 4H)</th>
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<tbody>
<tr>
<td><strong>Written examination</strong></td>
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<tr>
<td><em>Foundation tier: 1 hour 15 minutes; 60 marks</em></td>
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<tr>
<td><em>Higher tier: 1 hour 25 minutes; 60 marks</em></td>
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<tr>
<td><strong>25% of the total qualification</strong></td>
</tr>
<tr>
<td><strong>Content overview</strong></td>
</tr>
<tr>
<td>This paper draws on vocabulary and structures across all the themes and topics.</td>
</tr>
<tr>
<td><strong>Assessment overview</strong></td>
</tr>
<tr>
<td>Students are assessed on their ability to communicate effectively through writing in Persian for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Persian. The instructions to students are in Persian. Word counts are specified for each question. Students must answer all questions.</td>
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<tr>
<td><strong>Foundation tier</strong> – three open-response questions and one translation into Persian.</td>
</tr>
<tr>
<td><strong>Higher tier</strong> – two open-response questions and one translation into Persian.</td>
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*See Appendix 6: Codes for a description of this code and all other codes relevant to this qualification.*
2 Subject content

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian allows students to develop their ability to communicate with Persian native speakers in both speech and writing. Students will study a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Persian-speaking communities and countries. These contexts are listed under Themes and topics.

Students will need to develop and use their knowledge and understanding of Persian grammar progressively through their course of study. Grammar requirements are given in the grammar list (see Appendix 2: Grammar list).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see Appendix 3: Vocabulary list). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar words (appropriate to the tier) that are not on the lists.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.
Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

All themes and topics must be studied in the context of both the students’ home country and that of countries and communities where Persian is spoken.

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers.

It is, therefore, important that students are exposed to materials relating to Persian-speaking countries throughout the course.
Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the students’ home country and that of countries and communities where Persian is spoken.**

**Theme 1: Identity and culture**
- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television

**Theme 2: Local area, holiday and travel**
- **Holidays:** preferences; experiences; destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do

**Theme 3: School**
- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips; events and exchanges

**Theme 4: Future aspirations, study and work**
- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs; careers and professions

**Theme 5: International and global dimension**
- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being ‘green’; access to natural resources
Paper 1: Listening and understanding in Persian

Content

Students are assessed on their understanding of standard spoken Persian in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the Persian language spoken in a range of styles and registers.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.
Assessment information

- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Persian-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- The listening audio files are available on our website.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.

Foundation tier
- 35 minutes is given for the assessment, including 5 minutes’ reading time.
- Section A contains 12 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Section B contains two questions set in Persian. The question type is multiple-response. The instructions to students are in Persian.

Higher tier
- 45 minutes is given for the assessment, including 5 minutes’ reading time.
- Section A contains two questions set in Persian. The question type is multiple-response. The instructions to students are in Persian.
- Section B contains eight questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Persian.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian Sample Assessment Materials (SAMs) document.
Paper 2: Speaking in Persian

Content

Students are assessed on their ability to communicate and interact effectively through speaking in Persian for different purposes.

Students will need to:

● convey information and narrate events coherently and confidently, using and adapting language for different purposes
● speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
● use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
● make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
● use accurate pronunciation and intonation in order to be understood by a native speaker, however they will be able to access the highest marks available for each task without a 'perfect' command of Persian.

These are assessed through a series of three consecutive tasks.

Task 1 – Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers (see definition of registers beneath the Role play mark grid within the marking guidance section of the specification). The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal language relevant to the scenario. The task is set in the register that the student is required to use, so students should use that register in their responses. All role plays are marked for communication only.

The role plays are set and provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Persian, General instructions to the teacher section.

Scenarios require an exchange of information. Some scenarios are transactional in nature.

The scenarios are based on any of the topics from themes 1 to 4 (listed on page 9), i.e. not on the theme International and global dimension as this theme lends itself better to the picture-based task and the conversation.

Task 2 – Picture-based task

The assessment scenario is based on any of the topics (listed on page 9). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Persian, General instructions to the teacher section.

This assessment allows students to:

● describe and narrate events
● give information
● express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different timeframes.
**Task 3 – Conversation**

The conversation allows students to cover all of the requirements outlined in the *Content* section on page 12, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (see *Themes and topics*) and is in two parts.

For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Persian, General instructions to the teacher* section.

This part of the conversation may focus on one or more topics from within the selected theme (see page 9).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.
Assessment information

General information

- First assessment: April/May 2020.
- The entire assessment must be conducted in Persian.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Task 1 is set in the register that the student is required to use.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Persian, General instructions to the teacher section.

This grid has been designed to help ensure that each student covers a broad range of themes from this specification.

- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the UK Information Manual at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Students are presented with instructions in English but must communicate entirely in Persian for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes’ preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the Candidate speaking examination record form (CS2) (see Appendix 1). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
- The use of dictionaries is not permitted during the preparation time or during the assessment.
**Foundation tier assessment time and marks**

- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

**Higher tier assessment time and marks**

- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  - Task 3 – a conversation recommended to last between five to six minutes for 36 marks.
Preparation time

Students are allocated 12 minutes’ preparation time, under supervised conditions, immediately prior to the assessment for Tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing Task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

Task 1 – Role play

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

Teacher cards

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

Candidate cards

The candidate cards include prompts as a guide and highlight where the candidate needs to ask a question (indicated by the symbol ‘?’), and where an unpredictable question is posed to them by the teacher (indicated by the symbol ‘!’).

Students have access to this during their preparation time to help in preparing for the assessment.

Each candidate card contains instructions in English and the task is in Persian. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding of each bullet point.

At Foundation tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense or they may use a conditional tense where it is more natural to do so.

At Higher tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. For four of the prompts, students are required to speak in the present tense or they may use a conditional tense if it is more natural to do so. They must respond to one question set in a past tense.
Task 2 – Picture-based task
Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

Teacher cards
The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question, which is based on the picture.

The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

Candidate cards
At Foundation tier, students are provided with a picture and five bullets in Persian to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

At Higher tier, students are provided with a picture and five bullets in Persian to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol ‘!’ to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

Task 3 – Conversation
The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic What school is like may:

- choose to focus on ‘school types’ and ‘rules and pressures’, or
- choose to focus only on ‘rules and pressures’.

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that an equal amount of time is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:
- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.
Administration and general information about the conduct of the speaking assessment

Preparation time and notes for Tasks 1 and 2 only

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time must be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

Sample assessment materials

Sample candidate and teacher cards for the role plays and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian Sample Assessment Materials (SAMs) document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 2: Speaking in Persian

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band
- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.
- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark
- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.
Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, students’ work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

Exemplification of how to apply the role-play mark grid can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian Sample Assessment Materials (SAMs) document.

Additional guidance

**Appropriate**: relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register**: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address. Informal register also requires the use of informal structures when using, for example, verbs and possessive adjectives.

**Formal register**: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

**Partially clear/pronunciation may affect clarity of communication**: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.
**Assessment criteria for the Foundation tier – Part 2**

**Picture-based task – Foundation tier (24 marks)**

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

**Picture-based task: communication and content – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–4</td>
<td>Limited response to set questions, likely to consist of single-word answers</td>
</tr>
<tr>
<td></td>
<td>Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond</td>
</tr>
<tr>
<td></td>
<td>A straightforward opinion may be expressed but without justification</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</td>
</tr>
<tr>
<td>5–8</td>
<td>Responds briefly to set questions, there is much hesitation and continuous prompting needed</td>
</tr>
<tr>
<td></td>
<td>Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond</td>
</tr>
<tr>
<td></td>
<td>Straightforward, brief opinions are given but without justification</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</td>
</tr>
<tr>
<td>9–12</td>
<td>Responds to set questions with some development, some hesitation and some prompting necessary</td>
</tr>
<tr>
<td></td>
<td>Some effective adaptation of language to describe, narrate and inform in response to the set questions</td>
</tr>
<tr>
<td></td>
<td>Expresses opinions with occasional, brief justification</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</td>
</tr>
<tr>
<td>13–16</td>
<td>Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</td>
</tr>
<tr>
<td></td>
<td>Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</td>
</tr>
<tr>
<td></td>
<td>Expresses opinions and gives justification with some development</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</td>
</tr>
</tbody>
</table>

**Additional guidance**

*Adaptation of/adapting language to describe, narrate and inform*: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

*Straightforward* opinions and justification are those that form part of a minimum/standard/predictable response.
### Picture-based task: linguistic knowledge and accuracy – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Limited accuracy when responding to set questions; minimal success when referring to past, present and future events  
     | - Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation |
| 3–4  | - Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity  
     | - Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning |
| 5–6  | - Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity  
     | - Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 7–8  | - Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity  
     | - Responses are generally coherent although errors occur that occasionally hinder clarity of communication |

### Additional guidance

**Errors**: 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 a plural noun after numbers, repeating the subject  
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
**Assessment criteria for the Foundation tier – Part 3**

**Conversation – Foundation tier (36 marks)**

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

**Conversation: communication and content – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | 1. Communicates limited information relevant to the topics and questions  
|      | 2. Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification  
|      | 3. Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary  
|      | 4. Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 4–6  | 1. Communicates brief information relevant to the topics and questions  
|      | 2. Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification  
|      | 3. Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary  
|      | 4. Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 7–9  | 1. Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
|      | 2. Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
|      | 3. Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
|      | 4. Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 10–12| 1. Communicates information relevant to the topics and questions, with some extended sequences of speech  
|      | 2. Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified  
|      | 3. Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes  
|      | 4. Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
**Additional guidance**

**Uses language creatively** – examples of creative language use are:
- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
**Conversation: interaction and spontaneity – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question  
- Short, undeveloped responses, many incomplete  
- Isolated examples of ability to sustain communication, pace is slow and hesitant throughout |
| 4–6  | - Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question  
- Short responses, any development depends on teacher prompting  
- Limited ability to sustain communication, pace is mostly slow and hesitant |
| 7–9  | - Occasionally able to respond spontaneously with some examples of natural interaction although often stilted  
- Occasionally able to initiate and develop responses independently but regular prompting needed  
- Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 10–12| - Responds spontaneously to some questions, interacting naturally for parts of the conversation  
- Sometimes able to initiate and develop the conversation independently, some prompting needed  
- Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |

**Additional guidance**

*Rephrasing/repair strategies*: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

*Responds/responding spontaneously*: gives a relevant, impromptu response based on what they have heard.

*Rehearsed language*: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).
## Conversation: linguistic knowledge and accuracy – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | ● Uses straightforward, individual words/phrases; limited evidence of language manipulation  
     ● Limited accuracy, minimal success when referring to past, present and future events  
     ● Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation |
| 4–6  | ● Uses straightforward, repetitive, grammatical structures  
     ● Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity  
     ● Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning |
| 7–9  | ● Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  
     ● Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  
     ● Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 10–12| ● Manipulates grammatical structures with occasional variation, complex structures used but repetitive  
     ● Generally accurate grammatical structures, generally successful references to past, present and future events  
     ● Generally coherent speech although errors occur that sometimes hinder clarity of communication |

### Additional guidance

**Complex grammatical structures** are considered to be:

- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: 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 a plural noun after numbers, repeating the subject  
- Infrequent errors that do not distract the listener from the content of what is being said.
Errors that **hinder clarity:**
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, students’ work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

Exemplification of how to apply the role-play mark grid can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Persian Sample Assessment Materials (SAMs) document.

Additional guidance

**Appropriate**: relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register**: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address. Informal register also requires the use of informal structures when using, for example, verbs and possessive adjectives.

**Formal register**: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

**Partially clear/pronunciation may affect clarity of communication**: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.
Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | - Responds to set questions with some development, some hesitation and some prompting necessary  
      - Some effective adaptation of language to describe, narrate and inform in response to the set questions  
      - Expresses opinions with occasional, brief justification  
      - Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 5–8  | - Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary  
      - Frequently effective adaptation of language to describe, narrate and inform in response to the set questions  
      - Expresses opinions and gives justification with some development  
      - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 9–12 | - Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary  
      - Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions  
      - Expresses opinions effectively and gives justification which is mostly developed  
      - Pronunciation and intonation are intelligible and predominantly accurate |
| 13–16| - Responds to the set questions with consistently fluent and developed responses  
      - Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions  
      - Expresses opinions with ease and gives fully-developed justification  
      - Pronunciation and intonation are consistently accurate and intelligible |

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.
### Picture-based task: linguistic knowledge and accuracy – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity  
     - Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 3–4  | - Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity  
     - Responses are generally coherent although errors occur that occasionally hinder clarity of communication |
| 5–6  | - Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions  
     - Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication |
| 7–8  | - Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions  
     - Responses are coherent, any errors do not hinder the clarity of the communication |

### Additional guidance

**Errors**: students are not expected to produce perfect, error-free speech in order to access the top band 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 a plural noun after numbers, repeating the subject  
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>Communicates information relevant to the topics and questions, with occasionally extended sequences of speech</td>
</tr>
<tr>
<td></td>
<td>Uses language to produce straightforward ideas, thoughts and opinions with occasional justification</td>
</tr>
<tr>
<td></td>
<td>Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</td>
</tr>
<tr>
<td>4–6</td>
<td>Communicates information relevant to the topics and questions, with some extended sequences of speech</td>
</tr>
<tr>
<td></td>
<td>Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified</td>
</tr>
<tr>
<td></td>
<td>Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</td>
</tr>
<tr>
<td>7–9</td>
<td>Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech</td>
</tr>
<tr>
<td></td>
<td>Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions</td>
</tr>
<tr>
<td></td>
<td>Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible and predominantly accurate</td>
</tr>
<tr>
<td>10–12</td>
<td>Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech</td>
</tr>
<tr>
<td></td>
<td>Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions</td>
</tr>
<tr>
<td></td>
<td>Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are consistently accurate and intelligible</td>
</tr>
</tbody>
</table>
Additional guidance

*Uses language creatively:* examples of creative language use are:
- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

*Individual* thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

*Straightforward* ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
### Conversation: interaction and spontaneity – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Occasionally able to respond spontaneously with some examples of natural interaction although often stilted</td>
</tr>
<tr>
<td></td>
<td>● Occasionally able to initiate and develop responses independently but regular prompting needed</td>
</tr>
<tr>
<td></td>
<td>● Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation</td>
</tr>
<tr>
<td>4–6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Responds spontaneously to some questions, interacting naturally for parts of the conversation</td>
</tr>
<tr>
<td></td>
<td>● Sometimes able to initiate and develop the conversation independently, some prompting needed</td>
</tr>
<tr>
<td></td>
<td>● Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation</td>
</tr>
<tr>
<td>7–9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Responds to most questions spontaneously, resulting in mostly natural interaction</td>
</tr>
<tr>
<td></td>
<td>● Mostly able to initiate and develop the conversation independently</td>
</tr>
<tr>
<td></td>
<td>● Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation</td>
</tr>
<tr>
<td>10–12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Responds spontaneously and with ease to questions, resulting in natural interaction</td>
</tr>
<tr>
<td></td>
<td>● Consistently able to initiate and develop the conversation independently</td>
</tr>
<tr>
<td></td>
<td>● Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow</td>
</tr>
</tbody>
</table>

### Additional guidance

**Respond(s) spontaneously**: gives a relevant, impromptu response based on what they have heard.

**Rephrasing/repair strategies** are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.
### Conversation: linguistic knowledge and accuracy – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  
- Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  
- Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 4–6  | - Manipulates grammatical structures with occasional variation, complex structures used but repetitive  
- Generally accurate grammatical structures, generally successful references to past, present and future events  
- Generally coherent speech although errors occur that sometimes hinder clarity of communication |
| 7–9  | - Manipulates a variety of grammatical structures, some variety of complex structures  
- Predominantly accurate grammatical structures, mostly successful references to past, present and future events  
- Predominantly coherent speech; errors occur but they rarely hinder clarity of communication |
| 10–12| - Manipulates a wide variety of grammatical structures, frequent use of complex structures  
- Consistently accurate grammatical structures, consistently successful references to past, present and future events  
- Fully coherent speech; any errors do not hinder the clarity of the communication |

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher tier GCSE  
- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free speech in order to access the top band 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 a plural noun after numbers, repeating the subject
● infrequent errors that do not distract the listener from the content of what is being said.

Errors that hinder clarity:
● errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
● frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that prevent meaning being conveyed:
● errors that mean the listener cannot understand the message
● errors that convey the wrong message
● errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
● mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Paper 3: Reading and understanding in Persian

Content

Students are assessed on their understanding of written Persian across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short- and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from Persian into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written Persian into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in a Persian-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with Persian language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.
Assessment information

- The assessment time is:
  - Foundation tier – 50 minutes in length
  - Higher tier – 1 hour 5 minutes in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains three questions set in Persian. The instructions to students are in Persian:
  - for the Foundation tier there are three multiple-response questions
  - for the Higher tier, there are two multiple-response questions and one short-answer open-response question.
- Section C contains one translation passage from Persian into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian Sample Assessment Materials (SAMs) document.
Paper 4: Writing in Persian

Content
Students are assessed on their ability to communicate effectively through writing in Persian. Students need to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Assessment information

- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Persian.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Persian.
- All assessments are marked against assessment criteria, please see Marking guidance for Paper 4: Writing in Persian.
- The instructions to students are all in Persian.
- The use of dictionaries is not permitted.
● **Foundation tier**
  - The assessment time is 1 hour and 15 minutes in length.
  - The paper consists of three open questions and one translation from English into Persian.
  - Students must answer all questions.
  - Question 1 assesses students on their ability to write to describe and to express opinions.
  - Question 2 assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Persian*.
  - Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Persian*. This question is common to the Higher tier.
  - Question 4 is the translation question. Students are required to translate five sentences from English to Persian. The sentences are ordered by increasing level of difficulty.

● **Higher tier**
  - The assessment time is 1 hour and 25 minutes in length.
  - The paper consists of two questions and one translation from English into Persian.
  - Students must answer all questions.
  - Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Persian*. This question is common to the Foundation tier.
  - Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Persian*.
  - Question 3 is the translation question. Students are required to translate a short paragraph from English into Persian. The individual sentences are ordered by increasing level of difficulty.

**Sample assessment materials**

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 4: Writing in Persian

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band
- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.
- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark
- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.
Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

● communication and content
● linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | Some relevant, basic information without development  
      | Uses language to inform, give short descriptions and express opinions with limited success  
      | Uses limited selection of common, familiar vocabulary and expression with frequent repetition |
| 3–4  | Mostly relevant information, minimal extra detail  
      | Uses language to give short descriptions, simple information and opinions with variable success  
      | Uses small selection of common, familiar vocabulary and expression with some repetition |
| 5–6  | Relevant information with occasional extra detail  
      | Uses language to give short descriptions, simple information and opinions with some success  
      | Uses small selection of common, familiar vocabulary and expression with little repetition |
Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | ● Produces simple, short sentences in isolation  
      ● Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed |
| 3–4  | ● Produces simple, short sentences with little linking  
      ● Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning |
| 5–6  | ● Produces simple sentences with some linking  
      ● Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication |

Additional guidance

*Straightforward* grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: 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 a plural noun after numbers, repeating subject
- 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, mismatch of subject and the possessive adjective
- 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
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
**Question 2 – Foundation tier (16 marks)**

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see Additional guidance).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 2: communication and content mark grid – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</tbody>
</table>
| 1–2  | ● Limited information given likely to consist of single words and phrases  
      ● Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down  
      ● Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts  
      ● Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression |
| 3–4  | ● Some brief information given, basic points made without development  
      ● Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down  
      ● Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts  
      ● Occasional appropriate use of register and style |
| 5–6  | ● Some relevant information given appropriate to the task, basic points made with little development  
      ● Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained  
      ● Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material  
      ● Mostly appropriate use of register and style, mostly sustained |
| 7–8  | ● Relevant information given appropriate to the task, basic points made with some development  
      ● Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas  
      ● Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material  
      ● Appropriate use of register and style sustained |
Additional guidance

**Independently selected vocabulary and expression:** students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

**Register and style definition:** **formal** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, ‘text-speak’, inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | Repetitive use of minimal selection of straightforward grammatical structures  
      | Produces individual words/set phrases  
      | Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4  | Use of a restricted range of straightforward grammatical structures, frequent repetition  
      | Produces simple, short sentences, which are not linked  
      | Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6  | Uses straightforward grammatical structures, some repetition  
      | Produces simple, short sentences; minimal linking  
      | Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed |
| 7–8  | Uses straightforward grammatical structures, occasional repetition  
      | Produces predominantly simple sentences occasionally linked together  
      | Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication |

Additional guidance

*Straightforward* grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

*Errors*: 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 a plural noun after numbers, repeating subject
- 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, mismatch of subject and the possessive adjective
- 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
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
**Question 3 – Foundation tier (20 marks)**

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.
Question 3: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates brief information relevant to the task with little development  
- Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
- Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
- Variable use of appropriate register and style |
| 4–6  | - Communicates information relevant to the task, with development of the occasional key point and idea  
- Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
- Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
- Appropriate use of register and style is evident but with inconsistencies |
| 7–9  | - Communicates information relevant to the task, with development of some key points and ideas  
- Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
- Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
- Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| - Communicates information relevant to the task with expansion of key points and ideas  
- Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
- Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
- Appropriate use of register and style throughout with minimal inconsistency |

Additional guidance

**Creative language use** – examples of creative language use are:
- using language to create an effect  
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes  
- using language to express thoughts, ideas, feelings and emotions  
- using language to inform and narrate ideas, thoughts and points of view to maintain interest  
- applying a variety of vocabulary and structures to maintain interest  
- using language effectively to achieve more complex purposes, for example to interest, to convince.
**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

**Register and style definition: informal** register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
### Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Uses straightforward grammatical structures, some repetition  
- Produces brief, simple sentences, limited linking of sentences  
- Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | - Uses mostly straightforward grammatical structures, occasional repetition  
- Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
- Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | - Different examples of straightforward grammatical structures are evident  
- Produces some extended sentences that are linked with familiar, straightforward conjunctions  
- Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | - Some variation of grammatical structures, occasional complex structure  
- Produces frequently extended sentences, well linked together  
- Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

**Additional guidance**

**Complex** grammatical structures are considered to be:
- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language.

**Straightforward** grammatical structures is considered to be:
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band 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 a plural noun after numbers, repeating subject  
- 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, mismatch of subject and the possessive adjective  
- 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  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.  

**NB**: these are examples only and do not constitute a finite list.
Question 4 – Foundation tier (12 marks)

Translation mark grids

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>2</td>
<td>Meaning fully communicated with occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>Some words are communicated but the overall meaning of the sentence is not communicated</td>
</tr>
<tr>
<td>2</td>
<td>The meaning of the sentence is partially communicated</td>
</tr>
<tr>
<td></td>
<td>Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>3</td>
<td>The meaning of the sentence is fully communicated</td>
</tr>
<tr>
<td></td>
<td>Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band 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 a plural noun after numbers, repeating subject
- 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, mismatch of subject and the possessive adjective
- 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
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:
• communication and content
• linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.
Question 1: communication and content mark grid – Higher tier

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates brief information relevant to the task with little development  
     | - Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
     | - Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
     | - Variable use of appropriate register and style |
| 4–6  | - Communicates information relevant to the task, with development of the occasional key point and idea  
     | - Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
     | - Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
     | - Appropriate use of register and style is evident but with inconsistencies |
| 7–9  | - Communicates information relevant to the task, with development of some key points and ideas  
     | - Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
     | - Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
     | - Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| - Communicates information relevant to the task with expansion of key points and ideas  
      | - Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
      | - Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
      | - Appropriate use of register and style throughout, with minimal inconsistency |

Additional guidance

**Creative language use**: examples of creative language use are:
- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.
Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
### Question 1: linguistic knowledge and accuracy mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>

1–2  
- Uses straightforward grammatical structures, some repetition  
- Produces brief, simple sentences, limited linking of sentences  
- Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed

3–4  
- Uses mostly straightforward grammatical structures, occasional repetition  
- Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
- Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed

5–6  
- Different examples of straightforward grammatical structures are evident  
- Produces some extended sentences that are linked with familiar, straightforward conjunctions  
- Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication

7–8  
- Some variation of grammatical structures, occasional complex structure  
- Produces frequently extended sentences, well linked together  
- Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

### Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE  
- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band 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 a plural noun after numbers, repeating subject
- 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, mismatch of subject and the possessive adjective
- 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
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
**Question 2 – Higher tier (28 marks)**

For this question, students’ work is marked by Pearson using assessment criteria contained in two mark grids:
- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see Additional guidance).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 2: communication and content mark grid – Higher tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–4</td>
<td>- Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>- Some effective adaptation of language to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>- Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language</td>
</tr>
<tr>
<td></td>
<td>- Appropriate use of register and style with the occasional inconsistency</td>
</tr>
<tr>
<td>5–8</td>
<td>- Communicates some detailed information relevant to the task, frequently effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>- Frequently effective adaptation of language to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>- Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language</td>
</tr>
<tr>
<td></td>
<td>- Appropriate use of register and style with few inconsistencies</td>
</tr>
<tr>
<td>9–12</td>
<td>- Communicates detailed information relevant to the task, with mostly effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>- Mostly effective adaptation of language, to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>- Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language</td>
</tr>
<tr>
<td></td>
<td>- Predominantly appropriate use of register and style</td>
</tr>
<tr>
<td>13–16</td>
<td>- Communicates detailed information relevant to the task, with consistently effective development of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>- Consistently effective adaptation of language to narrate, inform, interest/convince</td>
</tr>
<tr>
<td></td>
<td>- Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language</td>
</tr>
<tr>
<td></td>
<td>- Consistent use of appropriate register and style throughout</td>
</tr>
</tbody>
</table>
Additional guidance

**Creative use of language:** examples of creative language use are:
- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Adaptation of language to narrate, inform, interest/convince:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

**Register and style definition:** **formal** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, ‘text-speak’, inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
Question 2: linguistic knowledge and accuracy mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language  
      • Occasional sequences of fluent writing, occasionally extended, well-linked sentences  
      • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication |
| 4–6  | • Some variation of grammatical structures, including some repetitive instances of complex language  
      • Prolonged sequences of fluent writing, some extended, well-linked sentences  
      • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9  | • Uses a variety of grammatical structures including some different examples of complex language  
      • Predominantly fluent response; frequent extended sentences, mostly well linked  
      • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12| • Uses a wide variety of grammatical structures, including complex language  
      • Fluent response throughout with extended, well-linked sentences  
      • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band 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 a plural noun after numbers, repeating subject  
- 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, mismatch of subject and the possessive adjective  
- 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  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.  

**NB**: these are examples only and do not constitute a finite list.
### Question 3 – Higher tier (12 marks)

#### Translation mark grid

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student’s response across the whole paragraph should be considered.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>- Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference&lt;br&gt;- Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</td>
</tr>
<tr>
<td>4–6</td>
<td>- The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated&lt;br&gt;- Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</td>
</tr>
<tr>
<td>7–9</td>
<td>- The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated&lt;br&gt;- Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</td>
</tr>
<tr>
<td>10–12</td>
<td>- The meaning of the passage is fully communicated&lt;br&gt;- Consistently accurate language and structures, any errors do not hinder clarity</td>
</tr>
</tbody>
</table>

#### Additional guidance

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band 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 a plural noun after numbers, repeating subject
- 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, mismatch of subject and the possessive adjective
- 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
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
## Assessment Objectives

<table>
<thead>
<tr>
<th>Students must:</th>
<th>% in GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AO1</strong> Listening – understand and respond to different types of spoken language</td>
<td>25</td>
</tr>
<tr>
<td><strong>AO2</strong> Speaking – communicate and interact effectively in speech</td>
<td>25</td>
</tr>
<tr>
<td><strong>AO3</strong> Reading – understand and respond to different types of written language</td>
<td>25</td>
</tr>
<tr>
<td><strong>AO4</strong> Writing – communicate in writing</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

## Breakdown of Assessment Objectives

<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment Objectives</th>
<th>Total for all Assessment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Listening and understanding in Persian</td>
<td>AO1 25 %</td>
<td>AO2 0 %</td>
</tr>
<tr>
<td>Paper 2: Speaking in Persian</td>
<td>AO1 0</td>
<td>AO2 25</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding in Persian</td>
<td>AO1 0</td>
<td>AO2 0</td>
</tr>
<tr>
<td>Paper 4: Writing in Persian</td>
<td>AO1 0</td>
<td>AO2 0</td>
</tr>
<tr>
<td><strong>Total for GCSE</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>
3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our UK Information Manual. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Discount code and performance tables

Students taking the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their ‘first entry’ counted for the purpose of the school and college performance tables (please see Appendix 6: Codes). For further information about what constitutes ‘first entry’ and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

Students should be advised that if they take two GCSEs with the same discount code, schools and colleges they wish to progress to are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English, with the exception of specific questions in the listening, reading and writing assessments.

For speaking and writing assessments, all student work must be in Persian. For listening and reading, all student work must follow the instruction provided for the individual question.
Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not ‘reasonable’.

Special consideration

Special consideration is a post-examination adjustment to a student’s mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk
Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual’s General Conditions of Recognition.

The raw marks for papers 1, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

Foundation and Higher tier

<table>
<thead>
<tr>
<th>Paper</th>
<th>Weighting</th>
<th>Raw marks</th>
<th>Scaling factor</th>
<th>Scaling mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
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<td>2</td>
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<tr>
<td>3</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
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<tr>
<td>4</td>
<td>25%</td>
<td>60</td>
<td>1.167</td>
<td>70</td>
</tr>
</tbody>
</table>
This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2020.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

**Student recruitment and progression**

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

**Prior learning and other requirements**

There are no prior learning or other requirements for this qualification.

**Progression**

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian builds on the programme of study at Key Stages 2 and 3, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

Students will be expected to be able to talk about themselves as well as matters that go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE AS and GCE A Level in Persian. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual’s employability profile.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Persian-speaking countries and their cultures.
Appendices

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Appendix 6: Codes 151
## Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation-tier and Higher-tier candidates. Please indicate the tier below.

<table>
<thead>
<tr>
<th>Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Persian</th>
<th>1PN0: 2F/2H*</th>
<th>(*Please delete as appropriate)</th>
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<tbody>
<tr>
<td>Centre name:</td>
<td>Centre number:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate name and number</th>
<th>Declaration and permissions signature and date*</th>
<th>Role play</th>
<th>Picture-based discussion</th>
<th>Conversation (1)</th>
<th>Conversation (2)</th>
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</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Teacher name</th>
<th>Declaration and permissions signature and date*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.

Please photocopy and continue on a separate sheet as necessary. Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A ‘Word’ version of this form is available on our website to facilitate administration in centres.
Appendix 2: Grammar list

GCSE students will be expected to have acquired knowledge and understanding of Persian grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R) only receptive knowledge is required.

Persian (Foundation tier)

Nouns:
- verbal nouns (gerunds)
- simple and compound nouns
- abstract nouns and concrete nouns
- plural and singular, marker for plural and irregular plurals, plural noun
- Ezafe (genitive) used as a possessive/adjectival link/prepositional marker
- definite/indefinite

Articles:
definite – including use of را (marker for definite direct object)
 indefinite (یک مرد، مردی)
 partitive (تمام – بعضی از)

Adjectives:
position of adjectives
demonstrative (این، آن)
compound adjective (سنجاق‌تار)
comparative and superlative
expressing 'تای' after a comparative
expressing 'از' after a superlative

Adverbs:
adverbs of time and place
position of adverbs

Numbers, quantity, dates and time:
all cardinal and ordinal numbers
addition, division, multiplication, subtraction
dates and times (months, seasons, days of the week)
expressing age

Quantifiers/intensifiers:
(چند، چندین، تعدادی، مقداری)
**Pronouns:**
personal: all subjects
possessive pronouns
object personal pronouns: direct and indirect
position and order of object pronouns
demonstrative pronouns

**Verbs:**
infinite/present stem/past stem
all persons of the verb, singular and plural
conjugation of verbs and verbal ending
mode of address: formal and informal
negative forms
past simple/past continuous
present simple/present continuous
future
auxiliary verbs (خواستن/ داشتن/ بودن)

**Prepositions:**
common prepositions
prepositional phrases (R)

**Conjunctions:**
common coordinating conjunctions (و/اما/ یا)
common subordinating conjunctions (درصورتی که/ از آنجاییکه/ وقتی)
interjection (ی/یا/ آی)

**Word order:**
- sentence (interrogative, negative, affirmative)
- simple and compound sentences
Persian (Higher tier)

All grammar and structures listed for Foundation tier, as well as:

Adjectives:
participle (R) (کدام کتاب)
interrogative (بچه، تشنه از مدرس ماد)
expressing "w" after a comparative (در تابستان هوا بیشتر بارانی بود تا آفتابی)
expressing 'از' after a superlative (خواهرم از مهربانترین خواهرهای روزی زمین است)

Adverbs:
common adverbial phrases (شبانه روز/ سال تا سال)

Numbers, quantity, dates and time:
fractions, decimals
percentage
recurring numerals
approximate numbers (دو سه روز/ یکی دو روز)
measures (length, width, height)
classifiers used with numbers (R) (چهار تا قلم، بچه جلد کتاب، ده فروند هواپیما، دوست دستگاه آپارتمان، یک دست کت و شلوار)

Pronouns:
reflexive pronouns (خوش، خوشش، خویشتن)
interrogative pronouns (کدام/ چند/ چه/ کی/ چه کسی/ چه کجا/ چرا)

Verbs:
infinitive/past participle/present participle
passive voice
present perfect
past perfect
imperative
impersonal verbs (پایستن/ توانستن) (R)
subjunctive forms (past, present and perfect) (باید میرفتم / باید بروم/ شاید رفته باشد) (R)
relative clause (موردی که انجا نشسته است، پدر من است)

Conditionals:
possible present/future (اگر او را ببینم، به او میگویم. اگر او را دیدی، به او بگو)
impossible past (اگر او را میبدیم / می‌بوشد به او میگویم) (R)

Prepositions:
- verb preposition (اموختن به / اموختن از)
- prepositional phrases (در مقابل/ درباره/ به جای/ با وجود/ در میان)
Conjunctions:
common subordinating conjunctions
interjection
Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian.

However, students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation-tier assessments.

Word lists

Section 1: High-frequency language

Common verbs
Common adjectives
Common adverbs
Prepositions
Colours
Numbers
Ordinal numbers
Quantities and measures
Some useful connecting words
Time expressions
Times of day
Days of the week
Months and seasons of the year
Question words
Other useful expressions
Other high-frequency words
Countries
Continents
Nationalities
Administrative regions of Iran with English equivalents
Areas/mountains/seas
Social conventions
Language used in dialogue and messages
Section 2: Topic-specific language

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed in only one theme. Many common verbs are given in the verb list, with a few others included under a specific topic.

Each topic has been highlighted in bold.

All topics must be studied in the context of both the student’s home country and that of countries and communities where Persian is spoken.

Theme 1: Identity and culture

Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models

Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)

Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel

Holidays: preferences, experiences and destinations

Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping

Town, region and country: weather; places to see; things to do

Theme 3: School

What school is like: school types; school day; subjects; rules and pressures; celebrating success

School activities: school trips; events and exchanges

Theme 4: Future aspirations, study and work

Using languages beyond the classroom: forming relationships; travel; employment

Ambitions: further study; volunteering; training

Work: jobs; careers and professions

Theme 5: International and global dimension

Bringing the world together: sports events; music events; campaigns and good causes

Environmental issues: being ‘green’; access to natural resources
Section 1: High-frequency language

Common verbs

to achieve

پیدا کردن

پیدارگی/پیدایش کردن

درد کردن

جمیع کردن/اضافه کردن/افزودن

نظریه کردن/اهتمامی کردن

تأثیرگذاری کردن

موافقتنامه/صحت

گزارش/آگاهی دادن

اعلام کردن

جواب دادن/پاسخ دادن

استعلام/دعوای کردن/دلیل/وروند/یک جرو/بحث

کردن

دستگاه کردن

رسیدن

سوال کردن/پرسیدن

درخواست کردن

عذرخواهی کردن

کوشش کردن

حماس/تشکر کردن

بودن

قود روان/توانستگی

قبول شدن

تسریه

تحمل کردن

زند/کتک/زن

متولد شدن

احیای کردن

سرآر/پاناختن

بیمار/بیماری

عجله کردن

مشتاق/فاقدی

بودن

از کسی انتظار داشتن

اعجب/اختیار/خواش/تماس کردن

شروع کردن

رفتار کردن

علاقه‌مندی/بودن

بازار/کار

خوش‌شانس/بودن

گم/بودن

به دید/خوردن

بودن

پذیرفتن/قبول کردن

درد کردن

جمیع کردن/اضافه کردن/افزودن

نظریه کردن/اهتمامی کردن

تأثیرگذاری کردن

موافقتنامه/صحت

گزارش/آگاهی دادن

اعلام کردن

جواب دادن/پاسخ دادن

استعلام/دعوای کردن/دلیل/وروند/یک جرو/بحث

کردن

دستگاه کردن

رسیدن

سوال کردن/پرسیدن

درخواست کردن

عذرخواهی کردن

کوشش کردن

حماس/تشکر کردن

بودن

قود روان/توانستگی

قبول شدن

تسریه

تحمل کردن

زند/کتک/زن

متولد شدن

احیای کردن

سرآر/پاناختن

بیمار/بیماری

عجله کردن

مشتاق/فاقدی

بودن

از کسی انتظار داشتن

اعجب/اختیار/خواش/تماس کردن

شروع کردن

رفتار کردن

علاقه‌مندی/بودن

بازار/کار

خوش‌شانس/بودن

گم/بودن

به دید/خوردن

بودن
Common verbs (continued)

to be situated
واقع شدن/ قرار داشتن / قرار گرفتن

خواب آورد/ خواب‌شد/ خواب گرفتن

مناسب بودن

شرط بستن

تشنه بودن

شدن/ نبیل شدن

باورکردن

خیانت کردن

از قبل گرفتن/ رزرو کردن

وام گرفتن/ قرض کردن

شکستن

نفس گرفتن

بزرگ کردن

سلاح

خربد

صد کردن/ صدا زدن

اردو زدن

تماس گرفتن

مواضنه/ اعتنا کردن

بزرگ/ حمل کردن

فیک گردیدن/ لغو کردن/ منسوخ کردن

گرفتن

سرما خوردن

ملاح شدن

عوض کردن/ تغییر دادن

گفتگو کردن

بررسی کردن/ رسدگی کردن

انتخاب کردن

تمیزکردن/ پاک کردن

کلید کردن

بستن/ تعطیل کردن

جمع کردن/ جمع کردن

آمد/ تشریف کردن

شکایت کردن

تمام کردن/ کامل کردن/ پر کردن

تیراندازی/ شادی بانی گفتگو

در نظر گرفتن

تماس/ گفتگو

ایجاده دادن

ادامه دادن/ لانبیل کردن

گفتگو کردن
Common verbs (continued)

to convince

to cook

to cope/manage/get by

to cooperate

to copy

to cost

to cough

to count on (someone)

to cross, go across

to cry

to cut

to deceive

to decide

to decrease

to damage

to dare

to denote

to deny

to depart/leave

to depart/leave

to depend

to describe

to deserve

to destroy

to die

to disagree

to disappear

to discourage

to discover

to discuss/to negotiate

to divide

to do

to draw

to draw a match

to drink

to drive

to earn

to eat

to emphasise/to stress

to employ

to encourage

to end

قانع/ متقاعد کردن
آشیز یکدست/ خیانت
اجتماع کردن/ مدیریت کردن
همکاری کردن
رونویسی کردن
هزینه داشتن
سرفه کردن

شرمدن/ روی کمی حساب کردن
غیر کردن
گریه کردن
پریشان/ طول کردن
گول زدن/ فربد دادن
تصمیم گرفتن/ عزم کردن
کاهش یافتن/ کم شدن
صدمی زدن/ ضرر زدن
جراح کردن
دلانت کردن
انکار کردن
ترک کردن
روانه شدن/ عزیمت کردن
بستگی داشتن
توصیف کردن

استحاق داشتن/ سزاوار بودن
خراب کردن/ نابود کردن
مورد/ فوت کردن/ وفات یافت
مُخالفت کردن
ناپدید شدن
دریافت کردن
کشف کردن
بحث/ مناقره کردن
قسم کردن
کردن/ انجام دادن
نقاشی کردن/ کشیدن
در مسابقه مساوی شدن
نوشیان/ آشامیدن
راندن/ گردن/ راندن
پدست آوردن/ کسب کردن
خوردن
تاکید کردن
استفاده کردن
بلگر کردن/ با تکیه کردن
پایان دادن
Common verbs (continued)

- to enjoy
  - برخوردار/به‌هم‌مدند/شدت‌بردند
  - لذت‌بردند
  - وارد شدن
  - فرار/گرختن
  - امتحان کردن
  - ورزش کردن/تمرین کردن
  - انتظار داشتن/توقت داشتن
  - توضیح دادن/شرح دادن
  - استخراج کردن/به‌هم‌بوداری کردن
  - افقتان/زمین خوردن
  - مردوخ شدن
  - به‌کاررفتن
  - ترسیدن
  - خواردن/غذا دادن
  - احساس کردن/حس کردن
  - جنگیان/مبارزه کردن
  - پرکردن

- to enjoy oneself
  - لذت‌بردن

- to enter/go in
  - وارد شدن

- to escape
  - گردش/کردن

- to examine
  - ایمتحان کردن

- to expect
  - انتظار داشتن

- to explain
  - توضیح دادن

- to exercise
  - ورزش کردن

- to expect
  - انتظار داشتن

- to fall/to fall over
  - وارد/خانم/خوردن

- to fail (exam)
  - مردود شدن

- to fall asleep
  - خواب رفتن

- to fear
  - ترسیم

- to feed, nourish
  - خوراک دادن/غذا دادو

- to feel
  - احساس کردن

- to fight
  - جنگیان

- to fill/fill in
  - پرکردن/فرم

- to find
  - پیدا کردن

- to find out
  - کشف

- to finish
  - پایان دادن

- to fly
  - پریکردن

- to foresee
  - پیش بینی کردن

- to forget
  - فراموش

- to forgive
  - بخشیدن

- to get
  - کردن

- to get angry
  - عصبانیت

- to get dressed
  - لباس پوشانی

- to get fed up
  - خستگی/بیماری

- to get in/on to (bus, car, train)
  - سوار شدن

- to get off (bus, car, train)
  - خروج

- to get changed
  - لباس جدید

- to get up
  - بالا بکردن

- to get used to
  - عادت کردن

- to give
  - دادن

- to give (a gift/present)
  - هدیه دادن

- to give back
  - پس دادن

- to go
  - پیاده رفتن

- to go (in a car)
  - برخاستن/پیاده شدن

- to go down
  - تشریف

- to go for a walk/stroll
  - پیاده رفتن
### Common verbs (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Persian</th>
</tr>
</thead>
<tbody>
<tr>
<td>to go out</td>
<td>بیرون رفتن</td>
</tr>
<tr>
<td>to go to bed</td>
<td>به خواب رفتن/ به بستر رفتن</td>
</tr>
<tr>
<td>to go up</td>
<td>بالا رفتن</td>
</tr>
<tr>
<td>to greet</td>
<td>سلام گرفتن/ احواضی کردن</td>
</tr>
<tr>
<td>to grow up</td>
<td>بزرگ شدن/ رشد کردن</td>
</tr>
<tr>
<td>to haggle</td>
<td>چانه گرفتن (برای گرفتن تخفیف)</td>
</tr>
<tr>
<td>to happen</td>
<td>پیش آمدن/ اتفاق افتادن</td>
</tr>
<tr>
<td>to hang</td>
<td>اویزان کردن</td>
</tr>
<tr>
<td>to harm/damage</td>
<td>آسیب زدن / رساندن</td>
</tr>
<tr>
<td>to have</td>
<td>داشتن</td>
</tr>
<tr>
<td>to hate</td>
<td>تصرف کردن</td>
</tr>
<tr>
<td>to have an accident</td>
<td>صبحانه خوردن</td>
</tr>
<tr>
<td>to have breakfast</td>
<td>ناهار خوردن</td>
</tr>
<tr>
<td>to have lunch</td>
<td>شام خوردن</td>
</tr>
<tr>
<td>to have dinner/supper</td>
<td>ناهار خوردن/ باید شنیدن</td>
</tr>
<tr>
<td>to have to/must</td>
<td>کمک کردن/ کرده به خدمات گرفتن</td>
</tr>
<tr>
<td>to help</td>
<td>داده است/ داشتن</td>
</tr>
<tr>
<td>to hire</td>
<td>کردن</td>
</tr>
<tr>
<td>to hit</td>
<td>تحویل کردن</td>
</tr>
<tr>
<td>to hold</td>
<td>رساندن</td>
</tr>
<tr>
<td>to honour</td>
<td>گرامی داشتن</td>
</tr>
<tr>
<td>to hope</td>
<td>آمید داشتن</td>
</tr>
<tr>
<td>to hurry</td>
<td>عجله کردن</td>
</tr>
<tr>
<td>to hurt (oneself)</td>
<td>آزار ساندن/ بدرآوردن/ بینی کردن</td>
</tr>
<tr>
<td>to imagine</td>
<td>ایجاد/ تصور کردن/ ایجاد/ تصور کردن</td>
</tr>
<tr>
<td>to improve</td>
<td>پیشرفت کردن/ بهتر کردن</td>
</tr>
<tr>
<td>to increase</td>
<td>افزایش دادن/ زیاد کردن</td>
</tr>
<tr>
<td>to inform</td>
<td>خبر دادن/ مسئولیت داشتن</td>
</tr>
<tr>
<td>to insist</td>
<td>اصرار کردن</td>
</tr>
<tr>
<td>to intend</td>
<td>ارائه دادن/ قصد داشتن</td>
</tr>
<tr>
<td>to interest</td>
<td>مطابق علاقه داشتن</td>
</tr>
<tr>
<td>to introduce (a person)</td>
<td>دعوت کردن/ این کردن</td>
</tr>
<tr>
<td>to invite</td>
<td>آگاه کردن/ آگاه کردن</td>
</tr>
<tr>
<td>to iron</td>
<td>پیوستن</td>
</tr>
<tr>
<td>to join</td>
<td>پریدن</td>
</tr>
<tr>
<td>to jump</td>
<td>توفیه کردن</td>
</tr>
<tr>
<td>to justify</td>
<td>نگه داشتن/ ضریب زدن</td>
</tr>
<tr>
<td>to keep</td>
<td>وازگان کردن/ بر اندوختن</td>
</tr>
<tr>
<td>to knock</td>
<td>دانستن/ شناختن</td>
</tr>
<tr>
<td>to knock over</td>
<td></td>
</tr>
<tr>
<td>to know</td>
<td></td>
</tr>
</tbody>
</table>
Common verbs (continued)

to know how to

شناختن

فرودکردن

ماثنی / طول کشیدن

خندهداشتن

یادگرفتن/وزرگی کردن

بطور کامل یادگرفتن/ به نحو احسن آموختن

جا ماندن/باقی گذاشتن/ جا گذاشتن

ترک کردن/ عزم شدن/عزیمت کردن

عزم شدن/عزیمت کردن/ ترک کردن

قرار دادن/ وام دادن

دروغ گفت

گذاشتن/اجازه دادن

لیمان/ دراز کشیدن

روشن کردن

دوستداشت/ میل داشتن

شنیدن/گوشدادن

زیستن/زندگی کردن

روشن کردن

مواد بندی کردن/نگهداری کردن

دنبال چیزی گشتن/ جستجو کردن

شباهت داشتن/ مانند بودن

گریزند

ازدست دادن

عشق ورزیدن / دوست داشتن

اشتباه کردن

ادارت/ مدیریت کردن

ازعده برآمدن / تحمل کردن

ازدواج کردن

خیال داشتن/قصد داشتن

ملاقات کردن

عذرخواهی کردن

فاده بودن / دلتنگ شدن

ازدست دادن (اتوبوس/ترن)

حرفکت کردن

نام گذاشتن

نظر داشتن/اجتناب داشتن

ملاحظه کردن/ شناختن/ متوجه شدن

تقدم کردن/ پیشنهاد دادن

اطاعت کردن

مشاهده کردن

به دست آوردن/ گیر کردن

واقعشدن/ بیش اندامن


to land

فرود آمدن


to last

میان / طول کشیدن


to laugh

خندیدن


to learn

یادگرفتن/وزرگی کردن

بطور کامل یادگرفتن/ به نحو احسن آموختن

جا ماندن/باقی گذاشتن/ جا گذاشتن

ترک کردن/ عزم شدن/عزیمت کردن

عزم شدن/عزیمت کردن/ ترک کردن

قرار دادن/ وام دادن

دروغ گفت

گذاشتن/اجازه دادن

لیمان/ دراز کشیدن

روشن کردن

دوستداشت/ میل داشتن

شنیدن/گوشدادن

زیستن/زندگی کردن

روشن کردن

مواد بندی کردن/نگهداری کردن

دنبال چیزی گشتن/ جستجو کردن

شباهت داشتن/ مانند بودن

گریزند

ازدست دادن

عشق ورزیدن / دوست داشتن

اشتباه کردن

ادارت/ مدیریت کردن

ازعده برآمدن / تحمل کردن

ازدواج کردن

خیال داشتن/قصد داشتن

ملاقات کردن

عذرخواهی کردن

فاده بودن / دلتنگ شدن

ازدست دادن (اتوبوس/ترن)

حرفکت کردن

نام گذاشتن

نظر داشتن/اجتناب داشتن

ملاحظه کردن/ شناختن/ متوجه شدن

تقدم کردن/ پیشنهاد دادن

اطاعت کردن

مشاهده کردن

به دست آوردن/ گیر کردن

واقعشدن/ بیش اندامن


to learn thoroughly

بطور کامل یادگرگردن/ دوماً نخوشن آمودن


to leave (behind)

بودن/ گذاشتن


to leave, to depart

ترک کردن/ پرداختن / شارکردن


to lend

قرض دادن/ وام دادن


to lie

دروغ گفت


to let

در آمدن


to lie down

در آمدن / براک گذاشتن/ دار


to light, turn/switch on

روشن کردن


to like

دوست داشتن


to listen

گوش دادن


to live

زیستن/ زندگی کردن


to look at

بین نشدن


to look after/mind (child, dog)

دارم/ مدیریت داشتن


to look for

دنبال داشتن/ جستجو کردن


to look like, to resemble

شباهت داشتن/ مانند بودن


to lose

بودن/ گذاشتن


to love

عشق ورزیدن / دوست داشتن


to make mistake

اشتباه کردن


to manage (business)

ادارت/ مدیریت کردن


to manage, to cope

ازعده برآمدن / تحمل کردن


to marry

ازدواج کردن


to mean to (do)

خیال داشتن/قصد داشتن


to meet

ملاقات کردن


to mention

یاد کردن


to miss

بودن/ گذاشتن


to miss (train, bus etc)

بودن / گذاشتن


to move

 حرکت کردن


to name

نام گذاشتن


to need

ازدست دادن


to notice

بودن/ گذاشتن


to offer

بودن / گذاشتن


to obey

ازدست دادن


to observe

بودن/ گذاشتن


to obtain

بودن/ گذاشتن


to occur

بودن/ گذاشتن
Common verbs (continued)

- to open
- to order
- to organise
- to park
- to pass
- to pay
- to permit
- to persist
- to phone
- to pick up
- to place
- to play
- to please
- to point out
- to pop in
- to possess
- to pour
- to prefer
- to present
- to press
- to pretend
- to prevent
- to print
- to progress
- to produce
- to promise
- to provoke
- to pull
- to punish
- to push
- to put
- to put back
- to put on
- to put out
- to put up with
- to question
- to rain
- to raise
- to reach
- to read
- to receive

- بازگردان
- دستوردادن
- نظم دادن/سازماندهی کردن
- پارک کردن/ابستادن
- گذشتن
- پرداختن/پول دادن
- اجازه دادن
- پافشاری کردن
- تلفن کردن
- پرداختن
- جای دادن/گذاشتن
- بازی کردن
- خرفسند کردن/شد کردن/خوشحال کردن
- نشان دادن/با دست و انگشت) اشاره کردن
- سر زدن
- مالک بودن/در اختیار داشتن/دارا بودن
- ریختن
- ترجیح دادن
- ارائه دادن/هدا کردن
- فشار دادن
- واهمود کردن
- باز داشتن/جلوگیری کردن
- چاپ کردن
- پیشرفت کردن
- تولید کردن
- فهل دادن
- برانگیختن
- کشیدن
- تنیبه کردن
- هل دادن/فسخ کردن/فساد دادن
- گذاشتن
- سر جابش گذاشتن
- پوششیان
- خاموش کردن
- ساختن/نگهداری کردن
- سوال کردن
- (پاران) باریدن
- بُلد کردن
- رسیدن
- خواندن
- بدست آمدن
Common verbs (continued)

- to recognise
- to recommend
- to recover
- to refund
- to refuse
- to regret, be sorry
- to remain/remain behind
- to remember
- to remind
- to rent/to hire
- to repair
- to repeat
- to replace
- to reply
- to request
- to require
- to research
- to reserve
- to resign
- to resist
- to respect
- to rest
- to return/to go back
- to return, to take back
- to ride a horse
- to ring (a bell)
- to rise
- to run
- to save
- to say
- to say prayer
- to see
- to seem/to appear
- to sell
- to send
- to serve
- to shake
- to show
- to sign
- to sing
- to sit
Common verbs (continued)

to sit down

to skate

to ski

to sleep

to smile

to smoke

to sneeze

to solve (a problem)

to speak

to spend (money)

to spend (time)

to squash

to stand

to stand up

to start

to stay

to steal

to stop

to stroll, go for a walk

to study (a subject)

to study (be a student)

to succeed

to sue

to sunbathe

to suppose

to spread

to swim

to switch on

to switch off

to take

to take off (clothes etc)

to take off (plane)

to talk

to taste

to teach

to tell/recount

to tell the truth

to tell/to say

to thank

to think (about)

to throw

to tie
Common verbs (continued)

to touch

للمس/مسكردن/دست زدن

to travel

سفر کردن/مسافرت کردن

to transfer

انتقال دادن/منتقل کردن

to translate

ترجمه کردن

to treat (medical)

معامله کردن/مداوا کردن

to trouble

زحمت دادن/به زحمت اندامن

to trust

اعتماد کردن

to try

سعی کردن

to turn

پیچیدن/چرخیدن

to turn on

روشن کردن

to understand

فهمیدن

to use

استفاده کردن

to utter

بر زبان اوردن

to vacuum

با جاروی برقی تمیز کردن

to visit (person)

بازدید کردن

to visit (place)

در انتظار بودن

to wait for

بیمار/در/کردن

to wake up

روشن شدن/کردن

to walk

راه رفتن/قدم زدن

to want

خواستن

to warn

آگاه کردن/خبردار کردن/هشدار دادن

Common adjectives

accurate

دقت

active

فعال/پر کار

alike, the same

ماثل/مشابه/پیکاسان

any sort of

هر نوع

bad

بد

beautiful

فشنگ
<table>
<thead>
<tr>
<th>Adjective</th>
<th>Persian</th>
</tr>
</thead>
<tbody>
<tr>
<td>better</td>
<td>بہتر</td>
</tr>
<tr>
<td>big, large</td>
<td>بزرگ/وسیع/فراؤن</td>
</tr>
<tr>
<td>boring</td>
<td>خسته کننده/یک نواخت</td>
</tr>
<tr>
<td>broken</td>
<td>شکسته</td>
</tr>
<tr>
<td>calm</td>
<td>آرام خو/سرد</td>
</tr>
<tr>
<td>careful</td>
<td>مواطن/مراقب</td>
</tr>
<tr>
<td>careless</td>
<td>بدقت</td>
</tr>
<tr>
<td>cheap</td>
<td>کم ارزش/ارزان</td>
</tr>
<tr>
<td>clean</td>
<td>تمیز</td>
</tr>
<tr>
<td>common</td>
<td>مشترک</td>
</tr>
<tr>
<td>complete</td>
<td>کامل</td>
</tr>
<tr>
<td>complex, complicated</td>
<td>پیچیده/بُغرنج</td>
</tr>
<tr>
<td>correct</td>
<td>دُرُست/صحيح</td>
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<tr>
<td>corrupt</td>
<td>فاسد</td>
</tr>
<tr>
<td>cosy</td>
<td>گرم و نرم</td>
</tr>
<tr>
<td>covered</td>
<td>پوشیده</td>
</tr>
<tr>
<td>crowded</td>
<td>شلوغ</td>
</tr>
<tr>
<td>cruel</td>
<td>بی رحم</td>
</tr>
<tr>
<td>curious</td>
<td>گنگیاو</td>
</tr>
<tr>
<td>cut</td>
<td>پُرده</td>
</tr>
<tr>
<td>damp</td>
<td>نمکدار/خشک</td>
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<tr>
<td>dangerous</td>
<td>نمادار/نامناک</td>
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<tr>
<td>dark</td>
<td>طاریک</td>
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<tr>
<td>deep</td>
<td>عمیق</td>
</tr>
<tr>
<td>depressed</td>
<td>افسرده</td>
</tr>
<tr>
<td>desperate</td>
<td>نامید</td>
</tr>
<tr>
<td>devoted</td>
<td>فداکار</td>
</tr>
<tr>
<td>difficult</td>
<td>سخت/مُشكل/دشوار</td>
</tr>
<tr>
<td>dishonest</td>
<td>نادرست</td>
</tr>
<tr>
<td>dry</td>
<td>خشک</td>
</tr>
<tr>
<td>easy</td>
<td>اسان</td>
</tr>
<tr>
<td>empty</td>
<td>خالی</td>
</tr>
<tr>
<td>enormous</td>
<td>هنگفت</td>
</tr>
<tr>
<td>every</td>
<td>هر</td>
</tr>
<tr>
<td>exalted</td>
<td>ارجمهند</td>
</tr>
<tr>
<td>excellent</td>
<td>عالی</td>
</tr>
<tr>
<td>exciting, entertaining</td>
<td>استاد/کارشناس/ماهر</td>
</tr>
<tr>
<td>expensive</td>
<td>منصفانه</td>
</tr>
<tr>
<td>expert/skilled</td>
<td>متمایز/برجسته/مشهور</td>
</tr>
<tr>
<td>fair</td>
<td>مد روز/شیک و مد</td>
</tr>
<tr>
<td>famous</td>
<td>برجسته</td>
</tr>
<tr>
<td>English</td>
<td>Persian</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>fast</strong></td>
<td>ﺛﻧد / ﺳرﯾﻊ</td>
</tr>
<tr>
<td><strong>fat</strong></td>
<td>ﭼﺎﻗ</td>
</tr>
<tr>
<td><strong>favourite</strong></td>
<td>ﻣﻃﻠﻮب</td>
</tr>
<tr>
<td><strong>final</strong></td>
<td>ﻧﮭﺎﯾﯽ</td>
</tr>
<tr>
<td><strong>foolish</strong></td>
<td>اﺣﻤﻘﺎ/index/ اﺣﻤﻘﺎنﮫ</td>
</tr>
<tr>
<td><strong>foreign</strong></td>
<td>ﺧﺎرﺟﯽ / اﺟﻧﺒﯽ</td>
</tr>
<tr>
<td><strong>former</strong></td>
<td>سﺎﺑﻖ / ﭘﯿﺶ / ﭘﯿﺶ / ﭘﯿﺶ</td>
</tr>
<tr>
<td><strong>free (at no cost)</strong></td>
<td>ﻣﺟﺎﻧﯽ</td>
</tr>
<tr>
<td><strong>free (unoccupied, available)</strong></td>
<td>ﺧﺎﻟﯽ</td>
</tr>
<tr>
<td><strong>friendly</strong></td>
<td>دوﺳَﺘﺎنﮫ، رﻓﺎﻗت آﻣﯾز</td>
</tr>
<tr>
<td><strong>frightening</strong></td>
<td>ﺗرﺳَﻧﺎک</td>
</tr>
<tr>
<td><strong>full</strong></td>
<td>ﺗﻤﺎم، ﮐﺎل، ﮐﺎل</td>
</tr>
<tr>
<td><strong>fun, amusing</strong></td>
<td>ﻣُﺘﻔْرِﺣُی/ ﻣُﺘﻔْرِﺣُی/ ﻣُﺘﻔْرِﺣُی/ ﺳرگرم ﮐﻧﻨده</td>
</tr>
<tr>
<td><strong>funny (comical)</strong></td>
<td>ﻣﺳَﺨَرَه، ﺧَﻧَﺪه دار</td>
</tr>
<tr>
<td><strong>generous</strong></td>
<td>ﺑَﺻِل/ واﻗِعی</td>
</tr>
<tr>
<td><strong>genuine</strong></td>
<td>ﻋَﻧِدِل/ واﻗِعی</td>
</tr>
<tr>
<td><strong>good</strong></td>
<td>ﺧُوُر / ﺧُوُر</td>
</tr>
<tr>
<td><strong>good (well behaved)</strong></td>
<td>ﻣَﺳَﺨَرَه، ﺧَﻧَﺪه دار</td>
</tr>
<tr>
<td><strong>grateful</strong></td>
<td>ﺳَﭙَﺎﺳِگزار/ ﻣَﺗَشَﮑَر/ ﻣَﻣَﻨُون</td>
</tr>
<tr>
<td><strong>great</strong></td>
<td>ﻣُﻌَﺎﻟِ/ ﺑَزَرَگ</td>
</tr>
<tr>
<td><strong>happy, fortunate</strong></td>
<td>ﺧوﺷَخَی/ خوﺷَخَی</td>
</tr>
<tr>
<td><strong>hard (not soft)</strong></td>
<td>ﻣَﺷَﮑِل</td>
</tr>
<tr>
<td><strong>hard, difficult</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>hardworking</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>harmful</strong></td>
<td>ﻣَﺿَر/ زِیﺎن آور</td>
</tr>
<tr>
<td><strong>healthy (food/way of life)</strong></td>
<td>ﺣَرَم/ ﺑَزَرَگ</td>
</tr>
<tr>
<td><strong>heavy</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>high, tall (building)</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>honest</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>hostile</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>hot (of liquid)</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>hot</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>hot tempered</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>huge/vast</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>hypocritical</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>ideal</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>idle</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>ill (chronic)</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>impatient</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>important</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>in a good mood</strong></td>
<td>ﺑَصِرِ</td>
</tr>
<tr>
<td><strong>incorrect</strong></td>
<td>ﺑَصِرِ</td>
</tr>
</tbody>
</table>

*Note: The translation is based on the provided English words and may not perfectly align with the original Persian meanings.*
Common adjectives (continued)

independent

innocent

intelligent, clever

intense

interesting

jolly, happy

kind

languid

last

lazy

liar

light

living

lonely

long

lost

loud

magnificent

main

marvellous

miserable

modern

much

narrow

naughty

necessary, needed

necessary, unavoidable, obligatory

negative

new

next to

nice, pretty, likeable

noisy

normal

old

obliged

obstinate

obvious

old (former)

only

open

optimistic

original

آزاد/ مستقل

بی‌گناه

باوهور/ هوشمند

شدید

جالب/ دیدنی

خوشحال/ خجسته/ فرخنه

مهربان

بی‌حال

آخرین

تنبل

ذروغی

نور/ برق/ روشنی/ روشنایی

زنده

تنها

طول

گمشده

بندر/ پر سر و صدا

مجلل/ عالی/ عظیم

اصلی/ مهم

حیرت‌آور/ جالب

بینو/ نیجاره

مدرن/ جدید/ امروزی

پیار

باریک

شریب/ سرکش

لازم

واجب

منفی

نوا/ تازه/ جدید

بعد از/ جنب

فشنگ

پر سر و صدا/ بندر

نمک/ طبیعی

کهن/ قدمی

مجرب/ منفون

لوج

معلم

کهن/ قدمی

تنها

باز( فروشگاه)

خوش بین

اصلی/ ابتکاری
### Common adjectives (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Persian</th>
</tr>
</thead>
<tbody>
<tr>
<td>other</td>
<td>دیگر</td>
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<tr>
<td>patient</td>
<td>صبور</td>
</tr>
<tr>
<td>peaceful</td>
<td>صلح آمیز/ آرام</td>
</tr>
<tr>
<td>pessimistic</td>
<td>بدین</td>
</tr>
<tr>
<td>pleasant, nice</td>
<td>مطیع، خوش</td>
</tr>
<tr>
<td>pleased (to meet you)</td>
<td>خوشبختی، ملاقاتتان</td>
</tr>
<tr>
<td>polite (im-)</td>
<td>مهربان</td>
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<tr>
<td>poor</td>
<td>فقیر</td>
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<tr>
<td>popular</td>
<td>محبوب</td>
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<tr>
<td>positive</td>
<td>مثبت</td>
</tr>
<tr>
<td>practical</td>
<td>عملی/ کاربردی</td>
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<tr>
<td>pretty</td>
<td>قشنگ</td>
</tr>
<tr>
<td>quiet</td>
<td>ساکت، آرام/ خموش</td>
</tr>
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<td>ready</td>
<td>آماده</td>
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<tr>
<td>real</td>
<td>حقیقی</td>
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<td>reasonable</td>
<td>معقول/ مستقل</td>
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<td>recent</td>
<td>جدید</td>
</tr>
<tr>
<td>reliable</td>
<td>قابل اعتماد/ مورد اطمینان</td>
</tr>
<tr>
<td>responsible/in charge of</td>
<td>مسئول/ عهده دار</td>
</tr>
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<td>rich</td>
<td>ثروتمند</td>
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<td>sad</td>
<td>غمگین</td>
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<td>safe</td>
<td>امن</td>
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<td>same</td>
<td>یکسان/ همان جور</td>
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<td>scholar</td>
<td>پژوهشگر/ دانشمند/ محقق</td>
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<td>selfish</td>
<td>خودخواه</td>
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<td>sensational</td>
<td>شورانگیز/ مهیج/ احساساتی</td>
</tr>
<tr>
<td>serious</td>
<td>جدی</td>
</tr>
<tr>
<td>sharp</td>
<td>تیز</td>
</tr>
<tr>
<td>short</td>
<td>کوتاه</td>
</tr>
<tr>
<td>short (person)</td>
<td>قد کوتاه</td>
</tr>
<tr>
<td>shy</td>
<td>خجالتی</td>
</tr>
<tr>
<td>silent</td>
<td>خاموش/ ساکت</td>
</tr>
<tr>
<td>silly</td>
<td>احمق/ ابله/ احمق</td>
</tr>
<tr>
<td>situated</td>
<td>واقع در</td>
</tr>
<tr>
<td>skilled</td>
<td>ماهر</td>
</tr>
<tr>
<td>slender, slim</td>
<td>نحیف/ لاغر</td>
</tr>
<tr>
<td>slow</td>
<td>آهسته/ گند</td>
</tr>
<tr>
<td>smart</td>
<td>شیک/ باهوش</td>
</tr>
<tr>
<td>small</td>
<td>کوچک/ تنگ</td>
</tr>
<tr>
<td>soft, smooth</td>
<td>نرم/ ملایم/ صاف</td>
</tr>
<tr>
<td>sorrowful, sad</td>
<td>اندوهناک</td>
</tr>
<tr>
<td>special</td>
<td>مخصوص/ ویژه</td>
</tr>
<tr>
<td>splendid</td>
<td>پرزور/ وبرق، جالب/ با شکوه</td>
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<tr>
<td>Common adjectives (continued)</td>
<td></td>
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<tr>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>strange</td>
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<tr>
<td>strict</td>
<td></td>
</tr>
<tr>
<td>strong</td>
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<tr>
<td>suitable</td>
<td></td>
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<tr>
<td>surprised</td>
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<tr>
<td>tall</td>
<td></td>
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<tr>
<td>talkative</td>
<td></td>
</tr>
<tr>
<td>terrible</td>
<td></td>
</tr>
<tr>
<td>thin, slim</td>
<td></td>
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<tr>
<td>timid</td>
<td></td>
</tr>
<tr>
<td>tired</td>
<td></td>
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<tr>
<td>typical</td>
<td></td>
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<tr>
<td>ugly</td>
<td></td>
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<tr>
<td>unfair</td>
<td></td>
</tr>
<tr>
<td>unhappy</td>
<td></td>
</tr>
<tr>
<td>unhealthy</td>
<td></td>
</tr>
<tr>
<td>unique</td>
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<td>unpleasant</td>
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<td>various</td>
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<tr>
<td>weak</td>
<td></td>
</tr>
<tr>
<td>wealthy</td>
<td></td>
</tr>
<tr>
<td>well equipped</td>
<td></td>
</tr>
<tr>
<td>well known</td>
<td></td>
</tr>
<tr>
<td>well mannered</td>
<td></td>
</tr>
<tr>
<td>well off</td>
<td></td>
</tr>
<tr>
<td>wet</td>
<td></td>
</tr>
<tr>
<td>wise</td>
<td></td>
</tr>
<tr>
<td>witty</td>
<td></td>
</tr>
<tr>
<td>wonderful</td>
<td></td>
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<tr>
<td>worried</td>
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<tr>
<td>worse</td>
<td></td>
</tr>
<tr>
<td>worthless</td>
<td></td>
</tr>
<tr>
<td>young</td>
<td></td>
</tr>
<tr>
<td>younger</td>
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</tbody>
</table>

عجيب/غريبه/بیگانه
سخت/گیر
محکم/قوی
مناسب
متعجب/متحریر
بُلدن
پرحرف/وراج/پرگو
خیلیبد/وحنی‌هاک/هولنک
لاغ/باریکاندام
ترسو
خفشته
معلم
زشت/بیقور/بدقیافه
غیر منصفانه/نا درست
نادروش
ناسال/بیمار
بی نظیر/بی همت/یگانه
نافار
مفید/سودمند
پی‌هده/بی‌فایده
بادرز/گران‌ها/ارزشمند
اختلاف/گوناگون
ضعیف/بی حالت
پولدار/نرتومند
مجید
معروف/نیک‌ناهار/مشهور
بترت‌بیت
مرفه
بارانی
دان/خرمیند
شوخ
حیرت‌آور/شگفت‌انگیز
نااخته/نگران
بدر
بی ارزش
نورسته/برنا/جوان
جوانتر
Common adverbs
(for) a long time
again
almost
already
also
altogether
always
approximately
at least
automatically
badly
below
better
by chance
cheap(ly)
completely
continually
down (there)
earlier
early
especially
ever
everywhere
fairly, quite
far
fortunately (un-)
hardly
here
inexpensive(ly)
later
loud(ly)
more or less
naturally
neither
never
nobody
nothing
not yet
nowhere
occasionally
often
only
Common adverbs (continued)

- over there
- perhaps
- possible
- quickly
- rarely
- rather
- recently
- regularly
- similarly
- simply
- slowly
- sometimes
- somewhere
- soon
- still
- straight ahead
- suddenly
- there
- to here
- to there / up (there)
- together
- too
- usually
- very
- well
- worse

Prepositions

- about
- after
- among
- around
- at
- at (someone’s house)
- at the back
- before
- because of
- behind
- below
- between
- far from
- from

آن ور / آن سو
شاید
ممکن
بستر/تَنَد
به ندرت
ترجیحاً / بیشتر / نسبتاً
اخیراً
باقاعد
بطور مشابه
به سادگی
آهسته، یواش
بعضی اوقات / بعضی وقت‌ها / گاهی / گاه به‌گاه
یک جایی
به زودی
هنوزهم
به سمت جلو / مقابل
ناغهان
آنجا
تا اینجا
تا آنجا
باهم
هم / همچنین / بیش از حد
معمولاً
بیش
خیلی
خوب
بدتر

دریباری
بعد
ماهین
اطراف
بر/به/به/نپابور/سر/در
به/در (خانه‌ای)
درپشت
قبل / پش‌ت
چون / به خاطر این که
در عقب
زیر
بین / مابین
بعید از / دور از
از
### Prepositions (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Persian</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>در</td>
</tr>
<tr>
<td>in front of</td>
<td>در جلو/پیش از</td>
</tr>
<tr>
<td>in the background</td>
<td>در عقب/ پشت چیزی</td>
</tr>
<tr>
<td>in the foreground</td>
<td>در پیش زمینه</td>
</tr>
<tr>
<td>in the middle of</td>
<td>بین، در میان</td>
</tr>
<tr>
<td>near (to)</td>
<td>نزدیک/ قریب</td>
</tr>
<tr>
<td>next to</td>
<td>جنب/ کنار</td>
</tr>
<tr>
<td>on</td>
<td>بر</td>
</tr>
<tr>
<td>onto</td>
<td>به سوی/ عكس/ مخالف</td>
</tr>
<tr>
<td>opposite</td>
<td>خارج از/ برون</td>
</tr>
<tr>
<td>outside</td>
<td>از طرف/ سوی</td>
</tr>
<tr>
<td>through</td>
<td>به طریق/ از میان/ بوسیله</td>
</tr>
<tr>
<td>to</td>
<td>به سمت</td>
</tr>
<tr>
<td>towards</td>
<td>تا زمان/ تا وقتی که/ تا اینکه</td>
</tr>
<tr>
<td>under</td>
<td>در تحت/ زیر</td>
</tr>
<tr>
<td>until</td>
<td>تا زمان/ تا وقتی که/ تا اینکه</td>
</tr>
<tr>
<td>with</td>
<td>با</td>
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</tbody>
</table>

### Colours

<table>
<thead>
<tr>
<th>English</th>
<th>Persian</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td>سیاه/ مشکی</td>
</tr>
<tr>
<td>blue (dark)</td>
<td>آبی</td>
</tr>
<tr>
<td>brown</td>
<td>قهوه ای تیره</td>
</tr>
<tr>
<td>brown (eyes)</td>
<td>خرما می/ خرمایی</td>
</tr>
<tr>
<td>chestnut brown</td>
<td>رنگ/ تاریک/ تیره</td>
</tr>
<tr>
<td>colour</td>
<td>سبز/ خاکستری</td>
</tr>
<tr>
<td>dark</td>
<td>موی سفید</td>
</tr>
<tr>
<td>green</td>
<td>روشان/ آبی روشن/ آبی کم رنگ</td>
</tr>
<tr>
<td>grey</td>
<td>نارنجی/ ارغوانی/ زرشکی/ بنفش</td>
</tr>
<tr>
<td>grey (hair)</td>
<td>قرمز/ سرخ</td>
</tr>
<tr>
<td>light</td>
<td>بنفش/ حنای/ خرمایی/ سنگابی</td>
</tr>
<tr>
<td>light blue</td>
<td>سفید/ زرد</td>
</tr>
<tr>
<td>orange</td>
<td>سفید/ زرد</td>
</tr>
<tr>
<td>pink</td>
<td></td>
</tr>
<tr>
<td>purple</td>
<td></td>
</tr>
<tr>
<td>red</td>
<td></td>
</tr>
<tr>
<td>violet</td>
<td></td>
</tr>
<tr>
<td>russet</td>
<td></td>
</tr>
<tr>
<td>white</td>
<td></td>
</tr>
<tr>
<td>yellow</td>
<td></td>
</tr>
</tbody>
</table>
Numbers
1  یک
2  دو
3  سه
4  چهار
5  پنج
6  شش
7  هفت
8  هشت
9  نه
10  ده
11  یازده
12  دوازده
13  سیزده
14  چهارده
15  پانزده
16  یازده
17  هفده
18  هجده
19  نوزده
20  بیست
21  بیست و یک
22  بیست و دو
23  بیست و سه
24  بیست و چهار
25  بیست و پنج
26  بیست و شش
27  بیست و هفت
28  بیست و هشت
29  بیست و نه
30  سی
31  سی و یک
32  سی و دو و غیره
40  چهل
50  پنجاه
60  شصت
70  هفتاد
80  هشتاد
90  نود
100  صد
101  صد و یک
120  صد و بیست
200  دویست
Numbers (continued)

1000
1001
1953
1.000.000
2.000.000 etc...

Ordinal numbers

first
second
third
fourth
fifth
sixth
seventh
eight
ninth
tenth
eleventh
twelfth
twenty first etc

Quantities and measures

a bottle
a box
a dozen
a jar
a few/a number of
a kilo
a litre
a little
a lot
a packet
a piece
a slice
about a hundred
centimetre
enough
gramme
half
kilometre
less
majority
many/much
Quantities and measures (continued)

- metre
- more
- percent (age)
- quantity
- quarter
- several
- some/a little
- third
- too
- weight

Some useful connecting words

- after
- also
- although
- and
- as, since
- at all
- at first
- at last
- at present
- bad
- because of
- because of
- before
- but/unless
- by
- by no means
- by reason of
- certainly
- even
- even if
- finally
- first of all
- however
- if
- in order to
- it is obvious
- in spite of/notwithstanding that
- more over
- neither... nor...
- or
Some useful connecting words (continued)

perhaps
so
then
then, next
therefore
this is, here is
whether

Time expressions

after
already
always
as soon as
at night
at the same time
at the start
before
day
day off
during
early
evening
ever
every day
fortnight
from
from time to time
hour
how long?
immediately
in the afternoon
in the evening
in the morning
in the night
last night (during the night)
last night (yesterday evening)
late
later
midday
midnight
minute
morning
never
Time expressions (continued)

night
now
on time
once
since
soon
the day after tomorrow
the day before yesterday
the day/evening before
the next day, following day
time
today
tomorrow
twice
week
weekend
what is the time?
whenever
year/s
yesterday

Times of day
what is the time?
a.m.
p.m.
11:15 a.m.
11:45 p.m.
12:15 p.m.
it is quarter past nine
it is quarter to ten
07:05
02:05
it is ten to six
half past eight
dfive to eleven
half past nine
ten past nine
ten past three
ten to three

Days of the week
Saturday
Sunday
Monday
Days of the week (continued)

Tuesday  
کریستم  
پنج شنبه  
جمعه  
روز دوشنبه

Wednesday  
چهارشنبه  
دوشنبه شب

Thursday  
پنجشنبه

Friday  
سه شنبه

(on) Monday  
صبح روز دوشنبه

(on) Monday morning  
روز دوشنبه

(on) Monday evening  
دوشنبه شب

on Mondays  
در دوشنبه ها

every Monday  
هر دوشنبه

Months and seasons of the year

month  
ماه

January  
ژانویه

February  
فوریه

March  
مارس/ مارچ

April  
آوریل/ اپریل

May  
ماه/ می

June  
ژونه/ جون

July  
ژوئن/ جون

August  
آگوست

September  
سپتامبر

October  
اکتبر

November  
نوامبر

December  
دسامبر

season  
فصل

autumn (in)  
درخزان/ پاییز

spring (in)  
دربهر

summer (in)  
در تابستان

winter (in)  
در زمستان

Months of the year (Persian)

Farvardin  
فروردین

Ordibehesht  
ارديبهشت

Khordad  
خرداد

Tir  
تیر

Mordad  
مرداد

Shahrivar  
شهریور

Mehr  
مهر

Aban  
آبان

Azar  
آذر

Day  
دی

Bahman  
بهمن

Esfand  
اسفند
Question words
(at) what time?
from where?
how much, how many?
how? how are you?
to there?
to where?
what colour?
what is?
what like?
what/which?
what?
when?
whenever
where?
wherever
whichever
who is?
who?
why?

Other useful expressions
agree
all the better
be my guest
by all means
doesn’t matter
don’t mention
don’t worry
false (this is)
finally, ultimately
formal (official)/informal (unofficial)
good bye
good luck
great! excellent!
happy birthday!
have a nice time!
here is/are
how come?
how do I get (to)?
how do you spell that?
how often
I am grateful
I don’t know
Other useful expressions (continued)

I don’t mind
نمی فهمم
برای من مهم نیست

I don’t understand
خوشم می‌اید
اصرار می‌کنم/خواهش می‌کنم

I insist
خواهش می‌کنم
به انداده کافی داشتم

I like it
سر شم/ به اطلاعه کافی داشتم
به هر حال/ به هر صورت

I request
به اعتقاد من
به نظر من
بستگی دارد

I’ve had enough
با هر حال/

in any case
به هر صورت

in my opinion
یکبار دیگر/ مکر
یکی از موارد زیب

it depends
به هم نیست

it doesn’t matter
با عث خنده من می‌شود
برای من مهم نیست

it makes me laugh
بی اعتقاد من
به نظر من
بستگی دارد

it’s all the same to me
با هر حال/

it’s OK
به هر حال/

may you be in good health

much obliged
خوب هستند
خوش بهائید

never mind
لطف دارد

nothing to write home about
خوش آمدید

of course
آفرینت

oh dear!

okay (in agreement)
نشسته نباشید/دست یا سرشما درد نکند/ سلامت

once again
با هر حال/

one of the following
با هر حال/

personally
با هر حال/

so, so
با هر حال/

thank you
با هر حال/

that doesn’t interest me
با هر حال/

that is very kind of you
با هر حال/

that’s enough
با هر حال/

there it is/are
با هر حال/

too bad! what a shame!
با هر حال/

true (this is), OK
با هر حال/

welcome
با هر حال/

well done!
با هر حال/

what does that mean?
با هر حال/

what is it like?
با هر حال/

with pleasure
با هر حال/

without a doubt
با هر حال/

you are welcome!
با هر حال/

you can (one can)
با هر حال/

you must (one must)
Other high-frequency words

as, like
end
everybody
everything
except
figure (number)
for example
Miss
Mr (also sir)
Mrs (also madam)
number (phone number)
opinion
reason
someone
something
that
ting
time (occasion)
type (kind of)
with
without

Countries
Afghanistan
America
Armenia
Australia
Austria
Azerbaijan
Belarus
Belgium
Canada
Caucasia
China
Cyprus
Denmark
England
Egypt
France
Germany
Great Britain
Greece
Holland

مانند
پایان/خاتمه/انتها
هر کسی
همه چیز
جز/بجز/غیر از
عدد/شماره
مثلاً
doشیزه
اقای
فاضل
شماره تلفن
عقیده/ فکر/نظر
سبب/دلیل
شخصی/کسی
قدری/چیزی
آن
قطعه/چیز
مورد/موقع/بار
نوع/حوز
با
بدون/به

افغانستان
آمریکا
ارمنستان
استرالیا
اتریش
آذربایجان
بلاروس
بلژیک
کانادا
قفقاز
چین
قبرس
دانمارک
انگلستان
مصر
فرانسه
المان
بریتانیای کبیر
یونان
هلند
Countries (continued)

India
Iran
Iraq
Ireland
Italy
Japan
Jordan
Kazakhstan
Kyrgyzstan
Lithuania
Netherlands
Northern Ireland
Norway
Pakistan
Poland
Portugal
Russia
Saudi Arabia
Scotland
Spain
Sweden
Switzerland
Tajikistan
Turkey
Turkmenistan
Ukraine
United Arab Emirates
United Kingdom of Great Britain and Northern Ireland
United States
Uzbekistan
Wales

Continents

Africa
Asia
Australia
Europe
North America
South America
Antarctica
### Nationalities etc.

<table>
<thead>
<tr>
<th>English</th>
<th>Persian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghan</td>
<td>افغانستانی</td>
</tr>
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<td>American</td>
<td>آمریکایی</td>
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<tr>
<td>Arab</td>
<td>عرب</td>
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<td>اتریشی</td>
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<td>بلاروسی</td>
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<td>British</td>
<td>انگلیسی</td>
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<tr>
<td>Pakistani</td>
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<td>Pole (Polish)</td>
<td>لهستانی</td>
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<td>Russian</td>
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<td>Scottish</td>
<td>اسکاتلندی</td>
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<td>اسپانیایی</td>
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<tr>
<td>Swiss</td>
<td>سوئیسی</td>
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<td>Turkish</td>
<td>ترکی</td>
</tr>
<tr>
<td>Welsh</td>
<td>ولزی / ولش</td>
</tr>
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</table>

### Areas

<table>
<thead>
<tr>
<th>English</th>
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<tbody>
<tr>
<td>common frontiers</td>
<td>هم مرز</td>
</tr>
<tr>
<td>county</td>
<td>شهرستان/ استان</td>
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<tr>
<td>Alborz</td>
<td>البرز</td>
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<tr>
<td>Badakhshan</td>
<td>بدخشان</td>
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<td>Doshanbe</td>
<td>دوشنبه</td>
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<td>East Azerbaijan Province</td>
<td>استان آذربایجان شرقی</td>
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<td>Fars</td>
<td>فارس</td>
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<td>Ferghana</td>
<td>فرغانه</td>
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<td>Kermanshah</td>
<td>کرمانشاه</td>
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<td>Khujand</td>
<td>خجند</td>
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<td>Khuzestan</td>
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<td>Razavi Khorasan</td>
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<tr>
<td>West Azerbaijan</td>
<td>آذربایجان غربی</td>
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</tbody>
</table>
Places – towns

Ahvaz
Arak
Babalsar
Bandar Abbas
Bokhara
Chalus
Hamadan
Isfahan
Karaj
Kashan
Kerman
Khorasan
Kish
Kurdastan
Mahabad
Mashhad
Nishapor
Qazvin
Qom
Rasht
Sanandaj
Saveh
Shiraz
Somarqand
Tabriz
Tehran
Yazd
Zahedan
Zanjan

Mountains/seas/rivers/deserts

Alburz
Alvand
Amu
Caspian Sea
Damavand mountain
Dasht-e-Kavir
Gulf of Oman
Hindu Kush
Hormuz Island
Karkheh
Karun
Khuzestan
Mountains/seas/rivers/deserts (continued)

Lake Urmia
Lut Desert
Pamir
Persian Gulf
Sepiddast Lorestan
Syr Darya
Tigris
Zagros mountain
Zayandeh river

Social conventions
(I’m) sorry (informal/formal)
best wishes
by all means
bye!
cheers!
could you say that again, please?
don’t mention it
good evening/good afternoon
good morning
goodbye
goodnight
have a good journey
hello
hello (on the telephone)
help!
hi!
how are you?
I beg your pardon? pardon?
it’s a pleasure
I wish
meeting; meeting place
much obliged
nightmare!
no problem
no thank you
of course
please
sorry
thank you (very much)
that doesn’t matter/that’s ok
what is (your) name?
what can I do for you?
### Language used in dialogues and messages

<table>
<thead>
<tr>
<th>English</th>
<th>Persian</th>
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<tbody>
<tr>
<td>address</td>
<td>آدرس</td>
</tr>
<tr>
<td>area code</td>
<td>کد منطقه</td>
</tr>
<tr>
<td>call me (informal/formal)</td>
<td>تماس بگیرید/ایمیل</td>
</tr>
<tr>
<td>email</td>
<td>ایمیل</td>
</tr>
<tr>
<td>I’ll be right back</td>
<td>برمی‌گردم/زود برمی‌گردم</td>
</tr>
<tr>
<td>I’m listening</td>
<td>دارم گوش می‌دم</td>
</tr>
<tr>
<td>message</td>
<td>پیام</td>
</tr>
<tr>
<td>mobile phone</td>
<td>تلفن همراه</td>
</tr>
<tr>
<td>moment</td>
<td>لحظه</td>
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<tr>
<td>on line</td>
<td>آنلاین</td>
</tr>
<tr>
<td>on the line/speaking</td>
<td>روی خط/در حال حرف زدن</td>
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<tr>
<td>please repeat that</td>
<td>لطفا تکرارش کنید</td>
</tr>
<tr>
<td>postcode</td>
<td>کد پستی</td>
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<tr>
<td>receiver</td>
<td>گوشن</td>
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<tr>
<td>sender</td>
<td>فرستنده</td>
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<tr>
<td>hold the receiver</td>
<td>گوشن را نگه‌دارید</td>
</tr>
<tr>
<td>telephone</td>
<td>تلفن</td>
</tr>
<tr>
<td>text</td>
<td>پیام/پیام</td>
</tr>
<tr>
<td>tone</td>
<td>لحن</td>
</tr>
<tr>
<td>voice mail</td>
<td>پیام صوتی/پیام تلفنی</td>
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<td>wait</td>
<td>صبر کن/منتظر ماندن</td>
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<tr>
<td>wrong number</td>
<td>شماره اشتباه</td>
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</tbody>
</table>
Section 2 – Topic-specific vocabulary

Identity and culture: daily life, food and drink, including eating out

Foundation tier

apple
bakery
banana
beans
beef
beer
beetroot
bill
birthday party
biscuit
bottle
breakfast
butter
cabbage
café
cake
carrot
caviar
champagne
cheese
chicken
chips
chocolate (drinking chocolate)
closed
cocoa
coffee(pot)
confectioner
crisps
cucumber
cup
custom
customer
daily
delicious
dessert
diet
dining room
dish
Foundation tier (continued)

drink  مشروب/ اشامیدنی/ نوشابه/ نوشیدنی
toxm / تخم مرغ

egg  از غذایان لذت ببرید

enjoy your meal!  بپیشی گذا ماهی

Euro  آب گازدار

evening meal, dinner  طعم/ مزه

everyday  چنگال

fast food  داراپی

first course/starter  انگور

fish  گوشت ران خوک

fizzy water  شکلات داغ

flavour  بغشت پشت ران خوک

temper/taste

tasty, delicious

tasty, delicious

fork  شیشه، لیوان

fresh  داراپی

food  انگور

foodstuffs  انگور

fruit  گوشت ران خوک

fruit juice  شکلات داغ

glass  بازی

grapefruit  شکلات داغ

grapes  بازی

ham  شیشه، لیوان

hot chocolate  داراپی

ice cream  انگور

ice-cream parlour  انگور

jam  شیشه، لیوان

juice  داراپی

kebab  بازی

knife  بازی

lemon  داراپی

lemonade  بازی

lettuce, salad  بازی

life  بازی

lunch  بازی

marmalade  بازی

meal  بازی

meat  بازی

menu  بازی

milk  بازی

milkshake  بازی

mineral water  بازی
Foundation tier (continued)

minced-meat kebab
money
mushroom
nut
oil
omelette
onion
orange
packet
pancakes
party
pasta
peach
pear
peas
pepper
pizza
pizzeria, pizza restaurant
plate
pork
porridge
portion
potato
price (pound)
restaurant
rice
salad
salt
sandwich
sauce
service
smell
snack
snack bar
soup
sour
special offer
spinach
spoon
spring-chicken kebabs
starter
steak
still water
Foundation tier (continued)

strawberry
sugar
supermarket
supper
sweet
sweet (tasting)
sweet course, dessert
table
tasty
tea (pot)
to have breakfast, lunch, dinner
tomato
vegetables
vinegar
vitamins
waiter/waitress
water (tap)
watermelon
wine
yoghurt

Higher tier

appetite
choice
cooked
cream
duck
fried egg
garlic
homemade
honey
jar
lamb
main course
mayonnaise
medium
mince
mixed
mustard
natural, organic food
noodles
nuts
pineapple
pork
**Higher tier (continued)**

- raspberry
- roll (bread)
- salmon
- saucer
- sea food
- self-service
- sideboard, drawer
table cloth
tip (money)
towel
turkey
vegetarian

**Identity and culture: what my friends and family are like**

**Words relating to dress and style**

**Foundation tier**

- belt
- blouse
- boots
- bracelet
- cap
clothes
clothes shop
coat/overcoat
dress
fashion
fashionable
flower
footwear
glove
handbag
hat
hairdresser's
jacket
jeans
jumper
make
makeup
pants, briefs
pyjamas
ring

- تمشک، توت قرمز
- نان ساندویچی
- ماهی سالمون
- نعلیکی
- غذا دیبایی
- سلف سرویس
- میز پا دیواری/ میز کناری/ میز دم دستی
- رومیزی/ سفره
- انعام
- حوله
- بولدمون
- گیاه خورا
Foundation tier (continued)

rucksack
scarf
shirt
shoe (a pair of shoes)
shorts
size
skirt
small
smart
socks
sportsman
sportswoman
style
suit
sweater
swimming costume
t-shirt
tie
tights
trainers
trousers
umbrella
uniform
veil
vest
watch

Higher tier

brand, label
cardigan
cotton (made of cotton)
heal
leather
lipstick
loose (i.e. too big)
neat
perfume
raincoat
slippers
tattoo
Words on relations, relationships, personal and physical characteristics

Foundation tier

adult, grown-up
age
alcohol
arm, hand
armchair
at home
at my/our house
aunt
back
bald
bashful
bath
bathroom
beard
bearded
beautiful
bed
bed(linen)
bedroom
bedside cabinet
bird
birthday
birthplace
block (of flats)
blond/e
body
boy
brother
brothers and sisters, siblings
brunette
cat
cat (tom)
chair
character, personality
charming, nice
child
children
clothes
comfortable (house, furniture)
cousin

بالغ
سن
الكل
بازو
صنادل راحتی
درخانه
در خانه من/ما
عمه / خاله
عقب / پشت
کل / کوه
کم رو
وان
حمام
ریش
با ریش / ریشدار
زیبا
بستر، تخت
ملاقه
اتاق خواب
کم گدارنخیت
پرنه
روز تولد
جای تولد / محل تولد
بلک (آپارتمان)
موی بلوند
بنن / تنه / جنین / جسد / هیکل
پسر
برادر
برادران و خواهران
دارای موسی مشکی یا خرمایی
گره
گره (تام)
صنادلی
شخصیت
جذاب / فريبا
کودک / طفل / پچه
کودکان / اطفال
لباس
رافت و گرم و نرم / راحت
پسریا دخترعمه / عمو / خاله

116
Foundation tier (continued)
curly
curtains
cottage
daily routine
dad
date of birth
daughter
diet
dog
door
ear/s
energetic
enthusiasm
eye
face
family
father
fiance
first name
flat, apartment
friend (m/f)
friendly
furniture
garage
garden
girl (older)
girl (young)
glasses
goldfish
granddaughter (f)
grandson (m)
grandchild (f/m)
grandfather, grandad
grandmother, grandma,
grandparents
granny
guest
guinea pig
hair
handsome
head
health
horse

مجد/فرفری
پرده
کلبه/خانه رستایی
روزمره، روزانه
پدر، بابا
تاریخ تولد
دختر
خوراک
سگ
در
گوش(ها)
فعال/جدی/دیارای انرژی
جدید/اشتباه/شور و ذوق
چشم
صورت
خانواده
پدر
نامزد
اسم کوچک، نام اول
آرمان
دوست
دوستانه، رفاقت، آمیز
اثاثیه/اسباب خانه
گاراژ/پارکینگ
باغ
دوشیزه/زن جوان
دختر/دختراچه
عینک
ماهی قرمز
نوه دختری
نوه پسری
نوه نواده
بابا بزرگ/پدر بزرگ
مامان بزرگ/مادر بزرگ
پدر و مادر بزرگ
مامان بزرگ
مهمان
موش آلمانی/پلنگ
مو
خوش تیپ
سر
بهداشت و درمان/سلامت
اسب
Foundation tier (continued)

house
理想
identity
intelligent
kind
kitchen
lamp, light
leg, foot
life
living room, front room
man
mother
mouse
moustache
mouth
mum
neck
neighbour
nice, pleasant
normal
nose
old
oldest (brother/sister)
only child
parents
party
pen friend (f/m)
people
person
pet
picture
plant
present, gift
public holiday
rabbit
refrigerator
relationship
religion
sauna
serious
sister
slim
snake
### Foundation tier (continued)

- **sofa, settee**
- **son**
- **stomach**
- **straight (hair)**
- **study (room)**
- **surname**
- **table**
- **talented**
- **teenager, youth**
- **terrace**
- **throat**
- **to be healthy, fit**
- **to look** (e.g. angry/happy etc)
- **tooth**
- **tropical fish**
- **ugly**
- **uncle**
- **visit**
- **wife**
- **woman/lady**
- **younger**
- **youth**

### Higher tier

- **acquaintance**
- **alone**
- **argument**
- **belief**
- **brave, adventurous**
- **career**
- **carpet**
- **celebrity**
- **character (in film, etc)**
- **character, nature**
- **discrimination/differentiation**
- **elbow**
- **elderly**
- **example**
- **faith (religious)**
- **famous**
- **feeling**
- **furnished**
- **gender, sex**
- **guy, dude, bloke**

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higher tier (continued)

habit/temperament
hall (in house)
honest
husband
invitation
knee
lazy
lively
loft
loyal, faithful
married
meeting
member of the family
mirror
mood
old age
old people's home
old fashioned
optimistic
pensioner
pessimistic
place of residence
racist
reasonable
relationship
relative, relation
reliable
self (myself, yourself etc)
selfish
sense of humour
sensitive
similar
study, office
survey
thin/slender
to babysit
to do the washing up
to get on (well) with
to move house
to support
understanding
unemployed
wages
Higher tier (continued)

wanted
way of life, lifestyle

Identity and culture: cultural life

Foundation tier

adventure film
aerobics
art gallery
athletics
badminton
ball
ballet
band/group
basketball
book
boxing
camera
camping
caravan
cards (playing)
cartoon
cat
CD (compact disc)
celebration
chess
choir
Christmas
cinema (medium)
clarinet
classical, classic
club
collect
collection
comedy
computer game
concert
cultural
culture
cycling
dance
detective/police (story)
Foundation tier (continued)
disco (place)
documentary
drum
Easter
event
festival
film
flute
football
free time
game
guitar
gymnastics
happy anniversary!
happy birthday!
happy new year!
hobby, leisure activity
hockey
horror film
ice skating
idea
instrument
interest
life
lottery
magazine
method
mobile phone
MP3 player
music
musical (show)
New Year
New Year’s day (Iranian 1st Farvardin)
news
nightclub
occasion
opera
orchestra
party
photo(graph)
piano
ping pong
player
Foundation tier (continued)

- pocket money
- pop music
- programme, broadcast
- rap
- rock music
- role
- role model
- romantic
- rugby
- saxophone
- science-fiction film
- sculpture
- series
- show (theatre etc)
- show, performance
- skate boarding
- skiing
- socialising

- sport
- sports centre/ground
- sporty
- spy film
- squash
- surfing
- swimming
- team
- television (medium)
- tennis
- theme
- theme park
- thriller
- to adore
- to celebrate
- to dance
- to do sport
- to get married
- to take part (in)
- toy
- (TV) channel
- video camera
- video/computer game
- violin

- پول توجیبی
- موسیقی پاپ
- برنامه
- رپ
- موسیقی راک
- نقش
- الغ/ سرمشQR
- عاشقانه
- راگی
- ساکسوفون
- فیلم علمی تخیلی
- سریال
- نمایش/ تئاتر
- اجرای برنامه
- اسکیت بورد
- اسکی
- رفت و آمد کردن/ با دوستان و آشناان وقت
- گذراندن/ معاشرت
- ورزش
- ورزشگاه/ زمین ورزش
- ورزشی
- فیلم جاسوسی
- اسکواش
- موج سواری
- شنا کردن
- تیم/ گروه
- تله‌زیستی
- تنس
- موضوع/ تم
- پارک تفریحات
- هیجان انگیز
- پرستش کردن/ عشق ورزیدن
- عیدگرفتن/ جشن گرفتن
- رقصیدن/ رقص کردن
- بازی کردن/ ورزش کردن
- عروسی/ ازدواج کردن
- سهیم شدن/ شرکت کردن
- اصابت بایزی
- کانال تلویزیون
- دوربین فیلمبرداری
- بازی رایانه‌ای
- ویولن
Foundation tier (continued)
volleyball
windsurfing
youth club

Higher tier
accordion
amusement
audience
author
boat
bowling (tenpin)
ceremony
championship
Christmas tree
competition
drama (TV etc)
table
fencing
figure skating
friendly
genre
goal
knowledge
league
leisure
melody
mountain bike
mountaineering
play (theatre)
pleasure
prize
referee
review
riding
roller skate
sailing
singer
skiing
skis
soap (opera)
song
stadium
stage
subtitles
Higher tier (continued)

table tennis
to create
to do gymnastics
to fish/go fishing
to hike, ramble
to occupy oneself, do
to participate
to roller-skate
to sail
to score a goal
to skateboard
to train
tournament
training
trumpet
unforgettable
viewer
writer
Xbox

tennis rooi miز
خلق کردن/ ایجاد کردن
ژیمناستیک کردن/ انجام و روزش ژیمناستیک
ماهیگیری کردن
پیاده روی
مشغول شدن/ انجام دادن
مشارکت کردن/ شرکت کردن
اسکیت کردن
کشتی پادیوی راندن
امتیاز گرفتن/ نمره گرفتن / گل زدن
اسکیت کردن
ترپیت کردن/ تعلیم دادن
مسابقه
ترپیت / تعلیم
بوق/ شبیر
فراموشندی نشدنی
تماشاگر/ بیستنده
نوبت نده
ایکس باکس/ کنسول بازی کامپیوتر

Identity and culture: using social media

Foundation tier

advantage
blog
chatroom
computer
computer game
disadvantage
disk
disk
email
internet
laptop
new technology
page
password
programme
risk
screen
social/mass media
technology
to chat online
to download

faide/ barteri
وبلگ
چوت رووم
کامپیوتر، رایانه
بازی رایانهای
اشکال پرسر/ عیب
سی دی/ لوح فشرده
امیل/ نامه الکترونیکی
اینترنت
لپ تاب
تکنولوژی جدید
صفحه
رمز عبور
برنامه
احتمال زیان و ضرر/ ریسک/ خطر
صفحه های رایانه/ پرده سینما/ صفحه تلویزیون
رسانه‌های اجتماعی/ گروهی
تکنولوژی
گفتگو به صورت آنلاین
دانلود کردن
Foundation tier (continued)

to erase, delete
to load
to save/store
to surf (the net)
to type
to upload
to use
use of technology
virtual
virus
web
web page
webcam
website

Higher tier

connection
features/specifications
homepage
social network

Local area, holiday and travel

Foundation tier
accommodation
adult
air
airport
aquarium
area (in town)
art gallery
atlas
balcony
baker’s shop
bank
bar
barbecue
bath
bathroom
beach
bed
bicycle/bike
boat
bridge
### Foundation tier (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Persian</th>
</tr>
</thead>
<tbody>
<tr>
<td>brochure</td>
<td>کتابچه‌اطلاعی / بروشور</td>
</tr>
<tr>
<td>building</td>
<td>اتوبوس</td>
</tr>
<tr>
<td>bus (by bus)</td>
<td>ایستگاه اتوبوس</td>
</tr>
<tr>
<td>bus stop</td>
<td>ایستگاه اتوبوس</td>
</tr>
<tr>
<td>bus/coach station</td>
<td>جریان / حرفه</td>
</tr>
<tr>
<td>business</td>
<td>کافه، فرهنگ خانه</td>
</tr>
<tr>
<td>café</td>
<td>اردو</td>
</tr>
<tr>
<td>camp</td>
<td>پایتخت</td>
</tr>
<tr>
<td>campsite</td>
<td>میشین</td>
</tr>
<tr>
<td>capital city</td>
<td>اتومبیل</td>
</tr>
<tr>
<td>car</td>
<td>کلیسای جامع</td>
</tr>
<tr>
<td>car, automobile</td>
<td>مرکز</td>
</tr>
<tr>
<td>cathedral</td>
<td>داروخانه</td>
</tr>
<tr>
<td>centre</td>
<td>دسته چک بانکی</td>
</tr>
<tr>
<td>chemist</td>
<td>کلیسا</td>
</tr>
<tr>
<td>cheque book</td>
<td>سینما</td>
</tr>
<tr>
<td>church</td>
<td>سیرک</td>
</tr>
<tr>
<td>cinema (building)</td>
<td>پسته نشده</td>
</tr>
<tr>
<td>circus</td>
<td>باشگاه</td>
</tr>
<tr>
<td>closed</td>
<td>مریبی</td>
</tr>
<tr>
<td>club</td>
<td>ساحل</td>
</tr>
<tr>
<td>coach</td>
<td>کنسرت</td>
</tr>
<tr>
<td>coast</td>
<td>کنسرت / جمل</td>
</tr>
<tr>
<td>concert</td>
<td>ملک/کشور</td>
</tr>
<tr>
<td>country (i.e. nation)</td>
<td>دهات، بیرون شهر</td>
</tr>
<tr>
<td>countryside</td>
<td>کارت اعتباری</td>
</tr>
<tr>
<td>credit card</td>
<td>پخش/شمعه/قسمت</td>
</tr>
<tr>
<td>department (in a shop)</td>
<td>فروشگاه بزرگ</td>
</tr>
<tr>
<td>department store</td>
<td>مصد/هدف</td>
</tr>
<tr>
<td>destination</td>
<td>مستند/رست</td>
</tr>
<tr>
<td>direct</td>
<td>جهت، سمت</td>
</tr>
<tr>
<td>direction</td>
<td>دیسکو</td>
</tr>
<tr>
<td>disco</td>
<td>در/درب</td>
</tr>
<tr>
<td>door</td>
<td>ورودی</td>
</tr>
<tr>
<td>entrance</td>
<td>خروج، خروجی (از بزرگراه)</td>
</tr>
<tr>
<td>exit</td>
<td>تجربه</td>
</tr>
<tr>
<td>experience</td>
<td>کاخه</td>
</tr>
<tr>
<td>factory</td>
<td>مزرعه، کشتزار</td>
</tr>
<tr>
<td>farm</td>
<td>جشنواره</td>
</tr>
<tr>
<td>festival</td>
<td>پرواز</td>
</tr>
<tr>
<td>flight</td>
<td>بلیت پرواز</td>
</tr>
<tr>
<td>flight tickets</td>
<td>طبقه (اول، دوم)</td>
</tr>
<tr>
<td>floor (1st, 2nd)</td>
<td>طبقه (اول، دوم)</td>
</tr>
</tbody>
</table>
Foundation tier (continued)

form
ground floor
guest
guided tour
help
historic
historical relics
holiday cottage
holidays
hotel
ice rink
identification
information office
incident
journey (short)
journey
key
lake
leaflet
library
lift
local area
lost-property office
luggage
map
market
means of transport
microwave
monument
mosque
motorbike
mountain
museum
newspaper stall
night club
occupied/taken
office
on foot
on the left
on the right
open
palace

فرم، شکل
طبقه همکف
مهمان
تور با راهنمای راهنما، کمک
تاریخی
اثار باستانی
کلیه تعطیلات
تعطیلات
بیمارستان
هنل

محوطه پاتیناز، زمین اسکی روی یخ
برگ شناسی، دفتر اطلاعات
اتفاق/حادثه، رویداد
سفر کوتاه
مسافرت
کلید
دیجیتال
دفترچه
کتابخانه
بالا بر/أساسور
منطقه محلی
اداره اموال گمشده
بارونه، سفر/جامه دان
نقشه
بازار
وسایل نقل و حمل
ماکرو ویو
بنای یادگاری/لوحة تاریخی
مسجد
موتورسیکلت
کوه
موزه
دکه روزنامه فروشی
باشگاه شبانه
اشغال/گرفته شده
دفتر
پاییزه
در سمنچی
در سمندره
پاس
کاخ
Foundation tier (continued)

paper
park
passenger
passport
passport control
petrol
place
plane
platform
police officer
port
post office
postcard
poster
priority
problem
public
public transport
radio
railway
region, area
region, district
return ticket
river
road
room
room (in hotel)
rucksack
sea
season
shop
shopping
shopping centre
show
shower
sight, tourist attraction, place to see
single ticket
snack bar
buffet/café (on a train)
souvenir
sports centre
square (in town)
stadium


**Foundation tier (continued)**

- station (mainline railway)
- station (metro)
- street
- suburb, outskirts of town
- suitcase
- summer camp
- surname
- swimming pool
- synagoge
- taxi
- teenager
- television set
- tennis court
- tent
- theatre
- amusement park
- ticket tram, bus or metro
- ticket office
- till, cash desk
- to photograph
- toilets
- tour
- tourism
- tourist
- tourist attractions
- tourist information office
- town
- town centre
- train
- traffic
- tram
- travel agent
- traveller
- trip, outing
- underground railway
- underground station
- vacations/holidays
- valley
- village
- way out/exit
- welcome
- window
- winter holidays
Foundation tier (continued)
yard, courtyard
youth hostel
zoo

Higher tier
accident
abroad
accommodation
adolescent
agricultural
air conditioning
air hostess
arrival
ATM
bank card
basement
border
brand/make
calm/peaceful
canal
car park
castle
change
comfortable
commercial
compartment (train)
cooker
corner
crossroads
departure
diesel (fuel)
double room
driver
driving licence
entertainment
event
exhibition
ferry
fireworks
flight
forbidden to
foreigner
fortress
fountain
Higher tier (continued)

free (available, vacant)
full (hotel etc.)
games room
garage, service station, petrol station
heating
helicopter
hill
hire of/hiring
holiday (public)
hospitality
in advance
included
industrial
industry
inhabitant
inside
landscape
laundrette
line (underground)
list
litter
lively
local
lorry
lost-property office
luxurious
nature
no parking
noise
open air
outside
package tour
park
pavement
pedestrian
pedestrian area
pedestrian crossing
picturesque
pillow
playground
police station
police officer
procession
Higher tier (continued)

public holiday
receipt
reception
receptionist
reduction
registration/booking in
resort
route
rush hour
seat belt
ship
sign
single room
situated
ski resort
skiing
sleeping bag
sleeping car (in a train)
sleeping car (in a train)
soap
speed
speed limit
star
summer camp
ticket inspector
timetable
to overtake
to pack (cases)
to send (set off)
to spend the night
to unpack (cases)
to validate a ticket (e.g. train, tram)
toilet paper
toothbrush
toothpaste
tower
trade
traffic
traffic jam
traffic lights
travel
traveller

twin-bedded room
waiting room
wash room
winter holiday
Phrases associated with weather

**Foundation tier**

**bad**

**climate**

**cloud**

**cloudy**

**cold**

**degree (temperature)**

**fog/foggy**

**frost**

**heat**

**hot**

**humid**

**ice**

**in the east**

**in the north**

**in the south**

**in the west**

**it is chilly**

**it is freezing**

**it is raining**

**it is snowing**

**it is windy**

**lowest temperature**

**mist**

**moderate**

**overcast**

**rain/rainy**

**season**

**shower**

**snow**

**storm**

**sky**

**sun**

**sunny**

**the sun is shining**

**varied**

**warm**

**weather**

**weather forecast**

**wind**

**در حال انجام است/ یخ می‌زند**

**تداد/ داغ کردن**

**مروطب/ نمناک/ شرجی**

**یخ در شرق**

**در شمال**

**در جنوب**

**در غرب**

**سرد است**

**در حال انجماد است/ یخ می‌زند**

**باران می‌آید**

**برف می‌بارید**

**باد می‌وزد**

**پایین ترین درجه**

**م/ گبار مدار/ معتدل گرفته/ ابری/ پوشیده از ابر باران/ بارانی موسم/ فصل رگبار باران برف توفان آسان‌آسان آفتای افتابیان**

**خورشید در حال درخشیدن است گوناگون گرم آب و هوا پیش بینی آب و هوا باد**
**Higher tier**

average temperature
bright
changeable
downpours
dry
hail
heat
high temperature
it is frosty
it is lightning
lightning
low temperature
misty
thunder
to be expected

**Asking for directions**

are you going in a car?
are you going on foot?
at (place)
at the back
at the bottom
at the front
at the house of
at the top
as far as
continue
cross (over)
far
go straight on
high street/main street
how do I get to?
it is 100 metres away
it is very close
not far
on the left
on the right
straight on
take the first road on the left
turn left
turn right

درجه حرارت متوسط
افتابی/روشن / درخشان
متغیر/غیرپذیر
بارندگی زیاد
خشک
تگرگ
گرما

درجه حرارت بالا
یخبندان است
ارد و برق می‌زند
ارد و برق/نم‌تر
دمای پایین
مه دار
تندر/ارد و برق
انتظار داشتن/ توقع داشتن

آیا با ماشین می‌روید؟
پیاده می‌روید؟
در (محلف)
در عقب/بست چیزی/ جای ته
در جلو/ پیشایش
در خانه‌ی
در بالای / در فوق
تا انگلی که
دنیال کردن/ادامه دادن
عبور
دور
مستقیم برو
خیابان اصلی
چگونه برسم؟

صد متر فاصله‌ی دارد/ آن طرف‌تر است
نزدیک است
دور نیست
در سمت چپ
در سمت راست
مستقیماً برو گری
جاده اول در سمت چپ
پیچید دست چپ
پیچید دست راست
Dealing with problems

**Foundation tier**
address
bill
colour
customer
customer service
email address
form
guarantee
part
purse
size
telephone number
to work, function
wrong

**Higher tier**
broken
complaint
crime
criminality
fault
fine
improvement
instructions
insurance
mistake
progress
quality
quantity
reduction
repair
theft
thief
to bring back
to exchange
to guarantee
to insure
wallet
School

Foundation tier

answer
art, drawing
biology
board (blackboard, whiteboard etc)
book
break
business studies
calculator
calendar
canteen
chemistry
choir
circle, club
class
class test
classroom
college
copy
corridor
cupboard
desk
dining room
drama (school subject)
DT (design technology)
English
event (at school)
examination
exchange
exercise
exercise book
experiment
foreign languages
French (language)
future plan
geography
German (language)
gym
head teacher
history
holidays (school)
home work
Foundation tier (continued)

ICT
Italian (language)
laboratory
journalist
languages
Latin (language)
lesson
librarian
library
literature
lunch
lunch break
mark
maths
music
occupation
P.E.
pen
pen (ball point)
pencil
pencil case
Persian (language)
physics
pilot
plan
practical
pressure
prize
professional
progress
projector
question
religion, religious studies
result
rubber
rule
ruler
Russian (language)
school
school activities
school bag
school exchange
school hall
Foundation tier (continued)

school playground
school trip
schoolchild (f/m)
science
secondary school
section
sociology
Spanish
spellings
sports hall, gym
staffroom
stress
Student/pupil
studious
study
subject
success
summer holidays
team
technology
term
test
text
textbook
the future
the past
tie
timetable (school)
type
university
uniform
year

Higher tier

able
art
assessment
attention
ballpoint pen
boarding school
briefcase
clever
circle, club
compulsory subject

کتاب درسی
أبنه گذشت
کراوات
برنامه کلاس
نوع
دانشگاه
اوینفورم/روپوش
سال

متن
کلمه درسی
آینه گذشت
کراوات
برنامه کلاس
نوع
دانشگاه
اوینفورم/روپوش
سال

ضمن
کلمه درسی
آبنه گذشت
کراوات
برنامه کلاس
نوع
دانشگاه
اوینفورم/روپوش
سال

ゼリャン بالایی مدرسه
سفر مدرسه
دانش آموز/ بچه مدرس‌های
علم/ علوم
مدرس متوسطه
پخش
جامعه شناسی
یادگیری/دیکته
سال و روز، باشگاه
اتاق کارکنان
فشار عصبی/ استرس/ نگرانی
دانش آموز/ شاگرد/ دانشجو
درس خوان
تحصیل/ مطالعه
موضوع/ رشته
موفقت
تعطیلات تابستان
تیم/ دسته/ گروه
تکنولوژی
ترم/ دوره سه‌ماهه سال تحصیلی
تست/ آزمون/ امتحان
متق
Higher tier (continued)
core subjects
degree (university qualification)
dictionary
discipline
discussion
do badly, fail an exam
drama group, acting group
economics
education
essay
fountain pen
glue
hardworking
kindergarten
locker
mark, grade
meeting
mixed
nursery school
optional (subject)
oral
pad of paper
page
parents’ evening
permission
pressure
primary school
private school
project
pronunciation
punctual
punishment
qualification
R.E.
report
school leaving certificate
school report
school textbook
scissors
secondary school
sharpener
shelf
sociology
Higher tier (continued)

sports ground
staff room
state
strict
strong, good at (subject)

studies
successful
survey
to calculate
to correct
to pass (exam)
to pay attention
to practise
to pronounce
to revise
to sit an exam
to skive/to skip/bunk lessons
to work hard

translation

unfair

vocational school; technical college

waste of time
weak, bad at (subject)

Future aspirations, study and work

Foundation tier

actor
actress
advertisement

air hostess
ambition
architect
aspiration
assistant
banker

beyond (the classroom)
builder
business
career
cashier

coffee break
colleague
company
computer
computer operator
computer science
cook
degree
dentist
designer
doctor
driver
electrician
employment
engineer
farmer
farm worker
fashion
file
fireman
folder
form
future
interview
job
journalist
language
lawyer
lecturer
male nurse
manager
marketing
mechanic
member
musical
musician
nurse
organisation
per hour
plan
poet
printer
profession
programmer
**Foundation tier (continued)**

پروژه
خیار نگار
فرشندگی
فرشگاه/مغازه
سریار
داشتن آموز/ساغرد
معلم
پرورش

**sales assistant**
**shop**
**soldier**
**student**
**teacher**
**technician**
**telephone**
**reporter**
**shop**
**soldier**
**student**
**teacher**
**technician**
**telephone**
**to apply for a job**
**to organise**
**training (sport)**
**travel agency**
**university**
**vet**
**volunteer**
**waiter/waitress**
**work**
**work experience**

**Higher tier**

هدف/مقصد/مقصود
گاه طلیبی/آرزوهای بزرگ داشتن
هنرمند
مسترد خیلی کم
مستخدم دولتی/کارمند
کنفرانس
پایگاه داده
رویا
راننده
اموزشی
کارفرما

به پیوست فرستادن
با تجربه
هارد دیسک
اموزش عالی
نفوذ/تأثیر
در کمک به/برای کمک به
کار آموزی
تبلیغ کار/آگهی کار
صفحه کلید
قانون
لینک
**Higher tier (continued)**

- medicine (study of the subject)
- model
- mouse
- part time
- plumber
- profession
- programmer
- prospects
- qualification
- qualified
- salary, wages
- signature
- skill
- society
- surgeon
- terms of employment
- to attach
- to fill in a form
- to introduce oneself
- to print out
- to telephone
- trainee
- to volunteer
- unemployment
- vacancy
- voluntarily
- voluntary work
- webmail
- well-paid job
- without pay

**International and global dimension: bringing the world together, environmental issues**

**Foundation tier**

- access to
- against
- animal
- campaign
- championship
- charity

- دسترسی به
- در مقابل / درباره
- حیوان
- کمیت
- قهرمانی
- موسمه خیریه
Foundation tier (continued)
country
earth
ecological
ecology
effect
electricity
energy
environment
environmental issues
festival
for
forest
gas
good cause
global
green
hunger
hurricane
illegal
international
international dimension
legal
music festival
musical event
natural resources
ocean
oil
Olympic Games
organisation
people
planet
political
politician
politics, policy
refugee
sporting event
tiger
to recycle
world
World Cup (football)
(the) United Nations
**Higher tier**

advantages
alcohol
atomic
climate (adjective)
coal
developed countries
disadvantages
disaster
drinking water
drought
drugs
earthquake
elephant
environment
enmity
fair trade
famine
field
flooding
global warming
hunger, famine
indirect
instrument
island
lack (of)
natural resources
nature
office (department)
pesticide
peace
planting trees
plastic
pollution
poverty
protection
reliance
rights of man; human rights
rubbish
security
solar power
society
species
Higher tier (continued)

- sports event
- spying
- starving
- threat
- to contaminate
- to pollute
- to preserve/to protect
- to recycle
- to save, economise
- to save, rescue
- to sort/separate (e.g. rubbish)
- to stay in contact
- to survive
- to threaten
- undeveloped
- violence
- volcano
- war
- waste products
- world(-wide)

- رويیداد ورزشي
- جاسوسی
- گرسنه
- تهديد
- آلوده كردن/ پخش كردن آلودگی
- آلوده كردن
- حفظ كردن/ مراقبت كردن/ نگهداری كردن
- بازيافت كردن
- صرفه جویی كردن/ کم مصرف كردن
- نجات دادن
- جدای كردن/ تفکیک كردن
- در تماس ماندن
- زنده ماندن
- تهديد كردن
- عقب مانده
- خشونت
- آتش فشا
- جنگ
- ضایعات
- درس‌های جهانی / به صورت جهانی
Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles\(^1\) and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Guidance* and *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages*, published in April 2016.

\(^1\) Pearson’s World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5*. 
From Pearson’s Expert Panel for World Class Qualifications
May 2014

“The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an ‘Expert Panel’ that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an ‘Efficacy Framework’, meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.”

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Professor Lee Sing Kong
Director, National Institute of Education, Singapore

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz
Harvard Graduate School of Education

All titles correct as at May 2014
Appendix 5: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council’s framework of skills involves:[2]

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. [3]

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

## Appendix 6: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discount codes</td>
<td>Every qualification eligible for performance tables is assigned a discount code that indicates the subject area to which it belongs. Discount codes are published by the DfE.</td>
<td>Please see the GOV.UK website*</td>
</tr>
<tr>
<td>Regulated Qualifications Framework (RQF) codes</td>
<td>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students’ final certification documentation.</td>
<td>The QN for this qualification is: 603/2670/0</td>
</tr>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students’ qualifications.</td>
<td>GCSE – 1PN0</td>
</tr>
</tbody>
</table>
| Paper codes | These codes are provided for reference purposes. Students do not need to be entered for individual papers.                                                                                                                                                                                                                           | Paper 1: 1PN0/01  
Paper 2: 1PN0/02  
Paper 3: 1PN0/03  
Paper 4: 1PN0/04 |                                                                                                                                                                                                             |

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK’s largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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