

GCSE (9-1) Persian



Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Persian (1PN0)

First teaching from September 2018

First certification from June 2020

Issue 2

About Pearson

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Summary of Pearson Edexcel Level 1/2 GCSE in Persian Sample assessment materials

Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
Paper 3 Reading and understanding, Foundation tier The recommended time for the translation task was updated from 15 minutes to 10 minutes on the cover page to the paper.	133
Paper 4 Writing, Foundation and Higher tiers The Sample Assessment Materials for Paper 4 have been amended to reflect the following amendments: <ul style="list-style-type: none">• the addition of the optional Question 2(b) on the Foundation tier paper• an addition of 5 minutes to the length of the Foundation tier paper• question titles appearing in English instead of the target language for both Foundation and Higher tier papers.	153 - 161 and 325 - 336

Earlier issues show previous changes.

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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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Persian is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

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

General marking guidance

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

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 1: Listening and understanding in Persian Transcript

Foundation Tier

Sample assessment material for first teaching
September 2018

Paper Reference

1PN0/1F

Do not return the transcript with the question paper.

Turn over ►

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SECTION A
Food and drink

Question 1

Example

M1: من سوشی می خوام با یک نوشیدنی خنک

Question 1

M2: من ساندویچ مرغ می خوام

F1: من فقط چیپس می گیرم

F2: الان هوس یک نوشیدنی گرم کردم

Life at home

Question 2

Example

M1: من یک خواهر بزرگتر دارم

Question 2 Part (i)

M1: خرید غذا رو پدرم می کنه

Question 2 Part (ii)

M1: وقتی خونه اس اخبار نگاه می کنه

Question 2 Part (iii)

M1: آشپزی رو مادرم می کنه و مواظبه که من تکلیفام رو انجام بدم

The world of work

Question 3

Example

M1: پدرم مدیر یک شرکت بزرگه

Question 3

M2: کارش رو دوست داره، پرهام؟

M1: ساعت کارش خیلی طولانیه ولی حقوقش خوبه. تو پدرت کارش چیه، علی؟

M2: اون در یه دبیرستان، ریاضی درس میده. نگار! تو مادرت چه کارمی کنه؟

F1: مادر من یک مغازه ی کوچک داره.

Weather forecast in Iran

Question 4

Example

M1: هوای تهران امروز آفتابی است.

Question 4

M1: ولی در دو روز آینده طوفانی خواهد بود. در شهرهای ساحلی دریای خزر، هوا گرم و مرطوب است ولی شبها ابری می باشد و باران پیش بینی شده است.

M1: هوای شهرهای غربی کشور، ابری و به علت وزش باد، هوا ملایمتر خواهد شد.

Getting to school

Question 5

Question 5 Part (a)

F1: مدرسه من از خونهام دوره برای همین صبحها زود از خونه بیرون میرم.

Question 5 Part (b)

F1: من با اتوبوس میرم، برای دانش آموزا مجانیه و معمولاً جای نشستن گیرم میاد.

Question 5 Part (c)

F1: با قطار می تونم برم اما اغلب دیر میاد.

Future aspirations

Question 6

M1: دوازده ساله که روزهای شنبه فارسی خوندم و می خوام در آینده ازش استفاده کنم

M2: راس می گی؟! من می خوام از فارسی برای کمک به پناهندهها استفاده کنم و گاهی وقتهای آزادم رو برای اونا صرف کنم. کمک کردن به دیگران به آدم خیلی احساس خوبی می ده.

Persian New Year in London

Question 7

Example

M1: بزرگترین جشن نوروز امسال در لندن

Question 7

M1: پذیرایی با شیرینی و آجیل، همراه با شام و موسیقی زنده‌ی ایرانی و رقص موسسه‌ی خیریه برگزارکننده، بخشی از درآمد حاصل از فروش بلیت‌های این جشن را برای ساختن مدارس در ناحیه‌های فقیر ایران صرف خواهد کرد.
با ما تماس بگیرید.

Tours to Kish Island

Question 8

F1: آژانس مسافرتی "کیش"، تورهای ویژه‌ی فصل بهار خود را به جزیره کیش اعلام می‌کند. کوتاه‌ترین تور، دو شب و سه روز است. قیمت تورها بستگی به تعداد روزها و هتل انتخابی شما دارد. اطلاعات مربوط به انواع تورها را می‌توانید در وبسایت ما ببینید.

Interview about environmental issues

Question 9

Example

M1: آقای شهردار،

Question 9

M1: ممنون از وقت‌تون، لطفاً کمی درباره‌ی برنامه‌هاتون برای کاهش آلودگی هوای شهر اصفهان توضیح بدین.

M2: ما می‌خواهیم تاکسی‌های کهنه و قدیمی را با اتومبیل‌های نو عوض کنیم. گرچه این ماشین‌ها هنوز قابل استفاده هستند حتی روی جاده‌های ناهموار، ولی دود زیاد و غیرقابل تحملی تولید می‌کنن. بعلاوه برنامه‌های زیادی برای ایجاد فضای سبز در داخل شهر داریم. ما کارخانه‌ها را به خارج شهر انتقال می‌دهیم. ضمناً مطمئنم که آموزش جوانان خیلی مهمه و باید به آنها روش‌های نگهداری از محیط زیست را بیاموزیم.

Volunteering work

Question 10

M1: لطفاً کمی درباره این سازمان و کار خودتون و بقیه داوطلب‌ها در اینجا توضیح بدین.

F1: این سازمان از کودکانی حمایت می‌کنه که مجبورن کار کنن تا پولی برای کمک خرج خانواده‌شون دربارن، در نتیجه نمیتونن مدرسه برن، این نوع سازمان‌ها درست شدن که از راه‌های مختلف به اونا کمک کنه.

M1: از چه راه‌هایی کمک‌شان می‌کنید؟

F1: بهشون خوندن و نوشتن یاد می‌دیم و همچنین دوره‌های کارآموزی براشون می‌ذاریم تا در آینده کارهای بهتری پیدا کنن.

At a restaurant with family

Question 11

Example

M1: خوش آمدید، آماده‌اید برای سفارش دادن غذا؟

Question 11

M2: ممنون، منوی غذای شما خیلی متنوع و فوق‌العاده است. من معمولاً جوجه کباب با استخوون می‌خورم

F1: من خیلی کم گوشت قرمز می‌خورم، چون باید مواظب قلبم باشم و غذای سالم بخورم، ولی امشب هوس کباب برگ کردم با برنج

M2: عیب نداره بخور، یک شب که هزار شب همیشه

F2: من عاشق باقالی پلو و گوشت بڑه‌ام، میدونم باقالی پلوه‌ای تو حرف نداره ولی این غذای مورد علاقه‌ی منه

F1: عزیزم، هرچی که میل داری سفارش بده

My school

Question 12

M1: مدرسه‌ی ما بزرگه و هم دانش‌آموز پسر داریم هم دختر. ما دوتا اتاق کامپیوتر داریم برای کارهای تحقیقاتی. یک حیاط بزرگ با زمین فوتبال و سالن بسکتبال هم تو مدرسه‌مون داریم. دانش‌آموزان زیادی هم، از کشورهای دیگه در مدرسه ما هستن. بیشتر معلم‌های ما خوب و مهربونن، اما بعضی از اونا خیلی سخت‌گیرن، مثلاً معلم فیزیکمون.

SECTION B

خرید

Question 13

Example

F2: امروز همراه مادرم برای خریدن لباس به یک فروشگاه زنجیره‌ای بزرگ رفتیم.

Question 13

F2: که انواع لباس، کیف و کفش و لوازم آرایش داشت. روزهای شنبه فروشگاه‌ها زود نمی‌بندند. ما می‌خواستیم برای مصاحبه‌ای که هفته‌ی آینده دارم، لباس بخریم. اونقدر اونجا لباس‌های مختلف داشت که واقعاً برام سخت بود که یکی رو انتخاب کنم. آخرش مادرم یک کت و دامن کریم و مشکی شیک رو انتخاب کرد و اون رو خریدم.

برنامه کامپیوتری در کلاس

Question 14

Example

M1: خیلی خوب بود که تو دوره‌ی برنامه نویسی فشرده‌ای که جزو درس‌های اجباری‌مون بود اجازه داشتیم گاهی از موبایل‌مون استفاده کنیم.

Question 14

M1: به خاطر ایمنی، روی کامپیوترای کلاس کلی فیلتر گذاشته بودن و برای همین بیشتر وقت‌ها کند کار می‌کردن.

M2: آره بابا، یادته معلم فیزیک مجبورمون کرد برنامه‌ی کامپیوتری که نوشته بودی رو یاد بگیریم؟ می‌گفت می‌تونیم با استفاده از اون سریع‌تر تکالیف‌مون رو انجام بدیم.

M1: آره، اما باید بهت بگم نوشتن چنین برنامه‌ای اونقدرها هم راحت نبود و معلم هم کمک کرد.

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

Persian

Paper 1: Listening and understanding in Persian

Foundation Tier

Sample assessment material for first teaching
September 2018

Time: 30 minutes and 5 minutes' reading

Paper Reference

1PN0/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in Persian.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

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

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Food and drink

1 What do these Iranian friends ask for?

Listen to them and put a cross ☒ in each one of the **three** correct boxes.

(3)

Example		
A	sushi	<input checked="" type="checkbox"/>
B	pastry	<input type="checkbox"/>
C	chicken sandwich	<input type="checkbox"/>
D	fruit salad	<input type="checkbox"/>
E	egg sandwich	<input type="checkbox"/>
F	crisps	<input type="checkbox"/>
G	coffee	<input type="checkbox"/>

(Total for Question 1 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Life at home

2 You hear Mehran's podcast about life at home.

What does he say?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

(3)

Example: Mehran has...

<input type="checkbox"/>	A two sisters.
<input type="checkbox"/>	B one brother.
<input checked="" type="checkbox"/>	C one sister.
<input type="checkbox"/>	D two brothers.

(i) His father does the....

<input type="checkbox"/>	A gardening.
<input type="checkbox"/>	B shopping.
<input type="checkbox"/>	C cooking.
<input type="checkbox"/>	D cleaning.

(ii) His father is interested in...

<input type="checkbox"/>	A films.
<input type="checkbox"/>	B books.
<input type="checkbox"/>	C news.
<input type="checkbox"/>	D music.

(iii) His mother...

<input type="checkbox"/>	A never cooks.
<input type="checkbox"/>	B checks his homework.
<input type="checkbox"/>	C reads a lot.
<input type="checkbox"/>	D works in an office.

(Total for Question 2 = 3 marks)

The world of work

3 During break at school, Parham, Ali and Negar are talking about their parents' jobs.

What do they say?

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

(3)

	Statement	Parham	Ali	Negar
Example	works for a company	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	works regular hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	usually works overtime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	is a government employee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	is a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	works in a big store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	is a dentist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	owns a shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Weather forecast in Iran

4 You hear a radio weather forecast in Iran for the next few days.

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

(3)

	Statement	Tehran	coastal cities	west of Iran
Example	sunny	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	stormy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	rainy during the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	cold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	warm and humid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	hot and dry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	windy but mild	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

Getting to school

5 During the school assembly Mahin is talking about how she goes to school.
Listen to the recording and answer the following questions **in English**.

(a) Why does Mahin need to leave early for school?

(1)

(b) What does Mahin say about going to school by bus? Give **two** details.

(2)

(c) Why does Mahin prefer **not** to use the train?

(1)

(Total for Question 5 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Future aspirations

- 6 You watch a TV show, where Mahbod and Artin are talking about how they hope to use Persian in their future jobs.

What do they say?

Complete the sentences. Use the correct word or phrase from the box.

Persian	short time	long time
charities		occasionally
history		
full-time		refugees

(a) Mahbod has studied **Persian** for a (1)

(b) Artin wants to help and work
..... (2)

(Total for Question 6 = 3 marks)

Persian New Year in London

7 You hear an advert on a Persian-language community radio programme in London.

What does the advert mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

Example		
A	Nowruz celebration	<input checked="" type="checkbox"/>
B	food will be served	<input type="checkbox"/>
C	it will be in a big hotel	<input type="checkbox"/>
D	there will be live music	<input type="checkbox"/>
E	it is in a restaurant	<input type="checkbox"/>
F	the event helps a good cause	<input type="checkbox"/>
G	children are welcome	<input type="checkbox"/>

(Total for Question 7 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Tours to Kish Island

8 You watch a TV advert about tours to Kish Island.

Listen to the advert and answer the following questions **in English**.

(a) When do these tours take place?

(1)

(b) What affects the cost of the trip? Give **two** details.

(2)

(Total for Question 8 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Interview about environmental issues

9 You hear this interview on the radio about environmental issues.

Listen to the issues and complete the sentences by putting a cross ☒ in the correct box for each question.

(4)

Example: The interview is with...

<input type="checkbox"/>	A a taxi driver.
<input type="checkbox"/>	B a mechanic.
<input checked="" type="checkbox"/>	C the mayor.
<input type="checkbox"/>	D a traffic warden.

(i) The reporter asks about...

<input type="checkbox"/>	A the weather in Isfahan.
<input type="checkbox"/>	B their plans to deal with pollution.
<input type="checkbox"/>	C the level of traffic.
<input type="checkbox"/>	D the number of factories.

(ii) Old taxis are more likely to...

<input type="checkbox"/>	A break down.
<input type="checkbox"/>	B cause accidents.
<input type="checkbox"/>	C be environmentally unfriendly.
<input type="checkbox"/>	D stay on the road.

(iii) The government plans to...

<input type="checkbox"/>	A produce more cars.
<input type="checkbox"/>	B build more factories.
<input type="checkbox"/>	C grow more trees.
<input type="checkbox"/>	D fix the roads.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iv) In the future, the factories will...

<input type="checkbox"/>	A employ young people.
<input type="checkbox"/>	B run courses.
<input type="checkbox"/>	C be environmentally friendly.
<input type="checkbox"/>	D move elsewhere.

(Total for Question 9 = 4 marks)

Volunteering work

10 Gity is being interviewed about her volunteering work.

Listen to the interview and answer the following questions **in English**.

(a) What kind of children does the organisation help? (1)

.....

(b) What is missing from the lives of these children? (1)

.....

(c) How does the organisation help children? Give **two** examples. (2)

.....

.....

(Total for Question 10 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

At a restaurant with family

11 Zohreh and her family are in an Iranian restaurant while on their summer holiday in Tabriz.

What do they talk about?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

Example	the menu	<input checked="" type="checkbox"/>
A	eating habits	<input type="checkbox"/>
B	the size of the restaurant	<input type="checkbox"/>
C	healthy eating	<input type="checkbox"/>
D	favourite drinks	<input type="checkbox"/>
E	their friends	<input type="checkbox"/>
F	favourite food	<input type="checkbox"/>
G	their relatives	<input type="checkbox"/>

(Total for Question 11 = 3 marks)

My school

12 Navid is talking about his school to his friends in Iran.

What does he say?

Listen to this conversation and answer the following questions **in English**.

(a) What type is his school? Give **one** detail.

(1)

(b) How do students do their research?

(1)

(c) What sport facilities does the school have? Give **one** detail.

(1)

(d) What does Navid think about his physics teacher?

(1)

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SECTION B

خرید

- 13 فریبا با دوستش در اسکایپ درباره‌ی خرید صحبت می‌کند. جمله‌های زیر را با انتخاب یک یا چند کلمه از واژه‌های داخل جدول زیر، کامل کنید. تعداد کلمه‌ها بیش‌تر از جاهای خالی است.

خوراکی	پدرش	شلوغ	بزرگ
باز	مصاحبه	پوشاک	کوچک
مهمانی	خوب	مادرش	مشکل

مثال: فریبا با مادرش برای خرید به یک فروشگاه **بزرگ** رفت.

- (1) (a) در آنجا انواع بود.
- (1) (b) شنبه‌ها فروشگاه‌ها تا دیر وقت هستند.
- (1) (c) فریبا هفته بعد یک دارد.
- (1) (d) انتخاب لباس برای فریبا خیلی بود.
- (1) (e) تصمیم نهایی را در آخر گرفت.

(Total for Question 13 = 5 marks)

برنامه کامپیوتری در کلاس

14

به صحبت‌های آریا با دوستش درباره‌ی کامپیوتر گوش کنید.
جملات زیر را با استفاده از این کلمه‌ها کامل کنید. بعضی از کلمات بیشتر از یک بار استفاده می‌شوند:

سریع، اجباری، آهسته، مشکل.

مثال: دوره‌ی برنامه نویسی اجباری بود.

- (1) (a) پیدا کردن اطلاعات با استفاده از موبایل بود.
- (1) (b) کامپیوترهای کلاس کار می‌کرد.
- (1) (c) یادگیری برنامه کامپیوتری فیزیک بود.
- (1) (d) استفاده از این برنامه انجام تمرین‌ها را می‌کرد.
- (1) (e) نوشتن این برنامه است.

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS

TOTAL FOR PAPER = 50 MARKS

GCSE Persian Foundation tier

Paper 1 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Persian script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Persian word or name.

SECTION A

Question number	Answer	Mark
1	C, F, G	(3)

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

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

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

Question number	Answer	Mark
3 (Parham)	B	(1)

Question number	Answer	Mark
3 (Ali)	D	(1)

Question number	Answer	Mark
3 (Negar)	G	(1)

Question number	Answer	Mark
4 (Tehran)	A	(1)

Question number	Answer	Mark
4 (coastal cities)	E	(1)

Question number	Answer	Mark
4 (west of Iran)	G	(1)

Question number	Answer	Mark
5(a)	because her school is far	(1)

Question number	Answer	Mark
5(b)	bus is free (1) she gets a seat/finds a seat (1)	(2)

Question number	Answer	Mark
5(c)	because the train is often delayed/there are often delays	(1)

Question number	Answer	Mark
6(a)	long time	(1)

Question number	Answer	Mark
6(b)	refugees (1) occasionally (1)	(2)

Question number	Answer	Mark
7	B, D, F	(3)

Question number	Answer	Mark
8(a)	in spring (1)	(1)

Question number	Answer	Mark
8(b)	the number of days (1) choice of hotel (1)	(2)

Question number	Answer	Mark
9(i)	B	(1)

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

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

Question number	Answer	Mark
10(a)	(children) who have to work/at work	(1)

Question number	Answer	Mark
10(b)	going to school/education	(1)

Question number	Answer	Mark
10(c)	teach them reading and writing (1) do courses/train them to get better jobs (1)	(2)

Question number	Answer	Mark
11	A, C, F	(3)

Question number	Answer	Mark
12(a)	Any one of the following: large (1) mixed (1)	(1)

Question number	Answer	Mark
12(b)	using computers	(1)

Question number	Answer	Mark
12(c)	Any one of the following: a football pitch (1) a basketball hall (1) a playground (1)	(1)

Question number	Answer	Mark
12(d)	strict	(1)

SECTION B

Question number	Answer	Mark
13(a)	پوشاک	(1)

Question number	Answer	Mark
13(b)	باز	(1)

Question number	Answer	Mark
13(c)	مصاحبه	(1)

Question number	Answer	Mark
13(d)	مشکل	(1)

Question number	Answer	Mark
13(e)	مادرش	(1)

Question number	Answer	Mark
14(a)	سریع	(1)

Question number	Answer	Mark
14(b)	آهسته	(1)

Question number	Answer	Mark
14(c)	اجباری	(1)

Question number	Answer	Mark
14(d)	سریع	(1)

Question number	Answer	Mark
14(e)	مشکل	(1)

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

Persian

Paper 2: Speaking in Persian

General instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference(s)

1PN0/2F

You do not need any other materials.

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.

General instructions to the teacher conducting the assessment (*continued*)

- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates 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.

GCSE Persian Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Foundation tier

- Role play FR6
- Picture card FP8
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 3 OR Theme 5

If **Candidate 1** has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 3) move onto the subsequent Theme 3 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 4 grid
4th candidate:	Candidate 5 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

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

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Role Play	Pearson Allocated	Picture Based	Candidate Selection*	Teacher Selection
Candidate 1		FR6 (Theme 2)	FP8 (Theme 4)	Theme 1	Theme 1	Theme 3 OR Theme 5
			FP10 (Theme 5)	Theme 3	Theme 3	Theme 1 OR Theme 4
			FP1 (Theme 1)	Theme 4	Theme 4	Theme 3 OR Theme 5
			FP5 (Theme 3)	Theme 5	Theme 5	Theme 1 OR Theme 4
			FP3 (Theme 2)	Theme 1	Theme 1	Theme 4 OR Theme 5
Candidate 2		FR8 (Theme 3)	FP2 (Theme 1)	Theme 2	Theme 2	Theme 4 OR Theme 5
			FP9 (Theme 5)	Theme 4	Theme 4	Theme 1 OR Theme 2
			FP8 (Theme 4)	Theme 5	Theme 5	Theme 1 OR Theme 2
			FP6 (Theme 3)	Theme 2	Theme 2	Theme 4 OR Theme 5
			FP9 (Theme 5)	Theme 3	Theme 3	Theme 2 OR Theme 4
Candidate 3		FR1 (Theme 1)	FP4 (Theme 2)	Theme 4	Theme 4	Theme 3 OR Theme 5
			FP7 (Theme 4)	Theme 5	Theme 5	Theme 2 OR Theme 3
			FP8 (Theme 4)	Theme 1	Theme 1	Theme 3 OR Theme 5
			FP2 (Theme 1)	Theme 3	Theme 3	Theme 4 OR Theme 5
			FP9 (Theme 5)	Theme 4	Theme 4	Theme 1 OR Theme 3
Candidate 4		FR4 (Theme 2)	FP6 (Theme 3)	Theme 5	Theme 5	Theme 1 OR Theme 4
			FP10 (Theme 5)	Theme 1	Theme 1	Theme 2 OR Theme 3
			FP1 (Theme 1)	Theme 2	Theme 2	Theme 3 OR Theme 5
			FP3 (Theme 2)	Theme 3	Theme 3	Theme 1 OR Theme 5
			FP5 (Theme 3)	Theme 5	Theme 5	Theme 1 OR Theme 2
Candidate 5		FR9 (Theme 4)				

Candidate 6	FR7 (Theme 3)	FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		FP7 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		FP4 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		FP2 (Theme 1)	Theme 5	Theme 2 OR Theme 4
		FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
Candidate 7	FR2 (Theme 1)	FP8 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		FP3 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		FP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP10 (Theme 5)	Theme 3	Theme 1 OR Theme 4
Candidate 8	FR5 (Theme 2)	FP1 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4
		FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		FP1 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		FP4 (Theme 2)	Theme 3	Theme 1 OR Theme 5
Candidate 9	FR10 (Theme 4)	FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		FP7 (Theme 4)	Theme 2	Theme 3 OR Theme 5
		FP9 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		FP3 (Theme 2)	Theme 4	Theme 3 OR Theme 5
		FP6 (Theme 3)	Theme 5	Theme 2 OR Theme 4
Candidate 10	FR10 (Theme 1)	FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		FP1 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		FP4 (Theme 2)	Theme 3	Theme 1 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		FP7 (Theme 4)	Theme 2	Theme 3 OR Theme 5
		FP9 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		FP3 (Theme 2)	Theme 4	Theme 3 OR Theme 5
		FP6 (Theme 3)	Theme 5	Theme 2 OR Theme 4
* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'				

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR1

Topic: Daily life

Instructions to candidates

You are in a clothes shop in a shopping centre in Tehran. The teacher will play the role of the sales assistant and will speak first.

You must address the sales assistant as شما.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما در یک لباس‌فروشی در تهران هستید و با فروشنده صحبت می‌کنید.

1. پوشاک مورد نیاز

2. پوشاک - توصیف

3. !

4. مناسبت - توضیح

5. ؟ پرو کردن - کجا

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS FR1

Topic: Daily life

Instructions to teacher

- Address the candidate as شما.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما در یک لباس فروشی در تهران هستید و با فروشنده صحبت می کنید.

1	سلام چه امری داشتید؟ Allow the candidate to say which article(s) of clothing they are looking for.
2	بفرمایید چه نوع لباسی دوست دارید؟ Allow the candidate to describe the item of clothing they want.
3	! و چه قیمتی باشد؟ Allow the candidate to say how much they want to spend.
4	برای چه مناسبت هایی می خواهید این لباس را بپوشید؟ Allow the candidate to say what occasion the item of clothing is for. خوب
5	? Allow the candidate to ask about trying on the item of clothing. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR2

Topic: Who am I?

Instructions to candidates

You are at an Iranian friend's house. You are making plans for this evening. The teacher will play the role of your friend and will speak first.

You must address the friend as تو.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما در خانه‌ی یک دوست ایرانی هستید و با هم درباره‌ی برنامه‌های امروز عصر حرف می‌زنید.

1. مکان شام - ترجیح

2. !

3. فعالیت‌ها با دوستان - معمولاً

4. نوع فیلم مورد علاقه‌تان - دلیل

5. ؟ سینما - قیمت

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS FR2

Topic: Who am I?

Instructions to teacher

- Address the candidate as تو.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما در خانه‌ی یک دوست ایرانی هستید و با هم درباره‌ی برنامه‌های امروز عصر حرف می‌زنید.

1	امشب برای شام کجا می‌خواهی بروی؟ Allow the candidate to say where they want to go for dinner tonight.
2	! چه نوع غذایی را ترجیح می‌دهی؟ Allow the candidate to say what type of food they like.
3	تو معمولاً وقتی با دوستان بیرون می‌روی چه می‌کنی؟ Allow the candidate to say what they usually do with friends.
4	ما بعد از شام به سینما می‌رویم. تو چه نوع فیلمی را بیشتر دوست داری و چرا؟ Allow the candidate to say what kind of films they like and why. خوب
5	? Allow the candidate to ask about the price of cinema tickets. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR3

Topic: Who am I?

Instructions to candidates

You are staying with an Iranian family. You are talking about your best friend to a young member of the family. The teacher will play the role of the family member and will speak first.

You must address the family member as تو.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما در خانه‌ی یک خانواده‌ی ایرانی هستید و درباره بهترین دوستتان با یکی از اعضای خانواده صحبت می‌کنید.

1. بهترین دوست - توصیف

2. تاریخ تولد دوست

3. !

4. سرگرمی مورد علاقه

5. ؟ نام بهترین دوست

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Turn over ►



Pearson

STIMULUS FR3

Topic: Who am I?

Instructions to teacher

- Address the candidate as تو.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما در خانه‌ی یک خانواده‌ی ایرانی هستید و درباره بهترین دوست‌تان با یکی از اعضای خانواده صحبت می‌کنید.

1	بهترین دوستت چه شکلی است؟ Allow the candidate to describe their best friend.
2	تاریخ تولدش کی است؟ Allow the candidate to say when their friend's birthday is.
3	! از کی دوستت را می‌شناسی؟ Allow the candidate to say how long they have known one another.
4	سرگرمی‌های مورد علاقه‌ی دوستت چیست؟ Allow the candidate to say what hobbies their friend has. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask the name of your best friend. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR4

Topic: Holidays

Instructions to candidates

You are visiting a local gym while on holiday in Iran and would like to book an activity. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as شما.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما در تعطیلات به یک باشگاه ورزشی رفتید و دوست دارید برای یک فعالیت ورزشی ثبت نام کنید.

1. فعالیت ورزشی - کدام

2. فعالیت - زمان

3. !

4. ویژگی‌های مربی

5. ؟ مربی ورزش - نام

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS FR4

Topic: Holidays

Instructions to teacher

- Address the candidate as شما.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما در تعطیلات به یک باشگاه ورزشی رفتید و دوست دارید برای یک فعالیت ورزشی ثبت نام کنید.

1	سلام فرمایشی داشتید؟ Allow the candidate to say which activity they want to do.
2	چه ساعتی می خواهید این فعالیت ورزشی را انجام بدهید؟ Allow the candidate to say what time they wish to do the activity.
3	! چرا به این فعالیت علاقمند هستید؟ Allow the candidate to say why they are interested in this activity.
4	دوست دارید مربی ورزشی شما چگونه باشد؟ Allow the candidate to describe the type of sports coach they would like. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you the name of the sports coach. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR5

Topic: Travel and tourist transactions

Instructions to candidates

You are in a train station in Ahvaz and you want to buy tickets. The teacher will play the part of the booking clerk and will speak first.

You must address the booking clerk as شما.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما در ایستگاه راه آهن اهواز هستید و می خواهید بلیت بخرید.

1. بلیت - مقصد

2. بلیت - نوع

3. !

4. دیدار - دلیل

5. سفر - طول زمان ؟

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS FR5

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as شما.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما در ایستگاه راه آهن اهواز هستید و می خواهید بلیت بخرید.

1	سلام، چه فرمایشی داشتید؟ Allow the candidate to say where they wish to buy a ticket for.
2	چه نوع بلیتی می خواهید؟ Allow the candidate to say the type of ticket they want.
3	! چطور پرداخت می کنید؟ Allow the candidate to tell you their payment method.
4	چرا به دیدن آنجا می روید؟ Allow the candidate to explain why they want to visit that destination. خوب
5	? Allow the candidate to ask you how long the journey lasts. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR6

Topic: Travel and tourist transactions

Instructions to candidates

You are booking a hotel room in Shiraz by phone. The teacher will play the part of the receptionist and will speak first.

You must address the receptionist as شما.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما تلفنی با مسوول پذیرش یک هتل در شیراز صحبت می کنید و می خواهید یک اتاق رزرو کنید.

1. اتاق - نوع

2. رزرو - تاریخ

3. !

4. دیدن شیراز - دلیل

5. ؟ قیمت - اتاق

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR6

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as شما.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما تلفنی با مسوول پذیرش یک هتل در شیراز صحبت می کنید و می خواهید یک اتاق رزرو کنید.

1	سلام، هتل استقلال بفرمایید؟ Allow the candidate to say what type of room they want.
2	اتاق را برای چه تاریخی می خواهید؟ Allow the candidate to say which date they want the room.
3	! کدام وعده های غذایی را در هتل میل می فرمایید؟ Allow the candidate to say what meals they want to have in the hotel.
4	می توانم هدف تان را از سفر به اینجا بدانم تا کمک تان کنم. Allow the candidate to explain why they would like to come here. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask about the price of the room. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
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STIMULUS FR7

Topic: What school is like

Instructions to candidates

You are talking to a friend from Afghanistan about school. The teacher will play the part of your friend and will speak first.

You must address the friend as تو.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما در خانه‌ی یک دوست اهل افغانستان هستید و درباره‌ی مدرسه با او صحبت می‌کنید.

1. مدرسه - ساعت شروع

2. فاصله - خانه تا مدرسه

3. !

4. زنگ تفریح - فعالیت

5. ؟ ریاضیات - در هفته

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR7

Topic: What school is like

Instructions to teacher

- Address the candidate as تو.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما در خانه‌ی یک دوست اهل افغانستان هستید و درباره‌ی مدرسه با او صحبت می‌کنید.

1	مدرسه‌ات چه ساعتی شروع می‌شود؟ Allow the candidate to say what time school starts.
2	فاصله‌ی خانه تا مدرسه‌ات چقدر است؟ Allow the candidate to say how far their home is from school.
3	! درباره‌ی معلم‌های مدرسه‌ات برایم بگو. Allow the candidate to say what their teachers are like.
4	در زنگ تفریح معمولاً چه کاری می‌کنی؟ Allow the candidate to say what they do at break times. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you how many times you have maths per week. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
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- You may ask for questions to be repeated.
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STIMULUS FR8

Topic: School activities

Instructions to candidates

Your Tajik exchange partner is staying with you and you are talking about a school trip that you will go on together. The teacher will play the role of your exchange partner and will speak first.

You must address the exchange partner as تو.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما با دانش‌آموز تاجیک مهمان در مدرسه‌تان درباره‌ی گردش‌ی که می‌روید صحبت می‌کنید.

1. گردش - مقصد

2. ناهار - برنامه‌ها

3. !

4. گردش مورد علاقه - چرا

5. ؟ سفرهای مدرسه - نظر

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS FR8

Topic: School activities

Instructions to teacher

- Address the candidate as تو.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما با دانش آموز تاجیک مهمان در مدرسه‌تان درباره‌ی گردش‌ی که می‌روید صحبت می‌کنید.

1	برای این گردش کجا می‌رویم؟ Allow the candidate to say where you are going.
2	برای نهار چه برنامه‌ای داریم؟ Allow the candidate to say what you are doing for lunch.
3	! چه ساعتی از مدرسه حرکت می‌کنیم؟ Allow the candidate to state the departure time.
4	تو چه نوع گردش‌ی را دوست داری و چرا؟ Allow the candidate to tell you about the type of trip they prefer and why.
5	? Allow the candidate to ask you what you think of school trips. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR9

Topic: Ambitions

Instructions to candidates

You want to register for a Persian language course at a language institute in Manchester. The teacher will play the role of the course administrator.

You must address the course administrator as شما.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما می‌خواهید در یک موسسه‌ی آموزش زبان فارسی در منچستر ثبت نام کنید.

1. موسسه‌ی زبان - چرا

2. دوره‌ی آموزشی - مدت زمان

3. !

4. فارسی - استفاده در آینده

5. ؟ معلم - کجایی

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR9

Topic: Ambitions

Instructions to teacher

- Address the candidate as شما.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما می خواهید در یک موسسه‌ی آموزش زبان فارسی در منچستر ثبت نام کنید.

1	سلام، چه خدمتی می توانم بکنم؟ Allow the candidate to say why they have come to the language institute.
2	برای چه مدتی می خواهید اینجا درس بخوانید؟ Allow the candidate to say how long they would like to study.
3	! چرا دوست دارید فارسی یاد بگیرید؟ Allow the candidate to say what they like about studying Persian.
4	از زبانی که یاد می گیرید چگونه استفاده می کنید؟ Allow the candidate to tell you what they would like to do with their Persian. بسیار خوب.
5	? Allow the candidate to ask where the teacher is from. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR10

Topic: Using languages beyond the classroom

Instructions to candidates

You would like to work for the summer in the youth club of an Iranian community centre in London. The teacher will play the role of the manager and will speak first.

You must address the manager as شما.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما در بخش جوانان مرکز ایرانیان لندن هستید و با مدیر آن صحبت می کنید.

1. کمک شما به ما - نوع

2. کار در اینجا - دلیل

3. !

4. مهارت‌ها

5. ؟ شروع - زمان

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR10

Topic: Using languages beyond the classroom

Instructions to teacher

- Address the candidate as شما.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما در بخش جوانان مرکز ایرانیان لندن هستید و با مدیر آن صحبت می کنید.

1	چه کمکی می توانید به ما بکنید؟ Allow the candidate to say how they can help in the centre.
2	چرا می خواهید این جا کار کنید؟ Allow the candidate to say why they want to work there.
3	! چند ساعت می توانید کار کنید؟ Allow the candidate to say how much time they can give.
4	برای انجام این کار چه مهارت هایی دارید؟ Allow the candidate to say what skills they have. خوب است.
5	? Allow the candidate to ask when they can start work. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP1

Topic: Cultural life



(Source: © David Grossman/Alamy Stock Photo)

به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره‌ی جشن‌ها
- کاری که در جشن سال نو گذشته انجام دادید
- برنامه‌های جشن تولد بعدی‌تان
- موسیقی مورد علاقه‌ی شما برای جشن

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP1

Topic: Cultural life



(Source: © David Grossman/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من جشن‌ها را دوست دارم شما چطور؟
[چرا (نه)؟/دیگر چه؟]
3. پارسال در جشن سال نو چه کاری کردید؟
[چرا (نه)؟/دیگر چه؟]
4. درباره‌ی برنامه‌هایتان برای جشن تولد آینده‌تان صحبت کنید.
[دیگر چه؟]
5. از چه نوع موسیقی شادی برای جشن خوشتان می‌آید؟
[چرا (نه)؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS FP2

Topic: Who am I?



(Source: © Robert Preston/Alamy Stock Photo)

به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره‌ی بیرون رفتن با دوستان
- کارهایی که در دوران کودکی‌تان انجام دادید
- کارهایی که می‌خواهید آخر هفته‌ی آینده با دوستان‌تان انجام بدهید
- دوست ایده‌آل شما

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP2

Topic: Who am I?



(Source: © Robert Preston/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من فکر می‌کنم بیرون رفتن با دوستان مهم است. شما چطور؟
[چرا (نه)؟/دیگر چه؟]
3. درباره‌ی کارهایی که در کودکی انجام دادید برای من صحبت کنید.
[دیگر چه؟]
4. با دوستان‌تان در آخر هفته‌ی آینده چه برنامه‌ای دارید؟
[چرا (نه)؟/دیگر چه؟]
5. یک دوست ایده‌آل چگونه است؟
[چرا؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP3

Topic: Town, region and country



(Source: © Arterra Picture Library/Alamy Stock Photo)

به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره بازارچه‌ها
- چیزی که اخیراً در محل زندگی‌تان خریدید
- جایی که در آینده دوست دارید در آن زندگی کنید
- اهمیت همسایه خوب

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP3

Topic: Town, region and country



(Source: © Arterra Picture Library/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من بازارچه‌ها را دوست دارم. شما چطور؟
[چرا (نه)؟/دیگر چه؟]
3. چه چیزی را به تازگی در محله‌تان خریدید؟
[دیگر چه؟]
4. در آینده دوست دارید در کجا زندگی کنید؟
[چرا؟/دیگر چه؟]
5. داشتن همسایه‌ی خوب چقدر مهم است؟
[چرا (نه)؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP4

Topic: Holidays



(Source: © Xinhua/Alamy Stock Photo)

به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره‌ی گذراندن تعطیلات در کنار دریا
- کاری که در تعطیلات زمستانی گذشته انجام دادید
- تعطیلات تابستانی آینده‌ی شما
- نظرتان درباره‌ی تعطیلات تابستانی طولانی مدارس

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP4

Topic: Holidays



(Source: © Xinhua/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من فکر می‌کنم تعطیلات در کنار دریا عالی است. شما چطور؟
[چرا (نه)؟/دیگر چه؟]
3. شما در تعطیلات زمستانی گذشته چه کار کردید؟ دریا را آن برایم صحبت کنید.
[چرا (نه)؟/دیگر چه؟]
4. تعطیلات تابستان آینده به کجا خواهید رفت؟
[چرا (نه)؟/دیگر چه؟]
5. شما دریا را در تعطیلات طولانی مدارس در تابستان چه فکر می‌کنید؟
[چرا (نه)؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP5

Topic: School activities



(Source: © dpa picture alliance/Alamy Stock Photo)

به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره‌ی کلاس‌های موسیقی
- کنسرتی که قبلاً دیدید یا رفتید
- فعالیت‌های مدرسه که می‌خواهید سال آینده در آن‌ها شرکت کنید
- نظرتان درباره‌ی کارهای گروهی در کلاس

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP5

Topic: School activities



(Source: © dpa picture alliance/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من کلاس‌های موسیقی را دوست دارم. شما چطور؟
[چرا (نه)؟/دیگر چه؟]
3. برای من درباره‌ی کنسرتی که دیدید یا رفتید صحبت کنید.
[دیگر چه؟]
4. سال آینده چه فعالیت‌هایی در مدرسه می‌خواهید انجام بدهید؟
[چرا؟/دیگر چه؟]
5. نظرتان درباره‌ی کارهای گروهی در کلاس چیست؟
[چرا (نه)؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP6

Topic: What school is like



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به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره‌ی روپوش مدرسه
- کارهای دیروزتان در وقت استراحت ناهار
- برنامه‌هایتان برای جشن پایان سال
- نظرتان درباره‌ی امتحان‌ها در مدارس

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP6

Topic: What school is like



(Source: © Danita Delimont/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من فکر می‌کنم پوشیدن روپوش مدرسه فکر خوبی است. شما چطور؟
[چرا (نه)؟/دیگر چه؟]
3. دیروز در وقت استراحت ناهار چه کاری کردید؟
[چرا؟/دیگر چه؟]
4. چطور می‌خواهید روز آخر سال تحصیلی را جشن بگیرید؟
[چرا (نه)؟/دیگر چه؟]
5. نظر شما در مورد امتحان‌ها چیست؟
[چرا (نه)؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP7

Topic: Work



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به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره‌ی کار در یک هتل
- کمک‌هایی که تا به حال درخانه، مدرسه یا یک اداره انجام داده‌اید
- شغل آینده‌تان
- نظرتان درباره‌ی کارکردن در آخر هفته‌ها یا تابستان

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP7

Topic: Work



(Source: © Tina Manley/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من فکر می‌کنم کار در هتل جالب است. شما چطور؟
[چرا (نه)؟/دیگر چه؟]
3. درباره‌ی کارهایی که برای کمک به خانواده، مدرسه یا یک اداره کرده‌اید برای من بگویید؟
[دیگر چه؟]
4. چه شغلی در آینده می‌خواهید داشته باشید؟
[چرا؟/دیگر چه؟]
5. کارکردن در آخر هفته یا تابستان برای جوان‌ها خوب است. نظر شما چیست؟
[چرا (نه)؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP8

Topic: Using languages beyond the classroom



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به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره‌ی درس خواندن با دوستان
- روش شما برای یادگیری زبان فارسی در گذشته
- یادگیری زبان فارسی در آینده
- نظرتان درباره‌ی کار کردن در خارج از کشور

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP8

Topic: Using languages beyond the classroom



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1. این عکس را توصیف کنید.
[دیگر چه؟]
2. نظرتان درباره‌ی درس خواندن با دوستان چیست؟
[چرا (نه)؟/دیگر چه؟]
3. قبلاً چطور فارسی را یاد گرفته‌اید؟
[دیگر چه؟]
4. چه برنامه‌ای برای یادگیری زبان فارسی در آینده دارید؟
[چرا(نه)؟/دیگر چه؟]
5. نظرتان درباره کار کردن در خارج از کشور چیست؟
[چرا(نه)؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

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- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP9

Topic: Environmental issues



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به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره‌ی هدیه کردن وسایلی که دیگر نیاز ندارید
- چیزهایی که هفته‌ی پیش یکی از افراد خانواده تان بازیافت کرد
- کارهای شما برای کمک به محیط زیست در آینده
- روش مدرسه رفتن که به حفظ محیط زیست کمک کند

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP9

Topic: Environmental issues



(Source: © Jane Sweeney/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. به نظر من هدیه کردن وسایلی که دیگر استفاده نمی‌کنیم کار بسیار خوبی است. شما چطور؟
[چرا (نه)؟/دیگر چه؟]
3. یکی از اعضای خانواده تان در هفته‌ی گذشته چه چیزهایی را بازیافت کرد؟
[دیگر چه؟]
4. شما چگونه می‌توانید در آینده به محیط زیست کمک کنید؟
[دیگر چه؟]
5. برای کمک به حفظ محیط زیست، چگونه به مدرسه می‌روید؟
[چرا؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS FP10

Topic: Bringing the world together



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به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره‌ی مسابقات بین‌المللی
- یک رویداد ورزشی که دیده‌اید
- مسابقه‌هایی که در آینده در آن‌ها شرکت می‌کنید
- نقش ورزش در ایجاد دوستی

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP10

Topic: Bringing the world together



(Source: © R.M. Nunes/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من عاشق مسابقات بین المللی هستم. شما چطور؟
[چرا (نه)؟/دیگر چه؟]
3. درباره‌ی یک رویداد ورزشی که دیده‌اید برای من صحبت کنید.
[دیگر چه؟]
4. در آینده درچه رقابت‌هایی شرکت خواهید کرد؟
[چرا؟/دیگر چه؟]
5. ورزش چقدر می‌تواند در پیدا کردن دوستان جدید به شما کمک کند؟
[چرا (نه)؟/دیگر چه؟]

GCSE Persian Foundation tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should 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 level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level. You should 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 you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself 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, student 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.

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

Additional guidance on the mark scheme

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.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.

Foundation card 1 (FR1)

شما در یک لباس‌فروشی در تهران هستید و با فروشنده صحبت می‌کنید.

Prompt 1: پوشاک مورد نیاز:

Question 1: سلام چه امری داشتید؟

Mark	Descriptor	
0	سلام امری!	می‌خواهم بنشینم!
	No rewardable communication because the response does not communicate the required message.	No rewardable communication because the response does not communicate the required message.
1	پیراهن	لباس
	Communication is partially clear. Although the response is extremely brief, it conveys enough information for the meaning to be understandable within the context of the role play.	Communication is ambiguous. The response does not communicate clearly the candidate's purpose and provides minimal detail about the clothing required.
2	یک پیراهن می‌خواهم.	یک دست لباس می‌خواهم.
	The response is clearly communicated.	The response is clearly communicated.

Prompt 2: پوشاک - توصیف

Question 2: بفرمایید چه نوع لباسی دوست دارید؟

Mark	Descriptor	
0	جدید	شوار
	No rewardable communication because the response does not provide any detail to describe the item of clothing except to say it should be "new". This provides no meaningful information in the context as in the vast majority of clothes shops all clothing for sale will be new.	Inaccurate pronunciation of "شلوار" as "شوار" means the response has no clear meaning in the context of the role play.
1	مد جدید	نه خیلی تنگ
	Ambiguous; the candidate has not provided a clear explanation of their requirements.	Partially clear as although the candidate has indicated a characteristic, it is not clearly related to clothing.
2	لباسی که مد جدید باشد.	لباسی که خیلی تنگ نباشد.
	Clearly communicated response to the prompt.	The response is clearly communicated and unambiguous.

Prompt 3: !**Question 3:** و چه قیمتی باشد؟

Mark	Descriptor	
0	قیمت	پول
	No rewardable communication; this is not a response to the question asked.	No rewardable communication; the candidate has simply stated "money".
1	سه هزار	20
	Partially clear. Although the candidate has stated "three thousand", they have given no indication of the currency.	Partially clear. The candidate has simply stated a number without any indication of the currency.
2	گران نباشد.	20 پوند
	The response is clearly communicated.	The response is clearly communicated.

Prompt 4: مناسب - توضیح**Question 4:** برای چه مناسبت‌هایی می‌خواهید این لباس را بپوشید؟

Mark	Descriptor	
0	خاص	امروز
	Highly ambiguous. The response has no relationship to what occasion the item of clothing is for except to say it should be "special".	Highly ambiguous. It is not evident that the candidate has understood the question. The candidate has simply stated "today".
1	میمانی	مهمان تولد
	Partially clear due to the wrong pronunciation of "میمانی", instead of "مهمانی". However, the meaning is understandable within the context of the role play.	Partially clear as the response mistakenly indicates "guest" due to the missing "ی" after "مهمان".
2	برای مهمانی می‌خواهم.	برای تولد دوستم می‌خواهم.
	This response is unambiguous.	The response is clearly communicated.

Prompt 5: پرو کردن - کجا ؟

Mark	Descriptor	
0	خوب است.	پيرو
	No rewardable communication. The candidate has not asked a question.	Pronunciation prevents communication. The candidate has stated "پيرو" instead of "پرو".
1	امتحان	می‌خواهم پروش؟
	Partially clear; the candidate needs to also state "کجا" or "جای" at the beginning of the sentence.	Partially appropriate within the context of the role play due to the use of the informal register by the candidate. The candidate has also stated "می‌خواهم پروش" instead of "می‌خواهم لباس را پرو کنم".
2	کجا امتحان کنم؟	می‌خواستم این لباس امتحان کنم؟
	The response is clearly communicated, despite not stating "لباس".	The response is clearly communicated.

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

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none">• Limited response to set questions, likely to consist of single-word answers.• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.• A straightforward opinion may be expressed but without justification.• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.
5–8	<ul style="list-style-type: none">• Responds briefly to set questions, there is much hesitation and continuous prompting needed.• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.• Straightforward, brief opinions are given but without justification.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
9–12	<ul style="list-style-type: none">• 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.
13–16	<ul style="list-style-type: none">• 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.

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

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none">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 being conveyed throughout most of the conversation.
3–4	<ul style="list-style-type: none">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 being conveyed.
5–6	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Communicates limited information relevant to the topics and questions.• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.
4–6	<ul style="list-style-type: none">• Communicates brief information relevant to the topics and questions.• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
7–9	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
10–12	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• 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 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 - Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> • 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 being conveyed throughout much of the conversation.
4–6	<ul style="list-style-type: none"> • 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 being conveyed.
7–9	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time: 50 minutes

Paper
reference

1PN0/3F

Persian

PAPER 3: Reading and understanding in Persian

Foundation Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from Sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in Persian.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

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

Turn over ►

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Pearson

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

School clubs

1 Read your friends' emails about which school clubs they go to.

من کلوپ برنامه نویسی بازی‌های کامپیوتری را دوست دارم اما وقت ندارم!	امیر:
دوست دارم به کلوپ نقاشی بروم اما خانواده‌ام بیشتر دوست دارند من را به کلوپ تکلیف مدرسه بفرستند که خیلی هم خسته کننده است.	سیمین:
قبلاً کلوپ‌های مورد علاقه‌ی من کلوپ تنیس و فوتبال بود اما امسال دیگر هیچ کدام را دوست ندارم.	جمال:
کلوپ رقص جمعه‌ها به نظر خیلی جالب است اما من نمی‌توانم بروم چون در همان زمان درس خصوصی دارم.	بی‌تا:

What do they say? Enter **Amir, Simin, Jamal** or **Bit**.

You can use each person more than once.

Example: *Amir* likes programming.

- (a) does not like any club any more. (1)
- (b) has private lessons. (1)
- (c) does not have time to attend a club. (1)
- (d) does not like homework club. (1)
- (e) can not go to a fun club at the end of the week. (1)
- (f) used to like going to sports clubs. (1)

(Total for Question 1 = 6 marks)

Saffron: colour or medicine?

2 Read this advert about the spice Saffron.

زعفران از گلی زیبا گرفته می شود. در گذشته از آن در درمان بیماری ها استفاده می کردند. رنگ قرمز زعفران در رنگ کردن پارچه نیز به کار گرفته می شد. همچنین عطر و طعم دلنشین اش غذای ایرانی را مشهور کرده است.

زعفران را در فصل های بهار و تابستان می کارند. امروزه همه ی دنیا زعفران را می شناسند و این گیاه به خاطر قیمت بالای اش به "طلای سرخ" معروف است.

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

Iran	flower	character	well known
two seasons	rice	all seasons	tree
scent	fabrics	olden times	expensive

Example: Saffron comes from a *flower*

- (a) Saffron was used as a remedy in (1)
- (b) Saffron's red colour was used to dye (1)
- (c) Its is part of what makes Iranian cuisine well-known. (1)
- (d) It is planted in each year. (1)
- (e) Saffron is called 'red gold' because it is (1)

(Total for Question 2 = 5 marks)

My holiday

3 (a) Read this blog by Sahar about her holiday.

ما تمام تعطیلات تابستانمان را در ایران می‌گذرانیم و در خانه‌ی مادر بزرگ و پدر بزرگم می‌مانیم. خانه آنها در یک روستای کوچک در شمال، نزدیک جنگل است. من آنجا را دوست دارم چون آن‌ها زندگی کاملاً متفاوتی با زندگی روزانه‌ی من دارند. وقتی دلم برای دوستانم تنگ می‌شود، برای رسیدن به دنیای اینترنت باید به مرکز روستا بروم تا به آن‌ها ایمیل بزنم.

Answer the following questions **in English**. You do not need to write in full sentences.

(i) Where does Sahar stay during her holidays?

(1)

(ii) Why does Sahar like to be there?

(1)

(iii) Where does Sahar go to be able to contact her friends?

(1)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

3 (b) The blog continues.

زندگی روستایی بی‌آلایش آن‌ها از صبح زود شروع می‌شود. آن‌ها در ابتدا به حیوانات غذا می‌دهند. بعد یک صبحانه فوق‌العاده با محصولات تازه درست می‌کنند. سپس به روستا می‌روند تا آنچه را از محصولات روز مانده است بفروشند چون نمی‌توانند آن‌ها را ذخیره کنند.

(i) What does Sahar's family do first thing in the morning?

(1)

(ii) What do they do with products that they don't need?

(1)

(Total for Question 3 = 5 marks)

A False Patient

4 Read the extract below from an old Persian story *A False Patient*.

شاگردان کلاسی از درس خواندن خسته شدند. یکی از شاگردان زرنگ فکر کرد با کمک یکدیگر کلاس را تعطیل کنند. قرار شد به استاد بگویند چرا زرنگ و رویش زرد شده است؟ وقتی همه این حرف را بگویند او باور می‌کند و خیال می‌کند بیمار است.

فردا صبح یکی یکی به معلمشان گفتند: “خدا بد ندهد؟ چرا رنگتان پریده؟”

استاد اول مخالف بود. اما شاگرد دوم و سوم که آمدند و همین حرف‌ها را تکرار کردند شک کرد که شاید مریض است. کلاس را تعطیل کرد و به خانه رفت. وقتی اهالی منزل گفتند حالش خوب است، معلم فکر کرد خانواده‌اش به او اهمیت نمی‌دهند چون همه شاگردانش زرنگ زردش را دیده‌اند.

Put a cross ☒ in the correct box.

Example: The students were...

<input type="checkbox"/>	A sick.
<input checked="" type="checkbox"/>	B bored.
<input type="checkbox"/>	C clever.
<input type="checkbox"/>	D interested.

(a) The students decided to...

(1)

<input type="checkbox"/>	A end the class.
<input type="checkbox"/>	B help the teacher.
<input type="checkbox"/>	C laugh at the teacher.
<input type="checkbox"/>	D talk together.

(b) The students told the teacher...

(1)

<input type="checkbox"/>	A the truth.
<input type="checkbox"/>	B a lie.
<input type="checkbox"/>	C to stay in school.
<input type="checkbox"/>	D the news.

(c) The teacher believed them as...

(1)

<input type="checkbox"/>	A he was feeling sick.
<input type="checkbox"/>	B he didn't want to teach.
<input type="checkbox"/>	C he liked his students.
<input type="checkbox"/>	D everyone said the same thing.

(d) His family told him...

(1)

<input type="checkbox"/>	A it was a lie.
<input type="checkbox"/>	B there was nothing wrong.
<input type="checkbox"/>	C he was in pain.
<input type="checkbox"/>	D he was lazy.

(e) The teacher felt his family...

(1)

<input type="checkbox"/>	A were teasing him.
<input type="checkbox"/>	B believed the students.
<input type="checkbox"/>	C were being nice.
<input type="checkbox"/>	D did not care.

(Total for Question 4 = 5 marks)

Save the Earth for the future

5 Read the council webpage about their environmental campaign.

فهرست برنامه‌های نگهداری از محیط زیست در زمستان:

دی ماه: هوای تمیز شهر

- پیاده رفتن یا دوچرخه سواری کردن تا سر کار یا مدرسه
- برنامه‌های زنده نمایشی برای نشان دادن راه‌های کم کردن آلودگی هوا. (این برنامه‌ها فقط در تلویزیون پخش می‌شوند)

بهمن ماه: زمین پاکیزه و حاصلخیز

- پاکسازی زمین‌های محله
- برنامه‌ی بازیافت زباله

اسفند ماه: کاشت درخت

- کاشتن گل و گیاه در پارک‌های محلی
- پاکسازی فضای سبز

برای نام‌نویسی در این برنامه به وبسایت ما بروید. ذکر این موضوع ضروری است که فقط تا 15 آذر ماه مهلت دارید.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) How can everybody watch the live shows?

(1)

(b) How long does the campaign last?

(1)

(c) How can people join this campaign?

(1)

(Total for Question 5 = 3 marks)

Hasn't eaten soup but has a burned mouth

- 6 Read the extract from an old story about two friends. Ali invited Reza for a traditional meal at his house.

علی دوستش رضا را برای خوردن سوپ سنتی دعوت کرد. رضا دعوت علی را کاملاً فراموش کرد. وقتی یادش آمد سریع به او خبر داد که به خانه‌اش می‌رود. رضا نگران بود که شاید علی ناراحت شود چون خیلی طول کشیده بود.

روز مهمانی دندان رضا بی‌نهایت درد گرفت. اما به مهمانی رفت چون می‌دانست علی چهار ساعت برای تهیه‌ی این غذا وقت گذاشته است. علی غذا را آورد. رضا خواست قاشقی را بخورد که دندانش دوباره درد گرفت و از درد فریاد زد.

علی گفت: "واضح است که سوپ داغ است؟ چرا صبر نکردی؟"

رضا گفت: "ای کاش سوپ خورده بودم، دندانم درد می‌کند. حالا "غذایی نخوردم و تو هم فکر می‌کنی دهانم سوخته است."

Answer the following questions **in English**. You do not need to write in full sentences.

- (a) Why did Reza take a long time to reply to Ali's invitation?

(1)

- (b) What happened to Reza on the day of the dinner party?

(1)

- (c) How long did it take to prepare the food?

(1)

- (d) Why did Ali think Reza shouted?

(1)

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

تمدن 8000 ساله

7 مطلب زیر در روزنامه محلی به چاپ رسیده آنرا بخواند.

تپه‌های "سیلک" در کاشان، شهری در مرکز ایران قرار دارند. این تپه‌ها حدود ۸۰ سال پیش، بعد از یک سیل بزرگ کشف شدند و مردم محلی ظرف‌های سفالی نقاشی شده‌ای را در آنجا پیدا کردند. بازرگانان محلی که ارزش این ظرف‌ها را فهمیده بودند آن‌ها را می‌خریدند و به کارشناسان می‌دادند.

این منطقه دو گورستان و یک ساختمان سه طبقه دارد. ساختن چنین ساختمانی در آن زمان بسیار جالب بود و نقاشی‌های روی ظرف‌ها نشانه‌ی هنردوستی آن مردم بود.

آن‌ها در قبرها وسایلی می‌گذاشتند که نشانه میزان پول و دارایی‌شان بوده است.

عبارت‌های زیر را با استفاده از کلمات داخل جدول کامل کنید. دقت کنید تعداد لغات داخل جدول بیشتر از سوال‌ها است.

گورستان	سیل	بازرگانان محلی	هنر
مرکز	ثروت	کارشناسان	مردم محلی
تحصیلات	کاشان	ساختمان سه طبقه	هشتاد سال

مثال: "سیلک" در مرکز ایران است.

- (1) (a) مردم، تپه‌های "سیلک" را بعد از پیدا کردند.
- (1) (b) ارزش ظروف سفالی را می‌فهمیدند.
- (1) (c) بخش جالب این کشف بود.
- (1) (d) ظرف‌های سفالی نشان می‌داد مردم آن زمان به علاقه‌مند بودند.
- (1) (e) وسایل داخل گورها نشانه آن‌ها بود.

(Total for Question 7 = 5 marks)

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**BLANK PAGE
QUESTION 8 BEGINS ON THE NEXT PAGE**

کار تابستانی

8 ایمیل نورا به دوستش در مورد کار تابستانی‌اش را بخوانید.

سلام،

تابستان به همراه خانواده‌ام به تهران می‌روم. آن‌ها به جاهای مجلل مختلفی می‌روند ولی من به خانه خاله‌ام می‌روم که یک مرکز آموزشی دارد. می‌خواهم به صورت داوطلبانه برایش کار کنم.

من به دانش‌آموزان در گفتگو به زبان انگلیسی کمک می‌کنم. آن‌ها در آخر تابستان رقابتی خواهند داشت و جایزه‌ی بالاترین نمره، سفر خارجی است. آن‌ها سفرهای یک روزه به مکان‌های باستانی هم دارند.

این یک تجربه کاری با ارزش است. چند فیلم خوب برایشان خواهم برد. کلاس‌های دیگری مثل نقاشی و آشپزی هم دارند. شاید چند غذای بی نظیر را یاد گرفتم و به عنوان سوغاتی آوردم!

نورا

علامت در مربع‌های درست بگذارید.

مثال: نورا می‌خواهد...

<input checked="" type="checkbox"/>	A به جاهای مختلف برود.
<input checked="" type="checkbox"/>	B با خانواده‌اش باشد.
<input checked="" type="checkbox"/>	C با دوستانش باشد.
<input checked="" type="checkbox"/>	D خانه خاله‌اش بماند.

(a) خاله نورا به او می دهد.

(1)

<input type="checkbox"/>	A حقوق
<input type="checkbox"/>	B درس
<input type="checkbox"/>	C کار
<input type="checkbox"/>	D دستور

(b) نورا به شاگردان کمک می کند تا...

(1)

<input type="checkbox"/>	A ترجمه کنند.
<input type="checkbox"/>	B زبان خارجی صحبت کنند.
<input type="checkbox"/>	C دستور زبان یاد بگیرند.
<input type="checkbox"/>	D مکان‌های تاریخی را بشناسند.

(c) دانش آموزان برای در آخر تابستان آماده می شوند.

(1)

<input type="checkbox"/>	A سفر روزانه
<input type="checkbox"/>	B خارج رفتن
<input type="checkbox"/>	C مسابقه
<input type="checkbox"/>	D سال آینده

(d) این کار به نورا کمک می کند...

(1)

<input type="checkbox"/>	A فیلم خوب پیدا کند.
<input type="checkbox"/>	B تجربه کاری پیدا کند.
<input type="checkbox"/>	C زبان انگلیسی اش بهتر شود.
<input type="checkbox"/>	D دوستان بیشتری پیدا کند.

(e) هدیه او برای دوستش می تواند باشد.

(1)

<input type="checkbox"/>	A شیرینی
<input type="checkbox"/>	B آموزش نقاشی
<input type="checkbox"/>	C یادگیری غذای ایرانی
<input type="checkbox"/>	D صنایع دستی

(Total for Question 8 = 5 marks)

غذای ایرانی

9 متن زیر را در مورد غذاهای سنتی ایرانی بخوانید:

کباب	معروف‌ترین غذای ایرانی است که در شهرهای مختلف به روش‌های گوناگون و با ادویه‌های مختلف تهیه می‌شود. کباب از گوشت‌های مختلف و مرغ درست می‌شود. معمولاً آن را با نان یا برنج میل می‌کنند.
قلیه ماهی	غذای خاص مردم جنوب ایران است که با ماهی مخصوص جنوب تهیه می‌شود. پر از ادویه و کمی ترش و مناسب است برای کسانی که گوشت قرمز نمی‌خورند.
قورمه سبزی	غذای مورد علاقه‌ی خیلی از ایرانی‌ها است که از سبزی‌های معطر، لوبیا قرمز و تکه‌های گوشت گوسفند تهیه می‌شود و باید با برنج دم شده‌ی زعفرانی خورده می‌شود. این خورش را می‌توان برای کسانی که اصلاً گوشت نمی‌خورند، بدون گوشت هم پخت.
بریانی	اصلیت این غذای خوشمزه از شهر اصفهان است که باید با نان تازه و ترشی خورده شود.

از فهرست زیر، غذای مناسب را انتخاب کنید و در جای خالی بگذارید. از بعضی کلمات بیشتر از یک‌بار استفاده می‌شود:

کباب، قلیه ماهی، قورمه سبزی یا بریانی

مثال: کباب با طعم و مزه‌های گوناگون در تمام شهرها تهیه می‌شود.

- (1) (a) باید با برنج خورده شود.
- (1) (b) را با نان تازه می‌خورند.
- (1) (c) مخصوص کسانی است که غذای ترش می‌خورند.
- (1) (d) غذای جنوب ایران است.
- (1) (e) بدون گوشت برای گیاه خواران مناسب است.

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C

ترجمه

10 متن زیر را به انگلیسی ترجمه کنید.

ما یک خانواده پنج نفری هستیم. من هرروز پیاده به مدرسه می‌روم. برادر بزرگم در دانشگاه درس می‌خواند. برادر کوچکترم همیشه دوست دارد با ما بازی کند. آخر هفته گذشته با هم به یک پیک نیک رفتیم و کلی به ما خوش گذشت.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS

GCSE Persian Foundation tier

Paper 3 Mark scheme

SECTION A

Question number	Answer	Mark
1(a)	Jamal	(1)

Question number	Answer	Mark
1(b)	Bitā	(1)

Question number	Answer	Mark
1(c)	Amir	(1)

Question number	Answer	Mark
1(d)	Simin	(1)

Question number	Answer	Mark
1(e)	Bitā	(1)

Question number	Answer	Mark
1(f)	Jamal	(1)

Question number	Answer	Mark
2(a)	Olden times	(1)

Question number	Answer	Mark
2(b)	fabrics	(1)

Question number	Answer	Mark
2(c)	scent	(1)

Question number	Answer	Mark
2(d)	two seasons	(1)

Question number	Answer	Mark
2(e)	expensive	(1)

Question number	Answer	Mark
3(a)(i)	Grandparents' house	(1)

Question number	Answer	Mark
3(a)(ii)	Different life style	(1)

Question number	Answer	Mark
3(a)(iii)	The village centre	(1)

Question number	Answer	Mark
3(b)(i)	Feed the animals	(1)

Question number	Answer	Mark
3(b)(ii)	Sell them (in the village)	(1)

Question number	Answer	Mark
4(a)	A	(1)

Question number	Answer	Mark
4(b)	B	(1)

Question number	Answer	Mark
4(c)	D	(1)

Question number	Answer	Mark
4(d)	B	(1)

Question number	Answer	Mark
4(e)	D	(1)

Question number	Answer	Mark
5(a)	On TV	(1)

Question number	Answer	Mark
5(b)	3 months/from January to March	(1)

Question number	Answer	Mark
5(c)	Online/on the website	(1)

Question number	Answer	Mark
6(a)	He forgot (about it)	(1)

Question number	Answer	Mark
6(b)	Reza got toothache/Reza's tooth hurt	(1)

Question number	Answer	Mark
6(c)	four/4 hours	(1)

Question number	Answer	Mark
6(d)	Because he burned his mouth	(1)

SECTION B

Question number	Answer	Mark
7(a)	سیل	(1)

Question number	Answer	Mark
7(b)	بازرگانان محلی	(1)

Question number	Answer	Mark
7(c)	ساختمان سه طبقه	(1)

Question number	Answer	Mark
7(d)	هنر	(1)

Question number	Answer	Mark
7(e)	ثروت	(1)

Question number	Answer	Mark
8(a)	A	(1)

Question number	Answer	Mark
8(b)	B	(1)

Question number	Answer	Mark
8(c)	C	(1)

Question number	Answer	Mark
8(d)	B	(1)

Question number	Answer	Mark
8(e)	C	(1)

Question number	Answer	Mark
9(a)	قورمه سبزی	(1)

Question number	Answer	Mark
9(b)	بریانی	(1)

Question number	Answer	Mark
9(c)	قلیهماهی	(1)

Question number	Answer	Mark
9(d)	قلیه ماهی	(1)

Question number	Answer	Mark
9(e)	قورمه سبزی	(1)

SECTION C

Question number	Indicative content	Mark
10	We are a family of five. I walk to school every day. My older brother studies at university. My younger brother always likes to play with us. Last weekend we went to a picnic and had lots of fun.	(7)

Mark	Descriptor
0	No rewardable communication.
1-2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3-4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
5-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time: 1 hour 20 minutes

Paper
reference

1PN0/4F

Persian

PAPER 4: Writing in Persian

Foundation Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Questions 2 and 3, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

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

Turn over ►

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S 5 5 4 0 9 A 0 1 1 2



Pearson

International concert

1



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شما در یک کنسرت بین‌المللی در تاجیکستان هستید. عکسی از این برنامه را در صفحه شبکه اجتماعی خود برای دوستان‌تان به اشتراک گذاشته‌اید.

متنی برای توصیف این عکس بنویسید و نظر خود را درباره موسیقی توضیح دهید.

متن شما باید حدود 20-30 کلمه به زبان فارسی باشد.

(Total for Question 1 = 12 marks)

Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box .

Birthday party

2 (a) شما برای جشن تولدتان برنامه‌ریزی می‌کنید. یک نامه‌ی رسمی به مدیر رستوران محلی خود بنویسید.

شما حتماً باید اطلاعات خواسته شده زیر را توضیح دهید:

- زمان شروع مهمانی
 - دلیل شما برای انتخاب این رستوران
 - غذایی که شما دوست دارید
 - کارهای دیگری که در روز تولدتان انجام خواهید داد.
- متن شما باید حدود 40-50 کلمه به زبان فارسی باشد.

(16)

خانم/آقای عزیز

با احترام

Choose either Question 3(a) or Question 3(b).

If you answer Question 3(a) put a cross in the box .

Where I live

3 (a) شما از نیلوفر، دوست ایرانی‌تان یک ایمیل دریافت می‌کنید که به شما اطلاع می‌دهد در تعطیلات تابستان به شهرتان می‌آید. یک ایمیل غیررسمی به نیلوفر بنویسید.

شما حتماً باید اطلاعات خواسته شده زیر را در آن توضیح دهید:

- درباره‌ی محل زندگی‌تان
 - کارهایی که به تازگی در محل زندگی‌تان انجام داده‌اید
 - جاهای دیدنی که می‌خواهید به نیلوفر نشان دهید
 - دلیل نشان دادن جاهای مورد علاقه‌تان به نیلوفر.
- متن شما باید حدود 80-90 کلمه به زبان فارسی باشد.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

If you answer Question 3(b) put a cross in the box .

Ambitions

(b) یک وب سایت افغانستانی مخصوص جوانان، نظر شما را در مورد آرمان و آرزوهایتان برای آینده می‌پرسد. یک مقاله غیررسمی برای این وب سایت بنویسید.

شما حتماً باید اطلاعات خواسته شده زیر را در آن توضیح دهید:

- خصوصیات شخصی خودتان
 - درباره موضوعات درسی که مورد علاقه‌تان بودند
 - دلیل اهمیت دوست داشتن کاری که انجام می‌دهید
 - برنامه خودتان برای آینده.
- متن شما باید حدود 80-90 کلمه به زبان فارسی باشد.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 20 marks)

School

4 جملات زیر را به فارسی ترجمه کنید.

(a) Our school is big. (2)

(b) It also has a modern library. (2)

(c) I usually walk to school. (2)

(d) Persian is my favourite subject, but my sister loves Maths. (3)

(e) Last year I studied Physics, but now I prefer Spanish because it is more interesting. (3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

GCSE Persian Foundation tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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:**

- infrequent errors that do not distract the reader from the content and which result in coherent writing, for example using a plural noun after numbers, repeating subject.

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

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

Mark	Descriptor
7-8	<ul style="list-style-type: none"> • 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

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces simple, short sentences with 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	<ul style="list-style-type: none"> • 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:**

- infrequent errors that do not distract the reader from the content and which result in coherent writing, for example using a plural noun after numbers, repeating subject.

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 (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 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

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 that 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

Mark	Descriptor
7–9	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 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**:

- infrequent errors that do not distract the reader from the content and which result in coherent writing, for example using a plural noun after numbers, repeating subject.

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 and example responses

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

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response
4(a)	مدرسه ما بزرگ است.
4(b)	یک کتابخانه جدید هم دارد.
4(c)	من معمولاً پیاده به مدرسه می‌روم.

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

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none">Some words are communicated but the overall meaning of the sentence is not communicated
2	<ul style="list-style-type: none">The meaning of the sentence is partially communicatedLinguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	<ul style="list-style-type: none">The meaning of the sentence is fully communicatedLinguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Question number	Example response
4(d)	فارسی موضوع مورد علاقه‌ی من است اما خواهرم عاشق ریاضی است.
4(e)	سال گذشته فیزیک خواندم اما حالا زبان اسپانیایی را ترجیح می‌دهم چون جالبتر است.

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:**

- infrequent errors that do not distract the reader from the content and which result in coherent writing, for example using a plural noun after numbers, repeating subject.

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.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 1: Listening and understanding in Persian Transcript

Higher Tier

Sample assessment material for first teaching
September 2018

Paper Reference

1PN0/1H

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SECTION A

خرید

Question 1

Example

F2: امروز همراه مادرم برای خریدن لباس به یک فروشگاه زنجیره‌ای بزرگ رفتیم.

Question 1

F2: که انواع لباس، کیف و کفش و لوازم آرایش داشت. روزهای شنبه فروشگاه‌ها زود نمی‌بندن. ما می‌خواستیم برای مصاحبه‌ای که هفته‌ی آینده دارم، لباس بخریم. اونقدر اونجا لباس‌های مختلف داشت که واقعاً برام سخت بود که یکی رو انتخاب کنم. آخرش مادرم یک کت و دامن کرم و مشکی شیک رو انتخاب کرد و اون رو خریدم.

برنامه کامپیوتری در کلاس

Question 2

Example

M1: خیلی خوب بود که تو دوره‌ی برنامه نویسی فشرده‌ای که جزو درس‌های اجباری‌مون بود اجازه داشتیم گاهی از موبایل‌مون استفاده کنیم.

Question 2

M1: به خاطر ایمنی، روی کامپیوترهای کلاس گُلّی فیلتر گذاشته بودن و برای همین بیشتر وقت‌ها کند کار می‌کردن.

M2: آره بابا، یادته معلم فیزیک مجبورمون کرد برنامه‌ی کامپیوتری که نوشته بودی رو یاد بگیریم؟ می‌گفت می‌تونیم با استفاده از اون سریع‌تر تکالیف مون رو انجام بدیم.

M1: آره، اما باید بهت بگم نوشتن چنین برنامه‌ای اونقدرها هم راحت نبود و معلم هم کمکم کرد.

SECTION B

Interview about environmental issues

Question 3

Example

M1: آقای شهردار،

Question 3

M1: ممنون از وقت تون، لطفاً کمی درباره‌ی برنامه‌هاتون برای کاهش آلودگی هوای شهر اصفهان توضیح بدین.

M2: ما می‌خواهیم تاکسی‌های کهنه و قدیمی را با اتومبیل‌های نو عوض کنیم. گرچه این ماشین‌ها هنوز قابل استفاده هستند حتی روی جاده‌های ناهموار، ولی دود زیاد و غیرقابل تحملی تولید می‌کنن. بعلاوه برنامه‌های زیادی برای ایجاد فضای سبز در داخل شهر داریم. ما کارخانه‌ها را به خارج شهر انتقال می‌دهیم. ضمناً مطمئنم که آموزش جوانان خیلی مهمه و باید به آن‌ها روش‌های نگهداری از محیط زیست را بیاموزیم.

At a restaurant with family

Question 4

Example

M1: خوش آمدید، آماده‌اید برای سفارش دادن غذا؟

Question 4

M2: ممنون، منوی غذای شما خیلی متنوع و فوق‌العاده است. من معمولاً جوجه کباب با استخوون می‌خورم.

F1: من خیلی کم گوشت قرمز می‌خورم، چون باید مواظب قلبم باشم و غذای سالم بخورم، ولی امشب هوس کباب برگ کردم با برنج.

M2: عیب نداره بخور، یک شب که هزار شب همیشه.

F2: من عاشق باقالی پلو و گوشت بره‌ام، می‌دونم باقالی پلوهای تو حرف نداره ولی این غذای مورد علاقه منه.

F1: عزیزم، هرچی که میل داری سفارش بده.

A tour to Yush

Question 5

Example

F2: تور یک روزه به "یوش"، محل تولد نیما یوشیج.

Question 5

F2: محل حرکت روبروی در اصلی پارک ملت

F2: زمان حرکت شنبه ساعت پنج صبح

F2: حرکت از یوش به تهران: ساعت هفت عصر،

F2: صبح زود به سمت مقصد حرکت می‌کنیم. بعد از صبحانه مفصل، مسیرمان را به سوی یوش ادامه می‌دهیم و به تماشای خانه نیما یوشیج، پدر شعر نو ایران، می‌رویم. پس از نهار، همسفران در صورت تمایل می‌توانند در طبیعت زیبای منطقه "آزادکوه"، پیاده‌روی کنند. عصرانه را میان راه میل می‌کنید. برای اطلاعات بیشتر با آژانس مسافرتی "همراه" تماس بگیرید یا به وبسایت ما مراجعه کنید.

Opening of Sadaf Sport Centre

Question 6

M1: به اطلاع همشهریان عزیز شهر شیراز می‌رسانیم که بدنبال موفقیت بی‌نظیر اولین مرکز ورزشی ما، از اول خرداد ماه، شعبه‌ی دوم مرکز ورزشی ”صدف“ در شیراز شروع به کار خواهد کرد. به افرادی که تا آخر ماه برای عضویت ثبت نام نمایند، بیست درصد تخفیف داده خواهد شد.

اعضای محترم به علت محبوبیت فوق‌العاده کلاس‌های آموزشی شنا و یوگا باید از قبل جای خود را رزرو کنند. ضمناً وسایل تفریحی و بازی در آب برای کودکان در استخر سرپوشیده وجود دارد.

”صدف“ هر روزه از هفت صبح تا ده شب باز است اما روزهای دوشنبه، چهارشنبه و جمعه فقط برای استفاده خانم‌ها باز است و بقیه هفته برای استفاده آقایان می‌باشد.

Digital teaching aids

Question 7

M2: امروزه در کلاس‌های درس اکثر دبیرستان‌ها و بعضی از دبستان‌های ایران، از فن‌آوری کامپیوتری استفاده می‌کنند. این وسایل هر روزه نقش بیشتری در یادگیری دانش‌آموزان در سراسر دنیا و همچنین در ایران پیدا می‌کنند؟

استفاده از تخته هوشمند یا اسمارت بورد به طور کلی کار تدریس را زنده تر و جالب‌تر کرده است. این امر انگیزه‌ی یادگیری دانش‌آموزان را در مدرسه بیشتر کرده است. کودکان و نوجوانان معمولاً به دلیل آشنایی با وسایل دیجیتال از سن پایین، می‌توانند به آسانی از تکنولوژی در یادگیری استفاده کنند.

حتی در سال‌های اخیر بعضی از معلم‌ها برای دوره کردن درس‌هایشان ویدیو کلیپ‌های خود را برای درس‌های مختلف و مخصوصاً دروس مشکل درست کرده‌اند و آن‌ها را در یوتیوب می‌گذارند تا دانش‌آموزانشان بتوانند آن‌ها را هرچند بار که لازم است ببینند.

My visit to Iran

Question 8

Example

M1: تا به حال اصلاً ایران بودی، سیاوش؟

M2: آره، ما تقریباً هرسال تابستون میریم،

Question 8 Part (a)

M2: یه خونه تو شمال ایران داریم، جایی که پدرم به دنیا اومد. توچطور فرشید؟

M1: من فقط یک بار رفتم وقتی ده سالم بود و زیاد چیزی یادم نیامد. خیابونها پر از ماشین بود، ولی کلی خاطره خوب از غذاهای خوشمزه اش دارم. معمولاً چه مدت اونجا میمونید؟

M2: حداقل یک ماه، خونه‌ی ما تو یک باغ بزرگه با انواع میوه‌ها.

M1: حوصله‌ت اونجا سر نمیره؟

M2: نه اصلاً، من تعداد زیادی فامیل‌های هم سن و سال خودم دارم و تمام وقت باهم هستیم.

Question 8 Part (b)

M1: سیاوش برات مشکل نیست که همه فارسی حرف می‌زنند و تو همه چیز رو نمی‌فهمی؟ من یادم میاد که خیلی برام مشکل بود؛ شاید چون بیشتر دور و بر من بزرگترها بودند.

M2: پدرم معتقدده که این بهترین راه یادگیری فارسیه، همین طور هم بود برای همین از زمانی که ما بچه بودیم هرسال مارو می‌برد ایران و ما از این طریق فارسی رو خیلی خوب یاد گرفتیم.

Nowruz at Pasargad

Question 9

Question 9 Part (a)

F1: امسال برعکس سال‌های گذشته، من به پاسارگاد اومدم تا نوروز، سال نوی ایرانی، را در اینجا جشن بگیرم. برای من بهترین بخش این سفر و جشن نوروز اینه که این مراسم رو در کنار ایرانیان دیگر برگزار کنم.

با وجود اینکه وسایل نقلیه‌ی عمومی زیادی وجود نداره و امکانات زیاد برای موندن یا غذا خوردن در اینجا نیست، هرساله تعداد مردمی که روز اول سال نو به اینجا میان، بیشتر و بیشتر شده. چون نمی‌خوان تجربه‌ی این مراسم باشکوه را از دست بدن. پاسارگاد در شمال استان فارس قرار داره. این منطقه برای گردشگران بسیار مهمه چون محل آرامگاه کوروشه که دوهزار و پانصد سال پیش حقوق بشر را برای اولین بار مطرح کرده.

Question 9 Part (b)

F1: نوروز در اولین روز فصل بهار شروع میشه، یعنی زمانی که طول روز و شب برابره. این افراد در ایران روز اول سال نو را به جای آنکه در خانه‌ی خود بمونن به پاسارگاد می‌رن تا یاد کوروش بزرگ و پیامش برای دوستی ملت‌ها را زنده نگهدارن. فضای پاسارگاد در این روز باشکوه تر و زیباتر می‌شه.

Future jobs

Question 10

Example

F2: من میخوام مثل پدرم یک دندانپزشک متخصص بشم چون زندگیم آسون تر خواهد بود.

Question 10 Part (i)

M2: اما مریم تو موسیقی رو خیلی دوست داشتی و خیلی هم عالی پیانو می زدی، با این استعدادت چکار می کنی؟

F2: بله کاوه هنوز هم به موسیقی تمایل دارم ولی تأمین مالی زندگی با موسیقی خیلی سخته.

M2: موسیقیدان های معروفی هستن که جوانن و به طور استثنایی پولدارن.

F2: می دونم ولی تضمینی وجود نداره که آدم در دنیای موسیقی معروف و ثروتمند بشه، علاوه براین رقابت خیلی زیاده.

Question 10 Part (ii)

F2: کاوه تو می خواهی در آینده چه کار کنی؟

M2: من فکر می کنم باید کاری رو بکنم که دوست دارم و از انجام دادنش خوشم بیاد، من عاشق بازی های کامپیوتری با جلوه های ویژه هستم، میخوام کاری تو رشته ی کامپیوتر پیدا کنم. تو چطور امیر؟

M1: من دوست دارم کارهای مختلف و خلاقانه بکنم، ولی هنوز مطمئن نیستم چه کاری، من تئاتر را دوست دارم و چند تا کار تئاتری هم در مدرسه کرده ام. ولی ممکنه در دانشگاه حقوق بخوانم.

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number

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Candidate Number

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Persian

Paper 1: Listening and understanding in Persian

Higher Tier

Sample assessment material for first teaching
September 2018

Time: 40 minutes and 5 minutes' reading

Paper Reference

1PN0/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in Persian.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

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

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

خرید

- 1 فریبا با دوستش در اسکایپ درباره‌ی خرید صحبت می‌کند.
جمله‌های زیر را با انتخاب یک یا چند کلمه از واژه‌های داخل جدول زیر، کامل کنید. تعداد کلمه‌ها بیشتر از جاهای خالی است.

خوراکی	پدرش	شلوغ	بزرگ
باز	مصاحبه	پوشاک	کوچک
مهمانی	خوب	مادرش	مشکل

مثال: فریبا با مادرش برای خرید به یک فروشگاه بزرگ رفت.

- (1) (a) در آنجا انواع بود.
- (1) (b) شنبه‌ها فروشگاه‌ها تا دیر وقت هستند.
- (1) (c) فریبا هفته بعد یک دارد.
- (1) (d) انتخاب لباس برای فریبا خیلی بود.
- (1) (e) تصمیم نهایی را در آخر گرفت.

(Total for Question 1 = 5 marks)

برنامه کامپیوتری در کلاس

2

به صحبت‌های آریا با دوستش درباره‌ی کامپیوتر گوش کنید.
جملات زیر را با استفاده از این کلمه‌ها کامل کنید. بعضی از کلمات بیشتر از یک بار استفاده می‌شوند:

سریع، اجباری، آهسته، مشکل.

مثال: دوره‌ی برنامه نویسی اجباری بود.

- (1) (a) پیدا کردن اطلاعات با استفاده از موبایل بود.
- (1) (b) کامپیوترهای کلاس کار می‌کردند.
- (1) (c) یادگیری برنامه کامپیوتری فیزیک بود.
- (1) (d) استفاده از این برنامه انجام تمرین‌ها را می‌کرد.
- (1) (e) نوشتن این برنامه است.

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

SECTION B

Interview about environmental issues

3 You hear this interview on the radio about environmental issues.

Listen to the issues and complete the sentences by putting a cross ☒ in the correct box for each question.

(4)

Example: The interview is with...

<input type="checkbox"/>	A a taxi driver.
<input type="checkbox"/>	B a mechanic.
<input checked="" type="checkbox"/>	C the mayor.
<input type="checkbox"/>	D a traffic warden.

(i) The reporter asks about...

<input type="checkbox"/>	A the weather in Isfahan.
<input type="checkbox"/>	B their plans to deal with pollution.
<input type="checkbox"/>	C the level of traffic.
<input type="checkbox"/>	D the number of factories.

(ii) Old taxis are more likely to...

<input type="checkbox"/>	A break down.
<input type="checkbox"/>	B cause accidents.
<input type="checkbox"/>	C be environmentally unfriendly.
<input type="checkbox"/>	D stay on the road.

(iii) The government plans to...

<input type="checkbox"/>	A produce more cars.
<input type="checkbox"/>	B build more factories.
<input type="checkbox"/>	C grow more trees.
<input type="checkbox"/>	D fix the roads.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iv) In the future, the factories will...

<input type="checkbox"/>	A employ young people.
<input type="checkbox"/>	B run courses.
<input type="checkbox"/>	C be environmentally friendly.
<input type="checkbox"/>	D move elsewhere.

(Total for Question 3 = 4 marks)

At a restaurant with family

- 4 Zohreh and her family are in an Iranian restaurant while on their summer holiday in Tabriz.

What do they talk about?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

Example	the menu	<input checked="" type="checkbox"/>
A	eating habits	<input type="checkbox"/>
B	the size of the restaurant	<input type="checkbox"/>
C	healthy eating	<input type="checkbox"/>
D	favourite drinks	<input type="checkbox"/>
E	their friends	<input type="checkbox"/>
F	favourite food	<input type="checkbox"/>
G	their relatives	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

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A tour to Yush

5 You listen to a radio advert for a visit to Yush.

What does the advert say?

Listen to the recording and put a cross ☒ in the correct box for each question.

(3)

Example: The visit lasts...

<input type="checkbox"/>	A four hours.
<input type="checkbox"/>	B all morning.
<input checked="" type="checkbox"/>	C all day.
<input type="checkbox"/>	D two days.

(i) The meeting-point is...

<input type="checkbox"/>	A the tourist office.
<input type="checkbox"/>	B the bus station.
<input type="checkbox"/>	C the park gates.
<input type="checkbox"/>	D the railway station.

(ii) In Yush, visitors will...

<input type="checkbox"/>	A eat lunch.
<input type="checkbox"/>	B visit a famous person's home.
<input type="checkbox"/>	C go to an art gallery.
<input type="checkbox"/>	D have time to shop.

(iii) You will spend most of the afternoon...

<input type="checkbox"/>	A in Nima's house.
<input type="checkbox"/>	B in Yush.
<input type="checkbox"/>	C in the mountains.
<input type="checkbox"/>	D on the coach.

(Total for Question 5 = 3 marks)

Opening of Sadaf Sport Centre

6 We hear this advert on the TV.

Listen to the advert and answer the following questions **in English**.

(a) What influenced the decision to open a new sport centre in Shiraz? (1)

(b) When is the deadline to register to get a discount? (1)

(c) What are the most popular classes in the centre? Give **two** details. (2)

(d) Who can use the centre on Saturday? (1)

(Total for Question 6 = 5 marks)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Digital teaching aids

7 You are listening to a radio report about using digital devices in the classrooms in Tehran.

Listen to the recording and answer the following questions **in English**.

(a) What type of schools in Iran use computer technology the most? (1)

(b) What made lessons more interesting? (1)

(c) What has been the impact of using technology in the schools? (1)

(d) When do young people generally become familiar with technology? (1)

(e) What is the advantage of teaching difficult topics using videos? (1)

(Total for Question 7 = 5 marks)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

My visit to Iran

8 You hear Farshid and Siavash have a conversation in a group about visiting Iran.

Listen to the recording and put a cross ☒ in the correct box for each question.

(6)

Example: Siavash travels to Iran...

<input type="checkbox"/>	A very often.
<input checked="" type="checkbox"/>	B most summers.
<input type="checkbox"/>	C every winter.
<input type="checkbox"/>	D every year.

Part (a)

(i) Siavash usually goes to...

<input type="checkbox"/>	A the South of Iran.
<input type="checkbox"/>	B his uncle's house.
<input type="checkbox"/>	C his father's birth place.
<input type="checkbox"/>	D the capital.

(ii) Farshid's lasting memory of Iran is what he over there.

<input type="checkbox"/>	A saw
<input type="checkbox"/>	B bought
<input type="checkbox"/>	C ate
<input type="checkbox"/>	D felt

(iii) In Iran, Siavash enjoys...

<input type="checkbox"/>	A having a lot to do.
<input type="checkbox"/>	B being with his relatives.
<input type="checkbox"/>	C reading lots of books.
<input type="checkbox"/>	D meeting new people.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Part (b)

(i) In Iran, Farshid found it hard to...

<input type="checkbox"/>	A understand adults.
<input type="checkbox"/>	B make friends.
<input type="checkbox"/>	C speak to young people.
<input type="checkbox"/>	D cope with the heat.

(ii) For Siavash's father visiting Iran is the best way to...

<input type="checkbox"/>	A stay in touch with family.
<input type="checkbox"/>	B make new friends.
<input type="checkbox"/>	C learn Persian.
<input type="checkbox"/>	D understand their history.

(iii) Siavash thinks his father's view is...

<input type="checkbox"/>	A right.
<input type="checkbox"/>	B mistaken.
<input type="checkbox"/>	C old fashioned.
<input type="checkbox"/>	D unfair.

(Total for Question 8 = 6 marks)

Nowruz at Pasargad

9 Listen to this podcast about the New Year celebration in Pasargad and answer the following questions **in English**.

Part (a)

(i) What has changed for the speaker in recent years about the Nowruz celebration? (1)

(ii) What aspect of the celebration does the speaker like most? (1)

(iii) What are the difficulties for people who visit Pasargad? Give **two** details. (2)

(iv) What demonstrates that celebrating New Year in Pasargad has become popular? (1)

(v) Where is Pasargad in the province? (1)

(vi) What makes Pasargad special for tourists? (1)

Part (b)

The podcast continues.

(i) What do we know about the first day of Nowruz? Give **one** detail. (1)

(ii) How has Pasargad changed New Year for lots of Iranians? (1)

(iii) What changes at Pasargad on New Year's Day? (1)

(Total for Question 9 = 10 marks)

Future jobs

10 Three teenagers are talking about their future jobs and aspirations.

Listen to their conversation and put a cross ☒ in each of the **two** correct boxes for each question.

(i) What do Maryam and Kaveh say about their future plans?

(2)

Example	Maryam's father is a dentist.	<input checked="" type="checkbox"/>
A	Maryam does not want to do the same job as her father.	<input type="checkbox"/>
B	Maryam loves music but wants to do dentistry.	<input type="checkbox"/>
C	Kaveh says it is easy to be famous.	<input type="checkbox"/>
D	Maryam thinks she can earn a lot of money as a pop singer.	<input type="checkbox"/>
E	Maryam thinks working in the music industry is not a secure job.	<input type="checkbox"/>

(ii) What do Kaveh and Amir say about their future jobs?

(2)

A	Money is very important for Kaveh.	<input type="checkbox"/>
B	Kaveh normally does his homework on the computer.	<input type="checkbox"/>
C	Kaveh wants to enjoy his job.	<input type="checkbox"/>
D	Amir still has not decided what he will do.	<input type="checkbox"/>
E	Amir is going to do both drama and law at university.	<input type="checkbox"/>

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 50 MARKS

GCSE Persian Higher tier

Paper 1 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Persian script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Persian word or name.

SECTION A

Question number	Answer	Mark
1(a)	پوشاک	(1)

Question number	Answer	Mark
1(b)	باز	(1)

Question number	Answer	Mark
1(c)	مصاحبه	(1)

Question number	Answer	Mark
1(d)	مشکل	(1)

Question number	Answer	Mark
1(e)	مادرش	(1)

Question number	Answer	Mark
2(a)	سریع	(1)

Question number	Answer	Mark
2(b)	آهسته	(1)

Question number	Answer	Mark
2(c)	اجباری	(1)

Question number	Answer	Mark
2(d)	سریع	(1)

Question number	Answer	Mark
2(e)	مشکل	(1)

SECTION B

Question number	Answer	Mark
3(i)	B	(1)

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

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

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

Question number	Answer	Mark
4	A, C, F	(3)

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

Question number	Answer	Mark
5(ii)	B	(1)

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

Question number	Answer	Mark
6(a)	the success of the first (sports) centre	(1)

Question number	Answer	Mark
6(b)	the end of the month	(1)

Question number	Answer	Mark
6(c)	yoga (1) swimming (1)	(2)

Question number	Answer	Mark
6(d)	men	(1)

Question number	Answer	Reject	Mark
7(a)	secondary (schools)	primary schools	(1)

Question number	Answer	Mark
7(b)	smart boards	(1)

Question number	Answer	Mark
7(c)	gives the students motivation	(1)

Question number	Answer	Mark
7(d)	early age	(1)

Question number	Answer	Reject	Mark
7(e)	The students can watch as many times as they like	because it is more interesting	(1)

Question number	Answer	Mark
8(a)(i)	C	(1)

Question number	Answer	Mark
8(a)(ii)	C	(1)

Question number	Answer	Mark
8(a)(iii)	B	(1)

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

Question number	Answer	Mark
8(b)(ii)	C	(1)

Question number	Answer	Mark
8(b)(iii)	A	(1)

Question number	Answer	Mark
9(a)(i)	He has come to Pasargad	(1)

Question number	Answer	Mark
9(a)(ii)	to be with other Iranians	(1)

Question number	Answer	Mark
9(a)(iii)	Any two of the following: it isn't easy with public transport (1) there are not many facilities (1) not many places to stay (1) not many places to eat/for eating (1)	(2)

Question number	Answer	Mark
9(a)(iv)	the number of people/visitors	(1)

Question number	Answer	Mark
9(a)(v)	in the North	(1)

Question number	Answer	Mark
9(a)(vi)	the tomb (of Cyrus)	(1)

Question number	Answer	Mark
9(b)(i)	the length of day and night is equal/the spring equinox	(1)

Question number	Answer	Mark
9(b)(ii)	because they no longer/don't celebrate at home	(1)

Question number	Answer	Mark
9(b)(iii)	the atmosphere (becomes more magnificent and beautiful)	(1)

Question number	Answer	Mark
10(i)	B, E	(2)

Question number	Answer	Mark
10(ii)	C, D	(2)

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

Persian

Paper 2: Speaking in Persian General instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference(s)

1PN0/2H

You do not need any other materials.

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.

General instructions to the teacher conducting the assessment (*continued*)

- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates 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.

GCSE Persian Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR3
- Picture card HP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 3 OR Theme 5

If Candidate 1 has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 3) move onto the subsequent Theme 3 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 4 grid
4th candidate:	Candidate 5 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

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

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection	
	Role Play	Picture Based	Conversation 1	Conversation 2		
Candidate 1	HR3 (Theme 2)	HP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5		
		HP9 (Theme 5)	Theme 3	Theme 1 OR Theme 4		
		HP1 (Theme 1)	Theme 4	Theme 3 OR Theme 5		
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4		
		HP4 (Theme 2)	Theme 1	Theme 4 OR Theme 5		
Candidate 2	HR7 (Theme 3)	HP1 (Theme 1)	Theme 2	Theme 4 OR Theme 5		
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 2		
		HP7 (Theme 4)	Theme 5	Theme 1 OR Theme 2		
		HP5 (Theme 3)	Theme 2	Theme 4 OR Theme 5		
		HP10 (Theme 5)	Theme 3	Theme 2 OR Theme 4		
Candidate 3	HR1 (Theme 1)	HP3 (Theme 2)	Theme 4	Theme 3 OR Theme 5		
		HP8 (Theme 4)	Theme 5	Theme 2 OR Theme 3		
		HP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5		
		HP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5		
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3		
Candidate 4	HR4 (Theme 2)	HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4		
		HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 3		
		HP2 (Theme 1)	Theme 2	Theme 3 OR Theme 5		
		HP4 (Theme 2)	Theme 3	Theme 1 OR Theme 5		
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2		
Candidate 5	HR9 (Theme 4)	HP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5		
		HP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5		
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3		
		HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4		
		HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 3		

Candidate 6	HR6 (Theme 3)	HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		HP8 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		HP3 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		HP1 (Theme 1)	Theme 5	Theme 2 OR Theme 4
		HP5 (Theme 3)	Theme 2	Theme 4 OR Theme 5
Candidate 7	HR2 (Theme 1)	HP7 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		HP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		HP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		HP9 (Theme 5)	Theme 3	Theme 1 OR Theme 4
Candidate 8	HR5 (Theme 2)	HP2 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
		HP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		HP2 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		HP3 (Theme 2)	Theme 1	Theme 3 OR Theme 5
Candidate 9	HR10 (Theme 4)	HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		HP8 (Theme 4)	Theme 1	Theme 2 OR Theme 5
		HP10 (Theme 5)	Theme 2	Theme 1 OR Theme 4
		HP4 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		HP2 (Theme 1)	Theme 5	Theme 2 OR Theme 4
Candidate 10	HR8 (Theme 3)	HP4 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		HP2 (Theme 1)	Theme 5	Theme 2 OR Theme 4
* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'				

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS HR1

Topic: Who am I?

Instructions to candidates

You are talking about friends and family with your Iranian friend. The teacher will play the part of the friend and will speak first.

You must address the friend as تو.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما درباره خانواده و دوستان خود با دوست ایرانی‌تان صحبت می‌کنید.

1. ارتباط با خانواده - توضیح

2. بهترین دوست - توصیف

3. !

4. ؟ دوستان - اهمیت

5. ؟ خانواده و دوستان - نظر

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR1

Topic: Who am I?

Instructions to teacher

- Address the candidate as تو.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما درباره خانواده و دوستان خود با دوست ایرانی‌تان صحبت می‌کنید.

1	درباره‌ی رابطه‌ات با خانواده‌ات توضیح بده. Allow the candidate to describe their relationship with their family.
2	بهترین دوستت را توصیف کن. Allow the candidate to describe their best friend.
3	! اخیراً با دوستانت چه کارهایی انجام داده‌ای؟ Allow the candidate to say what they have recently done with friends. <i>Give an appropriate brief response.</i>
4	? Allow the candidate to ask you about the importance of friends. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask your opinion of family and friends. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR2

Topic: Daily life

Instructions to candidates

You have a problem with your phone whilst in Rasht and go to a mobile phone shop. The teacher will play the part of the shop assistant and will speak first.

You must address the shop assistant as شما.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما برای تعمیر موبایل تان به یک مغازه موبایل فروشی رفتید و با مغازه‌دار صحبت می‌کنید.

1. مشکل موبایل - توصیف

2. !

3. ماندن - مدت زمان

4. ؟ امکان تعمیر

5. ؟ تعمیر - هزینه

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR2

Topic: Daily life

Instructions to teacher

- Address the candidate as شما.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما برای تعمیر موبایل تان به یک مغازه موبایل فروشی رفتید و با مغازه دار صحبت می کنید.

1	سلام چه خدمتی می توانم بکنم؟ Allow the candidate to describe the problem with their mobile phone.
2	! چه استفاده هایی از موبایل تان می کنید؟ Allow the candidate to say what they have done with their mobile phone recently.
3	بسیار خوب. چه قدر وقت دارید این جا بمانید؟ Allow the candidate to say how long they are staying. مشکلی نیست.
4	? Allow the candidate to ask you if their mobile phone can be repaired. همه ی سعی مان را خواهیم کرد
5	? Allow the candidate to ask about the cost of repair. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR3

Topic: Town, region and country

Instructions to candidates

You are on holiday in Isfahan and go to the tourist office for some information about activities. The teacher will play the role of the employee and will speak first.

You must address the employee as شما.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما در دفتر اطلاعات گردشگری فرودگاه اصفهان هستید و با کارمند این دفتر صحبت می کنید.

1. فعالیت‌ها - بگویید به کدام اطلاعات نیاز دارید

2. !

3. فعالیت در اولویت عصر - دلیل

4. ؟ غذاخوری‌ها - توصیه

5. ؟ اتوبوس آخر - زمان

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR3

Topic: Town, region and country

Instructions to teacher

- Address the candidate as شما.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما در دفتر اطلاعات گردشگری فرودگاه اصفهان هستید و با کارمند این دفتر صحبت می کنید.

1	سلام چه خدمتی می توانم بکنم؟ Allow the candidate to ask for information on local activities. بله حتماً
2	! در طول مدت تعطیلات تان در ایران چه کارهایی کرده اید؟ Allow the candidate to say what they have already done during the holidays in Iran. Give an appropriate brief response.
3	ترجیح می دهید عصرها چه کار کنید و چرا؟ Allow the candidate to explain what they like doing in the evenings and why. غذاهای سنتی ما خیلی معروف هستند.
4	? Allow the candidate to ask for information on restaurants. Give an appropriate brief response.
5	? Allow the candidate to ask you the time of the last bus. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to candidates

You lost your suitcase and are reporting this at a lost property office in Kabul. The teacher will play the role of the lost property officer and will speak first.

You must address the officer as شما.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما در دفتر اشیای گمشده ایستگاه قطار هستید و با کارمند آن صحبت می کنید.

1. چمدان - توصیف

2. چمدان - وسایل آن

3. !

4. ؟ دفتر اشیای گمشده - شماره ی تلفن

5. ؟ دفتر اشیای گمشده - ساعات باز شدن

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as شما.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما در دفتر اشیای گمشدهی ایستگاه قطار هستید و با کارمند آن صحبت می کنید.

1	می توانید بگویید چمدان تان چه شکلی بود؟ Allow the candidate to describe the suitcase.
2	لطفاً بگویید در چمدان تان چه وسایلی دارید؟ Allow the candidate to state the contents of the suitcase.
3	! وقتی چمدان تان را گم کردید چه می کردید؟ Allow the candidate to say what they were doing when they lost the suitcase. همه ی سعی مان را می کنیم.
4	? Allow the candidate to ask the telephone number of the lost property office. Give an appropriate brief response.
5	? Allow the candidate to ask about the opening hours of the office. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to candidates

You are in a department store in Tehran to return an article of clothing. The teacher will play the part of the shop assistant and will speak first.

You must address the shop assistant as شما.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما در یک فروشگاه بزرگ در تهران هستید. می‌خواهید لباسی را که خریده‌اید پس بدهید به همین دلیل با فروشنده صحبت می‌کنید.

1. برگشت - لباس

2. مشکل - توصیف

3. !

4. ؟ لباس - تعویض

5. ؟ اتاق پرو - مکان

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as شما.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما در یک فروشگاه بزرگ در تهران هستید. می خواهید لباسی را که خریده‌اید پس بدهید به همین دلیل با فروشنده صحبت می کنید.

1	سلام چه خدمتی می توانم بکنم؟ Allow the candidate to say they wish to return an item of clothing.
2	مشکلش چیست؟ Allow the candidate to explain what the problem is.
3	! بفرمایید چه لباس دیگری اخیراً خریدید که دوست داشتید. Allow the candidate to say what kind of clothes they have bought recently that they like. عالی است ما این نوع لباس را داریم.
4	? Allow the candidate to ask about the possibility of changing the item. Give an appropriate brief response.
5	? Allow the candidate to ask where the changing rooms are. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR6

Topic: What school is like

Instructions to candidates

You are spending the day with your Iranian exchange partner at their school. Your teacher will play the role of the exchange partner and will speak first.

You must address the exchange partner as تو.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما روز را با دوست ایرانی خود - که مهمان مدرسه‌تان است - می‌گذرانید و زندگی دانش‌آموزی را در مدرسه‌های هر دو کشور مقایسه می‌کنید.

1. شروع مدرسه - زمان

2. لباس فرم مدرسه - نظر

3. !

4. ؟ موضوع - آخرین درس روز

5. ؟ وقت ناهار - فعالیت

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR6

Topic: What school is like

Instructions to teacher

- Address the candidate as تو.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما روز را با دوست ایرانی خود – که مهمان مدرسه‌تان است – می‌گذرانید و زندگی دانش‌آموزی را در مدرسه‌های هر دو کشور مقایسه می‌کنید.

1	مدرسه‌ات از چه ساعتی شروع می‌شود؟ Allow the candidate to say when their school starts.
2	نظر تو درباره‌ی لباس فرم مدرسه چیست؟ Allow the candidate to provide an opinion on school uniform.
3	! برای من درباره‌ی یکی از معلم‌های خوبی که داشتی بگو. Allow the candidate to describe a good teacher that they had previously. <i>Give an appropriate brief response.</i>
4	? Allow the candidate to ask what the last lesson of your school day is. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you what you do at lunchtime. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
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- You may ask for questions to be repeated.
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STIMULUS HR7

Topic: School activities

Instructions to candidates

A student from Tajikistan is visiting your school and talks to you about extracurricular activities in school. The teacher will play the role of the visiting student and will speak first.

You must address the visiting student as تو.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما با دوست تاجیک‌تان درباره‌ی فعالیت‌های فوق برنامه‌ی مدرسه حرف می‌زنید.

1. فعالیت فوق برنامه - معمول

2. فعالیت فوق برنامه‌ی مورد علاقه - دلیل

3. !

4. ؟ تبادل دانش‌آموز - نظر

5. ؟ کلوپ‌های مدرسه - برنامه

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR7

Topic: School activities

Instructions to teacher

- Address the candidate as تو.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما با دوست تاجیک‌تان درباره‌ی فعالیت‌های فوق برنامه‌ی مدرسه حرف می‌زنید.

1	تو معمولاً در کدام فعالیت‌های فوق برنامه شرکت می‌کنی؟ Allow the candidate to say what extracurricular activities they usually do.
2	فعالیت فوق برنامه‌ی مورد علاقه‌ات چیست؟ چرا؟ Allow the candidate to say what their favourite extracurricular activity is and why.
3	! برای من درباره‌ی گردش‌های بگو که دفعه قبل با مدرسه رفتی. Allow the candidate to describe the last school trip they went on. <i>Give an appropriate brief response.</i>
4	? Allow the candidate to ask your opinion of school exchanges. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask about your school clubs' schedule. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR8

Topic: What school is like

Instructions to candidates

You are at home talking to your friend from Afghanistan about school life. The teacher will play the role of the friend and will speak first.

You must address the friend as تو.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما با دوستتان، که اهل افغانستان است، در خانه هستید و درباره‌ی مدرسه حرف می‌زنید.

1. تکلیف خانه - زمان

2. تکالیف خانه - نظر

3. !

4. ؟ غذای مدرسه - نظر

5. ؟ ورزش - مدرسه

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR8

Topic: What school is like

Instructions to teacher

- Address the candidate as تو.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما با دوستتان، که اهل افغانستان است، در خانه هستید و درباره‌ی مدرسه حرف می‌زنید.

1	چه روزهایی تکلیف در خانه داری؟ Allow the candidate to say when they have homework.
2	ما در افغانستان خیلی تکلیف خانه داریم، نظرت در مورد تکلیف خانه چیست؟ Allow the candidate to say what they think about the homework in their school.
3	! دیروز بعد از مدرسه چه کار کردی؟ Allow the candidate to say what they did after school yesterday. خوب
4	? Allow the candidate to ask your opinion of the food in your school. Give an appropriate brief response.
5	? Allow the candidate to ask about sport at your school. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR9

Topic: Work

Instructions to candidates

You are at an organisation in Manchester that helps newly arrived families from Afghanistan to settle in. You are hoping to volunteer and are talking to a manager. The teacher will play the role of the manager and will speak first.

You must address the manager as شما.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما با مدیر یک سازمان در منچستر صحبت می کنید. این سازمان به خانواده‌های اهل افغانستان که به تازگی به انگلستان آمده‌اند کمک می کند.

1. نوع کار مورد درخواست

2. علاقه به کار - دلیل

3. !

4. ؟ روزهای کار - چند

5. ؟ سازمان شما - کمک‌های دیگر

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR9

Topic: Work

Instructions to teacher

- Address the candidate as شما.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما با مدیر یک سازمان در منچستر صحبت می کنید. این سازمان به خانواده های اهل افغانستان که به تازگی به انگلستان آمده اند کمک می کند.

1	سلام چه خدمتی به شما می توانم بکنم؟ Allow the candidate to say what type of job they are looking for.
2	چرا به این کار علاقه مند هستید؟ Allow the candidate to say why they are interested in this job.
3	! کمک کردن خیلی مهم است. درباره کمکی که اخیراً به دیگران در مدرسه کرده اید برای من صحبت کنید. Allow the candidate to tell you something helpful they have done at school recently. چه عالی، ما برای شما حتماً کار مناسب در اینجا داریم.
4	? Allow the candidate to ask you how many days the work is for. Give an appropriate brief response.
5	? Allow the candidate to ask about other help your organisation provides. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR10

Topic: Using languages beyond the classroom

Instructions to candidates

You are speaking on the telephone with the manager of an Iranian travel agency in Glasgow about a part-time job vacancy. The teacher will play the role of the manager and will speak first.

You must address the manager as شما.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

شما درباره ی یک کار نیمه وقت با مدیر یک آژانس مسافرتی ایرانی در گلاسکو صحبت می کنید.

1. روش پیدا کردن کار

2. کار در آنجا - دلیل

3. !

4. ؟ ساعات کاری

5. ؟ فرصت‌ها برای تمرین فارسی

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR10

Topic: Using languages beyond the classroom

Instructions to teacher

- Address the candidate as شما.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

شما درباره‌ی یک کار نیمه وقت با مدیر یک آژانس مسافرتی ایرانی در گلاسکو صحبت می کنید.

1	چطور این کار را پیدا کردید؟ Allow the candidate to say how they know about the job.
2	چرا می خواهید اینجا کار کنید؟ Allow the candidate to say why they want to work there.
3	! در باره‌ی سفرهای کوتاه یا بلندی که داشته اید صحبت کنید. Allow the candidate to talk about their travel experience. ممنون
4	? Allow the candidate to ask about the working hours. Give an appropriate brief response.
5	? Allow the candidate to ask about opportunities to practise Persian. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP1

Topic: Cultural life



(Source: © David Grossman/Alamy Stock Photo)

به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- اهمیت جشن‌ها
- جشن عروسی که در آن بوده‌اید یا دیده‌اید
- جشنی متفاوت در سال آینده در مدرسه
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP1

Topic: Cultural life



(Source: © David Grossman/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من فکر می‌کنم جشن‌ها بسیار مهم هستند. نظر شما چیست؟
[چرا (نه)؟/دیگر چه؟]
3. درباره‌ی جشن عروسی که در آن بوده یا آن را دیده اید برای من صحبت کنید؟
[دیگر چه؟]
4. درباره‌ی جشن متفاوتی که می‌خواهید در آینده بروید برایم صحبت کنید.
[چرا؟/دیگر چه؟]
5. موسیقی در مهمانی‌ها چقدر اهمیت دارند؟
[چرا (نه)؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP2

Topic: Who am I?



(Source: © Robert Preston/Alamy Stock Photo)

به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- اهمیت داشتن دوستان خوب
- کمک‌های دوستانتان به شما در گذشته
- جایی که در آینده با خانواده‌تان خواهید رفت
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP2

Topic: Who am I?



(Source: © Robert Preston/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. به نظر من داشتن دوستان خوب مهم است. شما چه فکر می کنید؟
[چرا (نه)؟/دیگر چه؟]
3. دوستان تان در گذشته چه کمکهایی به شما کرده اند؟ درباره ی آنها به من بگویید.
[چرا؟/دیگر چه؟]
4. در آینده با خانواده کجا می خواهید بروید؟
[چرا؟/دیگر چه؟]
5. فایده های سفر با همکلاسی هایتان چیست؟
[چرا(نه)؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP3

Topic: Town, region and country



(Source: © Arterra Picture Library/Alamy Stock Photo)

به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره‌ی خرید از فروشگاه‌ها یا سایت‌های اینترنتی
- محلی که اخیراً رفته‌اید
- چیزی که دوست دارید در محله‌تان در آینده تغییر کند
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP3

Topic: Town, region and country



(Source: © Arterra Picture Library/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من خرید از فروشگاه‌ها را به خرید آنلاین ترجیح می‌دهم. نظر شما چیست؟
[چرا (نه)؟/دیگر چه؟]
3. درباره‌ی جایی که اخیراً رفته‌اید برای من صحبت کنید.
[دیگر چه؟]
4. در آینده دوست دارید چه چیزی در محله‌تان تغییر کند؟
[چرا؟/دیگر چه؟]
5. بین زندگی در شهر و روستا کدام را ترجیح می‌دهید؟
[چرا؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP4

Topic: Holidays



(Source: © Xinhua/Alamy Stock Photo)

به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- تفاوت تعطیلات در کنار دریا با کوهستان
- کار جالبی که در تعطیلات گذشته انجام دادید
- جایی که دوست دارید سال آینده برای تعطیلات بروید
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP4

Topic: Holidays



(Source: © Xinhua/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من تعطیلات در کوهستان را بیشتر از رفتن به کنار دریا دوست دارم. نظر شما چیست؟
[چرا (نه)؟/دیگر چه؟]
3. درباره کارهای جالبی که در تعطیلات گذشته انجام داده‌اید برای من صحبت کنید.
[دیگر چه؟]
4. سال آینده برای تعطیلات کجا می‌خواهید بروید؟
[چرا؟/دیگر چه؟]
5. رفتن به تعطیلات با خانواده بهتر است یا با دوستان؟ توضیح دهید.
[چرا؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP5

Topic: School activities



(Source: © dpa picture alliance/Alamy Stock Photo)

به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره‌ی فعالیت‌های فرهنگی در مدرسه
- چیزی که در طول یک فعالیت فرهنگی یاد گرفتید
- یک برنامه که کلاس شما در آینده انجام خواهد داد
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP5

Topic: School activities



(Source: © dpa picture alliance/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من فکر می‌کنم فعالیت‌های فرهنگی در مدرسه مهم هستند. شما چه فکر می‌کنید؟
[چرا (نه)؟/دیگر چه؟]
3. درباره آن چه که از انجام یک فعالیت فرهنگی یاد گرفتید برای من صحبت کنید.
[دیگر چه؟]
4. کلاس شما چه نوع برنامه ای را در آینده انجام خواهد داد؟
[چرا؟/دیگر چه؟]
5. به نظر شما تبادل دانش آموز خوب است؟
[چرا (نه)؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP6

Topic: What school is like



(Source: © Danita Delimont/Alamy Stock Photo)

به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- خصوصیات یک معلم خوب
- درس جالبی که اخیراً داشتید
- درس‌هایی که سال آینده می‌خواهید انتخاب کنید
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP6

Topic: What school is like



(Source: © Danita Delimont/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من فکر می‌کنم معلم‌های سختگیر بهتر هستند. به نظر شما معلم خوب چگونه است؟
[چرا؟/دیگر چه؟]
3. درباره درس جالبی که اخیراً داشتید برای من صحبت کنید.
[دیگر چه؟]
4. شما سال آینده چه موضوعاتی را انتخاب می‌کنید؟
[چرا؟/دیگر چه؟]
5. در مدرسه چه چیزی را بیشتر دوست دارید؟
[چرا؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP7

Topic: Work



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به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- مهم‌ترین ویژگی یک کار
- جالب‌ترین کاری که در گذشته انجام دادید
- علاقه‌تان به کار گروهی یا به تنهایی در آینده
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من فکر می‌کنم میزان حقوق مهمترین چیز در یک کار است. شما چه فکری می‌کنید؟
[چرا (نه)؟ / دیگر چه؟]
3. در بین کارهایی که انجام داده‌اید کدامیک جالب‌تر بوده است برایم در مورد آن بگویید.
[چرا؟ / دیگر چه؟]
4. دوست دارید در آینده گروهی کار کنید یا تنها؟
[چرا؟ / دیگر چه؟]
5. شما فکر می‌کنید دانش‌آموزان باید کار کنند؟
[چرا (نه)؟ / دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP8

Topic: Using languages beyond the classroom



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به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره درس خواندن با کامپیوتر
- چیزی که از آن در یادگیری فارسی بیشترین لذت را برده‌اید
- استفاده از زبان فارسی در آینده
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP8

Topic: Using languages beyond the classroom



(Source: © Viacheslav Iakobchuk/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. نظرتان درباره‌ی استفاده از کامپیوتر برای درس خواندن چیست؟
[چرا (نه)؟/دیگر چه؟]
3. وقتی فارسی یاد می‌گرفتید از چه چیزی بیشترین لذت را می‌بردید؟
[چرا؟/دیگر چه؟]
4. از فارسی در آینده چطور استفاده می‌کنید؟
[چرا (نه)؟/دیگر چه؟]
5. نظرتان درباره‌ی کار در یک کشور خارجی چیست؟
[چرا (نه)؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS HP9

Topic: Environmental issues



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به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظر شما درباره اهمیت بازیافت
- کاری که برای تمیز کردن اطراف تان انجام دادید
- روش دیگری که با آن در آینده به محیط زیست کمک می‌کنید
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP9

Topic: Environmental issues



(Source: © Jane Sweeney/Alamy Stock Photo)

1. این عکس را توصیف کنید.
[دیگر چه؟]
2. به نظر من بازیافت مهم است. شما چه فکر می کنید؟
[چرا (نه)؟/دیگر چه؟]
3. اخیراً در تمیز کردن محیط اطراف تان چه کار کردید. برای من صحبت کنید.
[دیگر چه؟]
4. شما با چه کار دیگری می خواهید به محیط زیست کمک کنید؟
[دیگر چه؟]
5. شما درباره ی مردمی که روی زمین آشغال می ریزند چه فکری می کنید؟
[چرا (نه)؟/دیگر چه؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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به این تصویر نگاه کنید و خود را برای صحبت درباره‌ی موضوعات زیر آماده کنید:

- توصیف عکس
- نظرتان درباره‌ی رویدادهای ورزشی بین‌المللی
- آخرین باری که در یک رویداد خاص شرکت کرده اید
- فعالیت گروهی شما در آینده
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Persian

Paper 2: Speaking in Persian

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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1. این عکس را توصیف کنید.
[دیگر چه؟]
2. من عاشق رویدادهای ورزشی بین المللی هستم. شما چطور؟
[چرا (نه)؟/دیگر چه؟]
3. دربارهی آخرین باری که در یک رویداد خاص شرکت کرده اید برای من صحبت کنید.
[دیگر چه؟]
4. شما چه فعالیت‌های گروهی را در آینده می‌خواهید انجام دهید؟
[چرا؟/دیگر چه؟]
5. در بارهی اثر ورزش در روابط تان با دوستان برای من بگویید؟
[چرا (نه)؟/دیگر چه؟]

GCSE Persian Higher tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should 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 level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level. You should 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 you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, student 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.

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

Additional guidance on the mark scheme

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.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Higher role play 1 (HR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.

Higher card 1 (HR1)

شما درباره خانواده و دوستان خود با دوست ایرانی‌تان صحبت می‌کنید.

Prompt 1: ارتباط با خانواده - توضیح

Question 1: درباره‌ی ارتباطات با خانواده‌ات توضیح بده.

Mark	Descriptor	
0	با خانواده‌ام زندگی می‌کنم.	پدر و مادر.
	No rewardable communication. The response is completely inappropriate because it does not answer the question about the relationship.	No rewardable communication. The candidate has not given any information about the relationship with his/her family members.
1	دستام رو خیلی دست دارم.	دوستیم
	The use of the false friend "دستام" instead of "دوستهایم" and "دست دارم" instead of "دوست دارم" mean communication is only partially clear.	Ambiguous, as the response does not clearly indicate who is being referred to.
2	رابطه ام با خانواده‌ام خیلی خوب است چون با هم خیلی حرف می‌زنیم و به هم کمک می‌کنیم.	رابطه‌ی خوبی با خانواده‌ام دارم اما گاهی اذیتم می‌کنه
	Clearly communicated and appropriate within the context of the role play.	Clearly communicated, despite the inappropriate conjugation of the verb.

Prompt 2: بهترین دوست - توصیف

Question 2: بهترین دوستت را توصیف کن.

Mark	Descriptor	
0	نایس است	بهترین دوست
	No rewardable communication because the candidate has used the English word "nice" instead of "خوب".	No rewardable communication; the candidate has simply repeated part of the question.
1	دست باهشم من را می‌خنداند.	دلسوز
	Communication is only partially clear due to the inaccurate pronunciation of "دوست باهوشم" as "دست باهشم".	Ambiguous. The candidate has only provided a single adjective without any further explanation.
2	بهترین دوستم خیلی باهوش است و همیشه من را می‌خنداند. می‌توانم به او اعتماد کنم.	بهترین دوستم خیلی مهربان و دلسوز است. وقتی با او هستم خیلی خوش می‌گذرد.
	The response is clearly communicated.	Clearly communicated and complete response to the prompt.

Prompt 3: !**Question 3: اخیراً با دوستانت چه کارهایی انجام داده‌ای؟**

Mark	Descriptor	
0	فردا سینما	خوش می‌گذره.
	No rewardable communication: the use of the future timeframe in the response means it does not answer the question being asked.	No rewardable communication: the student has given an evaluation instead of stating an activity, as required by the question.
1	ما دیروز به میمانی می‌رویم.	فیلم دوست داریم.
	Communication is only partially clear due to the past timeframe in "دیروز" contradicting the verb tense of "می‌رویم", which is conjugated in the present. "میمانی" is also mispronounced	The candidate has not directly answered the question. However the meaning can be understood within the context of the role play.
2	هفته گذشته با دوستانم به سینما رفتیم که خیلی خوش گذشت.	با دوستانم برای قدم زدن به پارک رفتیم.
	The response is clearly communicated.	The response is clearly communicated.

Prompt 4: ? اهمیت - دوستان

Mark	Descriptor	
0	دوست خوب دارید؟	اهمیت دوست
	No rewardable communication. The candidate has not asked the required question.	Highly ambiguous. The candidate has only adapted the words on the prompt of the candidate card.
1	اهمیت دوست چیست؟	آیا مهم است دوست؟
	The question conveys the information required. However, it is ambiguous because it is poorly expressed.	Partially clear due to incorrect word order.
2	چرا داشت دوست مهم است؟	نظر دارم دوست خیلی مهمه تو چی؟
	This response is unambiguous and complete.	The response is clearly communicated, despite using the wrong verb.

Prompt 5: ? نظر - خانواده و دوستان

Mark	Descriptor	
0	شما دوست دارید؟	دوست و خانواده.
	No rewardable communication. The candidate has not asked the required question.	Highly ambiguous. The candidate has only adapted the words on the prompt of the candidate card.
1	نظر تان در مورد دوستان و خانواده تان چه می‌باشند؟	خانواده چه فکری می‌کنید؟
	The question conveys the information required. However, its register is very formal.	Partially clear due to incorrect word order.
2	نظر شما در مورد داشتن دوست و خانواده را برایم توضیح دهید.	فکری در مورد خانواده و دوستانت می‌کنی؟
	This response is unambiguous and complete.	The response is clearly communicated, despite lacking the question word "چه" at the beginning of the sentence.

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

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 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

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
4–6	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
7–9	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.• Pronunciation and intonation are intelligible and predominantly accurate.
10–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.• Pronunciation and intonation are consistently accurate and intelligible.

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

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> 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.
4–6	<ul style="list-style-type: none"> 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.
7–9	<ul style="list-style-type: none"> Responds to most questions spontaneously, resulting in mostly natural interaction. Mostly able to initiate and develop the conversation independently. Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation.
10–12	<ul style="list-style-type: none"> Responds spontaneously and with ease to questions, resulting in natural interaction. Consistently able to initiate and develop the conversation independently. Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.

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

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number

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Candidate Number

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Persian

Paper 3: Reading and understanding in Persian

Higher Tier

Sample assessment material for first
teaching September 2018

Time: 1 hour 5 minutes

Paper Reference

1PN0/3H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in Persian.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

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

Turn over ►

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1/1/



Pearson

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Save the Earth for the future

1 Read the council webpage about their environmental campaign.

فهرست برنامه‌های نگهداری از محیط زیست در زمستان:

دی ماه: هوای تمیز شهر

- پیاده رفتن یا دوچرخه سواری کردن تا سر کار یا مدرسه
- برنامه‌های زنده نمایشی برای نشان دادن راه‌های کم کردن آلودگی هوا. (این برنامه‌ها فقط در تلویزیون پخش می‌شوند)

بهمن ماه: زمین پاکیزه و حاصلخیز

- پاکسازی زمین‌های محله
- برنامه‌ی بازیافت زباله

اسفند ماه: کاشت درخت

- کاشتن گل و گیاه در پارک‌های محلی
- پاکسازی فضای سبز

برای نام‌نویسی در این برنامه به وبسایت ما بروید. ذکر این موضوع ضروری است که فقط تا 15 آذر ماه مهلت دارید.

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

Answer the following questions **in English**. You do not need to write in full sentences.

(a) How can everybody watch the live shows? (1)

(b) How long does the campaign last? (1)

(c) How can people join this campaign? (1)

(Total for Question 1 = 3 marks)

Hasn't eaten soup but has a burned mouth

- 2 Read the extract from an old story about two friends. Ali invited Reza for a traditional meal at his house.

علی دوستش رضا را برای خوردن سوپ سنتی دعوت کرد. رضا دعوت علی را کاملاً فراموش کرد. وقتی یادش آمد سریع به او خبر داد که به خانه اش می رود. رضا نگران بود که شاید علی ناراحت شود چون خیلی طول کشیده بود.

روز مهمانی دندان رضا بی نهایت درد گرفت. اما به مهمانی رفت چون می دانست علی چهار ساعت برای تهیه ی این غذا وقت گذاشته است. علی غذا را آورد. رضا خواست فاشقی را بخورد که دندانش دوباره درد گرفت و از درد فریاد زد.

علی گفت: ”واضح است که سوپ داغ است؟ چرا صبر نکردی“.

رضا گفت: ”ای کاش سوپ خورده بودم، دندانم درد می کند. حالا ”غذایی نخوردم و تو هم فکر می کنی دهانم سوخته است.“

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Answer the following questions **in English**. You do not need to write in full sentences.

- (a) Why did Reza take a long time to reply to Ali's invitation?

(1)

- (b) What happened to Reza on the day of the dinner party?

(1)

- (c) How long did it take to prepare the food?

(1)

- (d) Why did Ali think Reza shouted?

(1)

(Total for Question 2 = 4 marks)

Top student

3 Read this blog about a student's school memories.

وقتی رفتم کلاس اول، فکر می‌کردم اصلاً استعداد ندارم بنابراین برای یادگیری کوششی نمی‌کردم. اصلاً تنبل نبودم ولی نمی‌دانستم برای شاگرد خوب بودن باید درس خواند. البته من همیشه تماشای تلویزیون را بیشتر دوست داشتم.

یک روز با مادرم یک برنامه‌ی آشپزی تماشا کردیم. غذایی که پختند به نظر خوشمزه بود و آسان هم درست می‌شد. دوست داشتم باهم غذا را درست کنیم ولی مادرم به ظاهر کار داشت و به من پیشنهاد کرد خودم غذا را بپزم. تهیه آن غذا کار آسانی نبود و خسته‌ام کرد تازه مثل غذای برنامه تلویزیونی هم نشد اما همه بی‌نهایت خوششان آمد.

از آن روز در مدرسه بیشتر درس می‌خواندم تا بالاخره شاگرد اول شدم. بعدها فهمیدم مادرم آن روز مخصوصاً به من کمک نکرد تا بفهمم برای موفق شدن باید کوشش کرد.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What did he believe about himself?

(1)

(b) What did he like doing instead of studying?

(1)

(c) What did he think about the food being made in the programme? Give **two** details.

(2)

(d) Why didn't his mother help him?

(1)

(Total for Question 3 = 5 marks)

A story from Shahnameh (The Persian Book of Kings)

4 Read the extract below from the Persian epic Shahnameh.

رستم و سهراب مثل دو دشمن جنگ را شروع کردند. آن دو با شمشیر به جان یکدیگر افتادند ولی هیچ کدام برنده نشدند چون هر دو قدرتمند بودند. رستم تعجب می کرد که چطور سهراب به این جوانی این قدر خوب می جنگد. عجیب بود که رستم از جنگ با سهراب خسته شده بود. او فکر کرد که قبلاً فقط در جنگ با دیو سفید چنین خسته شده بود.

رستم به سهراب که سوار اسبش بود نگاه کرد و به سویش دوید. رستم خواست او را از زمین بلند کند. برای رستم بلند کردن هر چیزی از زمین مثل بلند کردن پَر آسان بود. ولی این بار بلند کردن سهراب برایش سخت بود زیرا او مثل کوه سنگین بود.

سهراب وقت خوبی پیدا کرد که ضربه‌ی دردناکی به شانه‌ی رستم بزند، آنقدر سخت که رستم نتوانست درد خود را پنهان کند. سهراب به رستم خندید و گفت: ”رستم تو دیگر پیر شده‌ای و باور کن دیگر نمی‌توانی بچنگی“.

DO NOT WRITE IN THIS AREA

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Put a cross ☒ in the correct box.

Example: Rustam and Sohrab were...

<input type="checkbox"/>	A friends.
<input type="checkbox"/>	B killing.
<input type="checkbox"/>	C practising.
<input checked="" type="checkbox"/>	D enemies.

(i) Rustam was amazed by Sohrab's...

(1)

<input type="checkbox"/>	A sword.
<input type="checkbox"/>	B height.
<input type="checkbox"/>	C armour.
<input type="checkbox"/>	D skills.

(ii) Sohrab was riding...

(1)

<input type="checkbox"/>	A an elephant.
<input type="checkbox"/>	B a horse.
<input type="checkbox"/>	C a bull.
<input type="checkbox"/>	D a pony.

(iii) According to Rustam, Sohrab was as heavy as a...

(1)

<input type="checkbox"/>	A sword.
<input type="checkbox"/>	B mountain.
<input type="checkbox"/>	C feather.
<input type="checkbox"/>	D horse.

(iv) Rustam was...

(1)

<input type="checkbox"/>	A happy.
<input type="checkbox"/>	B scared.
<input type="checkbox"/>	C in pain.
<input type="checkbox"/>	D tired.

(v) Sohrab teased Rustam because of his...

(1)

<input type="checkbox"/>	A age.
<input type="checkbox"/>	B loss.
<input type="checkbox"/>	C weight.
<input type="checkbox"/>	D shoulder.

(Total for Question 4 = 5 marks)

My sister's present

5 Read Ali's email to his father:

پدر جان

همانطور که خواسته بودید نتیجه تحقیقاتم برای هدیه قبولی خواهرم در دانشگاه را برایتان نوشتم:

موبایل جدید: دارای دوربین با کیفیت بالا و حافظه زیاد است. در جیب جا می شود و رنگ های متنوعی دارد. چون تازه وارد بازار شده است با قیمت پایین پیدا نمی شود.

لپ تاپ: مسلماً برای کارهای دانشگاهی به آن نیاز دارد و نوع بسیار سبک اش می تواند به جای تبلت هم بکار برود. قیمتش از موبایل بیشتر است اما قابل مقایسه با قیمت لپ تاپ دست دوم نیست.

عضویت باشگاه ورزشی: بعد از این همه درس خواندن شاید این بهترین موقعیت باشد که بتواند استراحت کند و از ورزش کردن لذت ببرد. ضمناً به قول معروف با یک تیر، دو نشان می زنیم هم به سلامتی اش کمک می کنیم و هم دوستانش را می بیند. قیمتش با تلفن همراه برابر است اما پر ثمرتر.

یک ماشین کوچک: تازه باید گواهینامه رانندگی بگیرد و نمی دانم دوست دارد دوباره درس بخواند. چون دانشگاهش وسط شهر است و رفت و آمد با مترو راحت تر است فقط آخر هفته ها می تواند از آن استفاده کند.

با توجه به زحمت فوق العاده ای که کشیدم ممنون می شوم مرا نیز فراموش نکنید!!

علی

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Which gift is correct? Enter either **mobile phone**, **laptop**, **gym membership** or **car** in the blank spaces.

Example: A *mobile* is small.

(a) A would give her more social time. (1)

(b) A can be found cheaper. (1)

(c) A 's price is so high as it is new. (1)

(d) A is hardly used during the week. (1)

Answer the following questions **in English**.

(e) Why would Ali's sister not be able to use a car right away? (1)

.....
(f) Why does Ali think he should be rewarded? (1)

.....
(Total for Question 5 = 6 marks)

A popular TV show

6 Read about this TV show.

کلاه قرمزی

کلاه قرمزی که یک برنامه عروسکی تلویزیونی است حدود سه دهه مورد توجه نسل‌های زیادی قرار گرفته است. شخصیت اصلی این برنامه خود کلاه قرمزی است که عروسک پسر هشت-نُه‌ساله با کلاهی قرمز است. رنگ یکی از چشم‌هایش سبز و دیگری آبی است. این پسر پر شر و شور، بازیگوش و تنبل اما خوش‌قلب است با دروغ‌هایی معصومانه که در تلفظ درست کلمات مشکل دارد.

تماشاگران این برنامه در ابتدا فقط کودکان بودند ولی رفته رفته جای خود را در برنامه‌های خانوادگی پیدا کرد. بعضی از منتقدان معتقدند که موفقیت این برنامه به خاطر یادآوری خاطرات گروهی از مردم است اما عده‌ای این موفقیت را نتیجه آزادی بیان این برنامه می‌دانند. کلاه قرمزی با زبان طنز و شوخی مشکلات اجتماعی و سیاسی را بیان می‌کند که در عالم واقعیت بیان آن‌ها سخت است. بیننده را می‌خنداند اما در انتها به فکر می‌اندازد.

نیکو شریفی، روزنامه‌نگار، می‌نویسد: ”شاید کلاه‌قرمزی تنها برنامه‌ای در تلویزیون باشد که بشود گفت به اندازه برنامه ورزشی ۹۰ بیننده دارد.“

گاهی روانشناسان این برنامه را خالی از ارزش آموزشی برای کودکان می‌دانند زیرا که گاه معجزی زبان به خشونت باز می‌کند، عروسک‌ها گاه دعوا می‌کنند و دروغ می‌گویند و گاهی تقلب می‌کنند که خود این کارها، آموزش اشتباه به کودکان است.

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(i) What does this text tell us?

Put a cross ☒ next to each one of the **three** correct boxes.

(3)

Example:	This show has been broadcasting for 30 years now.	<input checked="" type="checkbox"/>
A	Kolah Qermezi can not talk.	<input type="checkbox"/>
B	The main characters' eyes are different colours.	<input type="checkbox"/>
C	The show makes people think about social problems.	<input type="checkbox"/>
D	The programme was made for families at the beginning.	<input type="checkbox"/>
E	People prefer to watch sport programmes.	<input type="checkbox"/>
F	Psychologists are promoting this show.	<input type="checkbox"/>
G	Kolah Qermezi is a playful character.	<input type="checkbox"/>

Answer the following questions **in English**.

(ii) What was the reason for the show's success?

(1)

(ii) Why do some experts not like it?

(1)

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

کار تابستانی

7 ایمیل نورا به دوستش در مورد کار تابستانی‌اش را بخوانید.

سلام،

تابستان به همراه خانواده‌ام به تهران می‌روم. آن‌ها جاهای مجلل مختلفی می‌روند ولی من به خانه خاله‌ام می‌روم که یک مرکز آموزشی دارد. می‌خواهم به صورت داوطلبانه برایش کار کنم.

من به دانش‌آموزان در گفتگو به زبان انگلیسی کمک می‌کنم. در رقابت آخر تابستان جایزه بالاترین نمره، یک سفر خارج از کشور است. آن‌ها سفرهای یک روزه به مکان‌های باستانی هم دارند.

این یک تجربه کاری با ارزش است. چند فیلم خوب برایشان خواهم برد. کلاس‌های دیگری مثل نقاشی و آشپزی هم دارند. شاید چند غذای بی نظیر را یاد گرفتم و به عنوان سوغاتی آوردم!

نورا

علامت در مربع‌های درست بگذارید.

مثال: نورا می‌خواهد...

<input checked="" type="checkbox"/>	A به جاهای مختلف برود.
<input checked="" type="checkbox"/>	B با خانواده‌اش باشد.
<input checked="" type="checkbox"/>	C با دوستانش باشد.
<input checked="" type="checkbox"/>	D خانه خاله‌اش بماند.

(a) خاله نورا به او می دهد.

(1)

<input type="checkbox"/>	A حقوق
<input type="checkbox"/>	B درس
<input type="checkbox"/>	C کار
<input type="checkbox"/>	D دستور

(b) نورا به شاگردان کمک می کند تا...

(1)

<input type="checkbox"/>	A ترجمه کنند.
<input type="checkbox"/>	B صحبت کنند.
<input type="checkbox"/>	C دستور زبان یاد بگیرند.
<input type="checkbox"/>	D مکان‌های تاریخی را بشناسند.

(c) دانش آموزان برای در آخر تابستان آماده می شوند.

(1)

<input type="checkbox"/>	A سفر روزانه
<input type="checkbox"/>	B خارج رفتن
<input type="checkbox"/>	C مسابقه
<input type="checkbox"/>	D سال آینده

(d) این کار به نورا کمک می کند...

(1)

<input type="checkbox"/>	A فیلم خوب پیدا کند.
<input type="checkbox"/>	B تجربه کاری داشته باشد.
<input type="checkbox"/>	C زبان انگلیسی اش بهتر شود.
<input type="checkbox"/>	D دوستان بیشتری پیدا کند.

(e) هدیه او است.

(1)

<input type="checkbox"/>	A خوراکی
<input type="checkbox"/>	B نقاشی
<input type="checkbox"/>	C آشپزی ایرانی
<input type="checkbox"/>	D چند تا بشقاب

(Total for Question 7 = 5 marks)

غذای ایرانی

8 متن زیر را در مورد غذاهای سنتی ایرانی بخوانید:

کباب	معروف‌ترین غذای ایرانی که در شهرهای مختلف به روش‌های گوناگون و با ادویه‌های مختلف تهیه می‌شود. کباب از گوشت‌های مختلف و مرغ درست می‌شود. معمولاً با نان یا برنج میل می‌کنند.
قلیه ماهی	غذای خاص مردم جنوب ایران است که با ماهی مخصوص جنوب تهیه می‌شود. پر از ادویه و کمی ترش و مناسب برای کسانی که گوشت قرمز نمی‌خورند است.
قورمه سبزی	غذای مورد علاقه‌ی خیلی از ایرانی‌ها است که از سبزی‌های معطر، لوبیا قرمز و تکه‌های گوشت گوسفند تهیه می‌شود و باید با برنج دم شده‌ی زعفرانی خورده می‌شود. این خورش را می‌توان برای کسانی که اصلاً گوشت نمی‌خورند، بدون گوشت هم پخت.
بریانی	اصلیت این غذای خوشمزه از شهر اصفهان است که باید با نان تازه و ترشی خورده شود.

از فهرست زیر، غذای مناسب را انتخاب کنید و در جای خالی بگذارید. از بعضی کلمات بیشتر از یک بار استفاده می‌شود:

کباب، قلیه ماهی، قورمه سبزی یا بریانی

مثال: کباب با طعم و مزه‌های گوناگون در تمام شهرها تهیه می‌شود.

- (a) باید با برنج خورده شود. (1)
- (b) نان تازه جزء اصلی غذا است. (1)
- (c) مخصوص کسانی است که غذای ترش می‌خورند. (1)
- (d) غذای جنوب ایران است. (1)
- (e) بدون گوشت برای گیاه خواران مناسب است. (1)

(Total for Question 8 = 5 marks)

سفر به جزیره "کیش"

9 متن زیر را که در مجله گردشگری در مورد جزیره "کیش" چاپ شده است بخوانید:

"کیش" در جنوب ایران قرار دارد. این جزیره به "مروارید خلیج فارس" هم مشهور است زیرا خاک جزیره ساخته شده از صدف و مرجان است که باعث بازتاب نور خورشید می شود و جزیره را به مرواریدی در وسط آب های آبی خلیج فارس تبدیل می کند.

به این جزیره یا باید با هواپیما بروید یا اگر بیشتر به دنبال ماجراجویی هستید باید به یکی از شهرهای جنوبی رفته، بعد با کشتی به جزیره برسید. البته سفر دریایی امنی خواهد بود چون جزیره در خلیج قرار دارد.

هتل های بسیار مدرن و زیبا برای مسافران این جزیره ساخته شده است که البته بسته به امکانات و زمان مسافرت هزینه متفاوتی دارند.

مسافران جزیره نه فقط برای دیدن مکان های متنوع دیدنی آن به جزیره سفر می کنند بلکه مراکز خرید لوکس با قیمت های مناسب توجه به آن را بیشتر کرده است. تفاوت قیمت ها به خاطر این است که این منطقه بندر آزاد است یعنی مالیات گمرکی ندارد.

برنامه دولفین ها، آکواریوم بزرگ و باغ پرندگان، این سفر را برای کودکان دلچسب کرده است. اما شب های جزیره با وجود کنسرت های خوانندگان محبوب کشورمان و رستوران هایی که موسیقی زنده دارند نیز بسیار دلنشین است. شام و موسیقی زنده روی کشتی در حال حرکت در خلیج فارس یکی از پرترفدارترین برنامه ها است.

پاسخ سوال‌های زیر را به فارسی بدهید. نوشتن جمله ضروری نیست.

(a) چرا جزیره کیش درخشان است؟

(1)

(b) چرا از مسافرت دریایی به این جزیره نباید نگران بود؟

(1)

(c) چرا قیمت هتل گوناگون است؟ (دو دلیل بنویسید)

(2)

(d) محبوب‌ترین برنامه سفر به کیش کدام است؟

(1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

GCSE Persian Higher tier

Paper 3 Mark scheme

SECTION A

Question number	Answer	Mark
1(a)	On TV	(1)

Question number	Answer	Mark
1(b)	3 months/from January to March	(1)

Question number	Answer	Mark
1(c)	Online/on the website	(1)

Question number	Answer	Mark
2(a)	He forgot (about it)	(1)

Question number	Answer	Mark
2(b)	Reza got toothache/Reza's tooth hurt	(1)

Question number	Answer	Mark
2(c)	four/4 hours	(1)

Question number	Answer	Mark
2(d)	Because he burned his mouth	(1)

Question number	Answer	Mark
3(a)	He thought he was not clever	(1)

Question number	Answer	Mark
3(b)	That information would go to his brain by itself	(1)

Question number	Answer	Mark
3(c)	Good tasting/delicious (1) Easy to make (1)	(2)

Question number	Answer	Mark
3(d)	To teach him to try harder	(1)

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

Question number	Answer	Mark
4(ii)	B	(1)

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

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

Question number	Answer	Mark
4(v)	A	(1)

Question number	Answers	Mark
5(a)	Gym membership	(1)

Question number	Answers	Mark
5(b)	laptop	(1)

Question number	Answers	Mark
5(c)	mobile	(1)

Question number	Answers	Mark
5(d)	car	(1)

Question number	Answers	Mark
5(e)	She needs a driving license	(1)

Question number	Answers	Mark
5(f)	He worked very hard	(1)

Question number	Answer	Mark
6(i)	B, C, G	(3)

Question number	Answers	Mark
6(ii)	It discusses social problems	(1)

Question number	Answer	Mark
6(iii)	Sometimes he uses hostile words/can teach children bad things	(1)

SECTION B

Question number	Answer	Mark
7(a)	A	(1)

Question number	Answer	Mark
7(b)	B	(1)

Question number	Answer	Mark
7(c)	C	(1)

Question number	Answer	Mark
7(d)	B	(1)

Question number	Answer	Mark
7(e)	C	(1)

Question number	Answer	Mark
8(a)	قورمه سبزی	(1)

Question number	Answer	Mark
8(b)	بربانی	(1)

Question number	Answer	Mark
8(c)	قلیه ماهی	(1)

Question number	Answer	Mark
8(d)	قلیه ماهی	(1)

Question number	Answer	Mark
8(e)	قورمه سبزی	(1)

Question number	Answer	Mark
9(a)	با بازتاب نور خورشید بر روی صدفها	(1)

Question number	Answer	Mark
9(b)	چون سفر دریایی امن است / در خلیج است	(1)

Question number	Answer	Mark
9(c)	امکانات متفاوت و زمان مسافرت	(2)

Question number	Answer	Mark
9(d)	شام و موسیقی روی کشتی	(1)

SECTION C

Question Number	Indicative content	Mark
10	This year our school is taking us on a one day trip to Tabiat Bridge. This bridge is in the middle of Tehran. Last year we went to Damavand Mountain and we had lots of fun. But I will be in university next year and I will miss the school trip. Of course if I am accepted at a university I will be very happy and my life will be changed.	(7)

Mark	Descriptor
0	No rewardable communication.
1-3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
4-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time: 1 hour 25 minutes

Paper
reference

1PN0/4H

Persian

PAPER 4: Writing in Persian

Higher Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer either Question 1(a) **or** Question 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

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

Turn over ►

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Pearson

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(Total for Question 1 = 20 marks)

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If you answer Question 2(b) put a cross in the box .

Technology

(b) یک روزنامه‌ی اینترنتی فارسی می‌خواهد که نظر جوانان در خصوصِ تکنولوژی مدرن را منتشر کند. برای جلب نظر خوانندگان، یک وبلاگ رسمی برای این روزنامه بنویسید.

شما حتماً باید اطلاعاتِ خواسته شده زیر را در آن توضیح دهید:

- روش استفاده از یک وسیله با تکنولوژی مدرن که به تازگی خریده‌اید
- دلیل این که جوانان همیشه مدرن‌ترین تکنولوژی را می‌خواهند
- تأثیر تکنولوژی بر زندگی انسان‌ها در آینده
- نظر شما در مورد خرید اینترنتی.

نظرات خود را با آوردنِ دلیل توضیح دهید.

متن شما باید حدود 130-150 کلمه به زبان فارسی باشد.

(28)

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(Total for Question 2 = 28 marks)

School

3 متن زیر را به فارسی ترجمه کنید.

Aziz goes to a modern school in the centre of Bukhara. He studies six subjects, but likes music and sports. Yesterday he had his first chess lesson, which he really enjoyed. Next month he will go to Tehran with his school football team because an Iranian school has invited them to participate in a tournament.

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(Total for Question 3 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

GCSE Persian Higher tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

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 (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 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

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

Mark	Descriptor
7–9	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 that are included in the grammar list which 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:**

- infrequent errors that do not distract the reader from the content and which result in coherent writing, for example using a plural noun after numbers, repeating subject.

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

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas• Some effective adaptation of language to narrate, inform, interest/convince• 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• Appropriate use of register and style with the occasional inconsistency
5–8	<ul style="list-style-type: none">• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas• Frequently effective adaptation of language to narrate, inform, interest/convince• 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• Appropriate use of register and style with few inconsistencies
9–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas• Mostly effective adaptation of language, to narrate, inform, interest/convince• 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• Predominantly appropriate use of register and style

Mark	Descriptor
13–16	<ul style="list-style-type: none"> Communicates detailed information relevant to the task, with consistently effective development of key points and ideas Consistently effective adaptation of language to narrate, inform, interest/convince 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 Consistent use of appropriate register and style throughout

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

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 that are included in the grammar list which 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:**

- infrequent errors that do not distract the reader from the content and which result in coherent writing, for example using a plural noun after numbers, repeating subject.

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 and example response

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.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/ mother-tongue interference• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	<ul style="list-style-type: none">• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	<ul style="list-style-type: none">• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	<ul style="list-style-type: none">• The meaning of the passage is fully communicated• Consistently accurate language and structures, any errors do not hinder clarity

Question number	Example response
3	عزیز به یک مدرسه مدرن در مرکز بخارا می‌رود. او شش موضوع درسی در مدرسه می‌خواند ولی موسیقی و ورزش را دوست دارد. دیروز اولین جلسه‌ی کلاس شطرنج او بود که از آن خیلی لذت برد. ماه آینده او به همراه تیم فوتبال مدرسه‌اش به تهران می‌رود چون یک مدرسه‌ی ایرانی از آن‌ها برای شرکت در مسابقه دعوت کرده است.

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:**

- infrequent errors that do not distract the reader from the content and which result in coherent writing, for example using a plural noun after numbers, repeating subject.

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.

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