This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Music (1MU0). Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in September 2016 and first award in 2018.

GCSE (9-1) Persian

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

#### Issue 4 changes

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If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
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1 Introduction

Why choose Edexcel GCSE Persian?

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

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

Engaging and popular topics

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

Manageable content

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

Content and assessments that provide an engaging real-world focus

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

Straightforward assessments that are accessible to all students

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

Carefully selected texts

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

Clear and precise assessment criteria

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

Continuous progression

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

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

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

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

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

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

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

Content and assessment overview

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

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

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

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

<table>
<thead>
<tr>
<th>Paper 1: Listening and understanding in Persian (*Paper code: 1PN0/1F and 1H)</th>
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<tbody>
<tr>
<td><strong>Written examination</strong></td>
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<td><strong>Foundation tier:</strong> 35 minutes, including 5 minutes’ reading time; 50 marks</td>
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<td><strong>Higher tier:</strong> 45 minutes, including 5 minutes’ reading time; 50 marks</td>
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<td>25% of the total qualification</td>
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<td><strong>Content overview</strong></td>
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<tr>
<td>This paper draws on vocabulary and structures across all the themes and topics.</td>
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<td><strong>Assessment overview</strong></td>
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<tr>
<td>Students are assessed on their understanding of standard spoken Persian by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Persian speakers.</td>
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<tr>
<td>Students must answer all questions in both sections.</td>
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<td>There is no requirement for students to produce written responses in Persian.</td>
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<tr>
<td><strong>Foundation tier</strong></td>
</tr>
<tr>
<td>• Section A is set in English. The instructions to students are in English.</td>
</tr>
<tr>
<td>• Section B is set in Persian. The instructions to students are in Persian.</td>
</tr>
<tr>
<td><strong>Higher tier</strong></td>
</tr>
<tr>
<td>• Section A is set in Persian. The instructions to students are in Persian.</td>
</tr>
<tr>
<td>• Section B is set in English. The instructions to students are in English.</td>
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</table>

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

**Internally conducted and externally assessed**

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

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

*25% of the total qualification*

**Content overview**

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

**Assessment overview**

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

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

Task 1 – a role play based on one topic that is allocated by Pearson

Task 2 – questions based on a picture stimulus and based on one topic that is allocated by Pearson

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

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

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

**Written examination**

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

*25% of the total qualification*

**Content overview**

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

**Assessment overview**

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

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

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

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

Section C includes a translation passage from Persian into English with instructions in English.
Paper 4: Writing in Persian (*Paper code: 1PN0/4F and 4H)

**Written examination**

*Foundation tier: 1 hour 20 minutes; 60 marks*

*Higher tier: 1 hour 25 minutes; 60 marks*

*25% of the total qualification*

**Content overview**

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

**Assessment overview**

Students are assessed on their ability to communicate effectively through writing in Persian for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Persian. The instructions to students are in Persian. Word counts are specified for each question. Students must answer all questions.

*Foundation tier* – three open-response questions and one translation into Persian.

*Higher tier* – two open-response questions and one translation into Persian.

*See Appendix 6: Codes for a description of this code and all other codes relevant to this qualification.*
2 Subject content

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

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

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

Qualification aims and objectives

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

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

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

The five themes are:

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

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

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

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

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

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

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

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

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

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

Content

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

Students will need to:

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

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

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

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

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

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

- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Persian-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.
- **Foundation tier**
  - 35 minutes is given for the assessment, including 5 minutes’ reading time.
  - Section A contains 12 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
  - Section B contains two questions set in Persian. The question type is multiple-response. The instructions to students are in Persian.
- **Higher tier**
  - 45 minutes is given for the assessment, including 5 minutes’ reading time.
  - Section A contains two questions set in Persian. The question type is multiple-response. The instructions to students are in Persian.
  - Section B contains eight questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Persian.
- The use of dictionaries is not permitted.

Sample assessment materials

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

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

Students will need to:

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

These are assessed through a series of three consecutive tasks.

Task 1 – Role play
The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers (see definition of registers beneath the Role play mark grid within the marking guidance section of the specification). The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal language relevant to the scenario. The task is set in the register that the student is required to use, so students should use that register in their responses. All role plays are marked for communication only.

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

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

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

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

This assessment allows students to:

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

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

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

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

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

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

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

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

General information

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

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

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

- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the UK Information Manual at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Students are presented with instructions in English but must communicate entirely in Persian for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes’ preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the Candidate speaking examination record form (CS2) (see Appendix 1). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
- The use of dictionaries is not permitted during the preparation time or during the assessment.
**Foundation tier assessment time and marks**
- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

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

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

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

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

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

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

Task 1 – Role play

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

Teacher cards

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

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

Candidate cards

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

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

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

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

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

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

Teacher cards

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

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

Candidate cards

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

Students have access to this during their preparation time.

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

Students have access to this during their preparation time.

Task 3 – Conversation

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

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

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

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

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

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

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.
Administration and general information about the conduct of the speaking assessment

Preparation time and notes for Tasks 1 and 2 only

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

Sample assessment materials

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

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

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

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

Step 2 Decide on a mark

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

Role play – Foundation tier (10 marks)

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

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

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

Additional guidance

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

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

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

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

Picture-based task – Foundation tier (24 marks)

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

Picture-based task: communication and content – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | • 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  | • 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 | • 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| • 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

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

### Additional guidance

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example using a plural noun after numbers, repeating the subject  
- infrequent errors that do not distract the listener from the content of what is being said.

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

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

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

Conversation – Foundation tier (36 marks)

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

### Conversation: communication and content – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - 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  | - 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  | - 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| - 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 which go beyond the minimum/standard/predictable response.

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

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

### Additional guidance

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

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

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

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

### Additional guidance

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

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

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.

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

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

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

Role play – Higher tier (10 marks)

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

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

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

Additional guidance

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

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

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

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

Picture-based task – Higher tier (24 marks)

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

Picture-based task: communication and content – Higher tier

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

Additional guidance

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>● 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</td>
</tr>
<tr>
<td>3–4</td>
<td>● 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</td>
</tr>
<tr>
<td>5–6</td>
<td>● 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</td>
</tr>
<tr>
<td>7–8</td>
<td>● 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</td>
</tr>
</tbody>
</table>

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example using a plural noun after numbers, repeating the subject
- infrequent errors that do not distract the listener from the content of what is being said.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Mark</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3 | - 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 | - 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 | - 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 | - 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | – 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  | – 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  | – 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| – 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

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

## Additional guidance

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

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

**Errors**: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.
Errors that do not hinder clarity:
- errors that do not affect meaning, for example using a plural noun after numbers, repeating the subject
- infrequent errors that do not distract the listener from the content of what is being said.

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

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

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

Content

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

Students need to:

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

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

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

The range of text types include:

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

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

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

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

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

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

Sample assessment materials

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

Content

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

Students need to:

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

Assessment information

- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Persian.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Persian.
- All assessments are marked against assessment criteria, please see Marking guidance for Paper 4: Writing in Persian.
- The instructions to students are in Persian. The question titles appear in English.
- The use of dictionaries is not permitted.
• **Foundation tier**
  - The assessment time is 1 hour and 20 minutes in length.
  - The paper consists of three open questions and one translation from English into Persian.
  - Students must answer all questions.
  - Question 1 assesses students on their ability to write to describe and to express opinions.
  - Question 2 has two options from which students have to select one. This question assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Persian*.
  - Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Persian*. This question is common to the Higher tier.
  - Question 4 is the translation question. Students are required to translate five sentences from English to Persian. The sentences are ordered by increasing level of difficulty.

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

**Sample assessment materials**

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

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

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

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.

- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.

- They will modify the mark based on how securely the trait descriptors are met at that band.

- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.
Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

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

● communication and content
● linguistic knowledge and accuracy.

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

Question 1: communication and content mark grid – Foundation tier

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>Produces simple, short sentences in isolation</td>
</tr>
<tr>
<td></td>
<td>Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed</td>
</tr>
<tr>
<td>3–4</td>
<td>Produces simple, short sentences with little linking</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>5–6</td>
<td>Produces simple sentences with some linking</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
</tbody>
</table>

### Additional guidance

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

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on coherence.

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

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

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

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

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

- communication and content
- linguistic knowledge and accuracy.

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

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

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

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

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

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

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

Additional guidance

*Straightforward* grammatical structures are considered to be:

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

*Errors*: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:

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

Errors that hinder clarity:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.
Errors that **prevent meaning being conveyed**:  
- errors that mean the reader cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.  

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

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

- communication and content
- linguistic knowledge and accuracy.

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

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

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

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

**Additional guidance**

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

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

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

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

### Additional guidance

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

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

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example using a plural noun after numbers, repeating subject
- infrequent errors that do not distract the reader from the content and which result in coherent writing.
Errors that **hinder clarity**:  
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

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

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

Translation mark grids

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

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

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

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

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
• errors that do not affect meaning, for example using a plural noun after numbers, repeating subject  
• infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
• errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
• frequent errors hinder clarity as they will distract the reader from the content of the writing.
Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

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

Question 1 – Higher tier (20 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

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

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

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

### Additional guidance

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

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

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

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

#### Additional guidance

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

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

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.
Errors that do not hinder clarity:
- errors that do not affect meaning, for example using a plural noun after numbers, repeating subject
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

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

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

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

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

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

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

Question 2: communication and content mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–4</td>
<td>Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas, 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</td>
</tr>
<tr>
<td>5–8</td>
<td>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</td>
</tr>
<tr>
<td>9–12</td>
<td>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</td>
</tr>
<tr>
<td>13–16</td>
<td>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</td>
</tr>
</tbody>
</table>
Additional guidance

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

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

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

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

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

**Additional guidance**

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

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

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.
Errors that do not hinder clarity:

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

Errors that hinder clarity:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

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

Translation mark grid

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - 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  | - 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  | - 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| - The meaning of the passage is fully communicated  
      - Consistently accurate language and structures, any errors do not hinder clarity |

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

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

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

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

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

Students must:

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

Total 100%

### Breakdown of Assessment Objectives

<table>
<thead>
<tr>
<th>Paper</th>
<th>AO1 %</th>
<th>AO2 %</th>
<th>AO3 %</th>
<th>AO4 %</th>
<th>Total for all Assessment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Listening and understanding in Persian</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: Speaking in Persian</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding in Persian</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 4: Writing in Persian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Total for GCSE</td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
3 Administration and general information

Entries

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

Discount code and performance tables

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

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

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

Access arrangements, reasonable adjustments, special consideration and malpractice

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

We are committed to making sure that:

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

Language of assessment

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

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

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

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

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

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

Reasonable adjustments

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

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

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

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

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

Special consideration

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

Further information

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

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

Candidate malpractice

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

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

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

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

Failure to report malpractice itself constitutes malpractice.

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

Awarding and reporting

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

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

Foundation and Higher tier

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

The first certification opportunity for this qualification will be 2020.

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

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:
- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

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

Progression

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

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

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

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

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

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

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

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

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

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

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

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

**Persian (Foundation tier)**

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

**Articles:**
- definite – including use of را (marker for definite direct object)
- indefinite (ﮏ ﻣرد ، ﻣردی)
- partitive (تعمام – بعضی از)

**Adjectives:**
- position of adjectives
- demonstrative (این ، آن)
- compound adjective (سنگدل- سربلند)
- comparative and superlative
- irregular forms of comparative and superlative
  - expressing 'تا' after a comparative (در تابستان هو بیشتر بارانی بود تا آفتاخی! (R))
  - expressing 'از' after a superlative (خواهرم از مهربانترین خواهرهای روی زمین است. (R))

**Adverbs:**
- adverbs of time and place
- position of adverbs

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

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

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

Prepositions:
common prepositions
prepositional phrases (R)

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

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

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

Adjectives:
participle (R)
interrogative (پچه، تشنه از مدرس آمد)
expressing after a comparative
expressing after a superlative

Adverbs:
common adverbial phrases

Numbers, quantity, dates and time:
fractions, decimals
percentage
recurring numerals
approximate numbers
measures (length, width, height)
classifiers used with numbers (R)

Pronouns:
reflexive pronouns
interrogative pronouns (کدام/ که/ کی/ کجا)

Verbs:
infinite/past participle/present participle
passive voice
present perfect
past perfect
imperative
imperative verbs (پایه/ توایستن) (R)
subjunctive forms (past, present and perfect) (باشد میرفتم/ باشد بروم/ شاید رفته باید)
relative clause (موردی گه انجا نتشسته است، پدر من است)

Conditionals:
possible present/future (اگر بیا بپیم، بیا می‌گویم. اگر دیدی، بیا یگو.)
impossible past (اگر بودم / دیده بودم به او می‌گفتم) (R)

Prepositions:
• verb preposition (اموختن به / آموختن از)
• prepositional phrases (در مقابل/ درباره/ به جای/ با وجود در میان)
Conjunctions:

common subordinating conjunctions
(درصورتی که / از آنجاییکه/ وقتی)

interjection
(ای/ آی/ بآ)
Appendix 3: Vocabulary list

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

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

**Word lists**

**Section 1: High-frequency language**

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

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

Each topic has been highlighted in **bold**.

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

**Theme 1: Identity and culture**

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

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

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

**Theme 2: Local area, holiday and travel**

**Holidays:** preferences, experiences and destinations

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

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

**Theme 3: School**

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

**School activities:** school trips; events and exchanges

**Theme 4: Future aspirations, study and work**

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

**Ambitions:** further study; volunteering; training

**Work:** jobs; careers and professions

**Theme 5: International and global dimension**

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

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

Common verbs

to achieve

بست آوردن

پذیرفتن/قبول کردن

درد کردن

جمع کردن/اضافه کردن/افزودن

نصب کردن/راهنمایی کردن

تأثیر گذاشتن

موافقت کردن/راضی شدن

گذاشتن/اجازه دادن

اعلام کردن

جواب دادن/پاسخ دادن

استقلال/دعوآوردن/دلیل/آوردن/جو بحث

کردن

دستگیر کردن

رسیدن

سوال کردن/پرسیدن

درخواست کردن

عذر خواستن

کوشش کردن

حمام کردن/انگیزه کردن

بودن

قصد بودن/توانستن

قبول شدن

ترسیدن

تحمل کردن

زن/کتک زدن

می تواند شدن

احتمال کردن

سر از یا نشاناتن

بیمار شدن/بیماری شدن

علجه کردن

مشتاق فراگیری بودن

از کسی انتظار داشتن

عاجزانه خواهش کردن/تماس کردن

شرکت کردن

رفتار کردن

علاقه‌پرور هستند

باور کردن

خوش شانس بودن

گم شدن

به درد خوردن
Common verbs (continued)

to be situated
واقع‌شدن/قرار داشتن/قرار گرفتن

خواب‌آوردن/خسته‌شدن

متاسف بودن

شرط بستن

شنیدن

باورکردن

خیانت کردن

از قبل جا گرفتن/زویه کردن

وام گرفتن/قرض کردن

شکستن

نفری کشیدن

پژرگ کردن

ساختن

خریدن

صدای کردن/صدا زدن

اردو زدن

تماس گرفتن

مواظبت/اعتنای کردن

پرداز/حمل کردن

فیس کردن/لغو کردن/متسوخ کردن

گرفتن

سرما خوردن

مذاکر شدن

عوض کردن/تغییر دادن

گفتوگو کردن

بررسی کردن/رسيمگی کردن

انتخاب کردن

تمیز کردن/پاک کردن

کلیه کردن

بستن/تعطیل کردن

جمع‌آوردن/جمع‌کردن

آمد/تشریف اوردن

شکایت کردن

تمام کردن/کامل کردن/پر کردن

تبریک گفتگو/شادبیش گفتن

درنظر گرفتن

تماس گرفتن

ادامه دادن

ادامه دادن/دنیال کردن

گفتگو کردن
Common verbs (continued)

to convince
قانع/ متقدع کردن

آشیز کردن/ بهنین

تعمق کردن

تعمق کردن

روتویسی کردن

هرم کد

درخت کردن

سرفه کردن

شرم کردن/ رو کسب کردن

غیر کردن

گزینه کردن

پرده کردن/ اطراف کردن

گول زدن/ فریب دادن

تصمیم گرفتن/ عزم کردن

کاهش یافتن/ کم شدن

صدمه زدن/ ضرر زدن

خرات کردن

دلانت کردن

انکار کردن

ترک کردن

روانه شدن/ اعیمت کردن

بستگی داشتن

توصیف کردن

استحلاش داشتن/ سازاوار بودن

خراب کردن/ دادن

مغرف/ کردن/ وقت کردن/ وقت یافتن

معلم کردن

نایبد شدن

بستر کردن

کشف کردن

بحث/ مذاکره کردن

تقسیم کردن

کردن/ انجام دادن

نظامی کردن/ کشیدن

در مسابقه مساوی شدن

نوشیدن/ آشامیدن

رانتگی کردن/ رانت

بدست آوردن/ کسب کردن

خوردن

تاکید کردن

استخدام کردن

بلغرم کردن/ شویی کردن

پایان دادن

to cook
آشپزی کردن/ پختن

to cope/manage/get by
اداره کردن/ مدیریت کردن

همکاری کردن

روتویسی کردن

هزینه داشتن

سرفه کردن

شرم/ رو کسب کردن

غیر کردن

گزینه کردن

پرده کردن/ اطراف کردن

گول زدن/ فریب دادن

تصمیم گرفتن/ عزم کردن

کاهش یافتن/ کم شدن

صدمه زدن/ ضرر زدن

خرات کردن

دلانت کردن

انکار کردن

ترک کردن

روانه شدن/ اعیمت کردن

بستگی داشتن

توصیف کردن

استحلاش داشتن/ سازاوار بودن

خراب کردن/ دادن

مغرف/ کردن/ وقت کردن/ وقت یافتن

معلم کردن

نایبد شدن

بستر کردن

کشف کردن

بحث/ مذاکره کردن

تقسیم کردن

کردن/ انجام دادن

نظامی کردن/ کشیدن

در مسابقه مساوی شدن

نوشیدن/ آشامیدن

رانتگی کردن/ رانت

بدست آوردن/ کسب کردن

خوردن

تاکید کردن

استخدام کردن

بلغرم کردن/ شویی کردن

پایان دادن
Common verbs (continued)

to enjoy

- برخورداری/به‌هم‌شدن
- لذت‌ب‌ردن
- وارشده‌دن
- فرار/گریختن
- امتحان کردن
- ورزش کردن/ تمرین کردن
- انتظار داشتن/ توافق داشتن
- توضیح دادن/ شرح دادن
- استخراج کردن/ به‌پردازی کردن از
- اتفاقه/زیم‌خوردن
- مردوش شدن
- به‌خواب‌رفتن
- ترسیدن
- خواب/داشتن
- احساس کردن/حس کردن
- جنگی/بازاره کردن
- پرداختن (فرم)
- خستگی/بد/کردن
- یافتن/کشف کردن
- به‌پایان/سادن/ تمام کردن
- پربه/بردن
- پیش بینی کردن
- ازيگار/بد/کردن
- فراموش کردن
- بخشیدن
- محقق کردن/ انجام دادن/ تکمیل کردن
- گرفتن/ به دست‌آوردن
- عصبی/خشمگین شدن
- لباس/پیراهن/پوشیدن
- به‌ترگ/آمد/ خسته شدن
- سوار/انداختن/ قطار/شدن
- از/اتوبوس/ماشین/قطار/ خارج/پیاده شدن
- لباس عوض کردن
- بلندشدن/ازجا/برخاستن/پیادارشدن
- عادت کردن
- وار/کردن/ نهایت/داشتن
- پس/سیدن
- دست برداشتن/ دست/کشیدن
- رفتن/تشییف/پرداخت/ توسطه با/ماسک/رفتن
- پایین/رفتن
- پیاده روزی/کردن
Common verbs (continued)

to go out
به خواب رفتن

be out

پیش آمدن/ اتفاق افتادن

buys/ happens

to go to bed
برای خواب رفتن

بستر/ خواب رفتن

be to bed/ to sleep

to grow up
از بزرگ شدن/

زردگ شدن

grow up

to haggle
برای گرفتن تخفیف

چاپ گردن

to happen
پیش آمدن/

اتفاق افتادن

happen

to hang
آویزان کردن

داشتن

to harm/damage
آسیب زدن / رساندن

تنفر داشتن

to hate

تانترداشتن

to have
داشتن

have

to have an accident

تصادف کردن

to have breakfast

صبحانه خوردن

ناپاره خوردن

to have lunch

شام خوردن

نگیر بودن / باید

to have dinner/supper

شام خوردن

shini

to have to/must

باید

be to

be to/ have to

to hear

شنیدن

to help

کمک کردن

کردن/ به خدمات گرفتن

to hire

کرایه کردن/ به خدمت گرفتن

کردن

to hit

زدن

to hold

گرفتن

to honour

گرامی داشتن

آمید داشتن

to hope

اِمید داشتن

آمید داشتن

to hurry

عجله کردن

آرامش داشتن/ ارتقاء دادن/ از بین کردن

انگاشتن/ تصور کردن

بتشرفت کردن/ بهتر کردن

افزایش دادن / زیاد کردن

خیردادن / کاهش کردن

پایدار کردن/ اصرار کردن

آرزو شدن/ تصد داشتن

به میزان علاقه داشتن

بیشتر کردن/ بیشتر کردن

آمیدی/ پرداخت

معنی کردن/ اشنا کردن

dعوی کردن

آتنگ کردن

پیوستن

پیوستن

پررن

توجه کردن

نگه داشتن

ضریب زدن

واژگون کردن/ بر انداختن

دانستن/ شناختن
Common verbs (continued)

- to know how to
- to land
- to last
- to laugh
- to learn
- to learn thoroughly
- to leave (behind)
- to leave, to depart
- to leave, to depart
- to lend
- to lie
- to let
- to lie down
- to light, turn/switch on
- to like
- to listen
- to live
- to look at
- to look after/mind (child, dog)
- to look for
- to look like, to resemble
- to lose
- to lose
- to love
- to make mistake
- to manage (business)
- to manage, to cope
- to marry
- to mean to (do)
- to meet
- to mention
- to miss
- to miss (train, bus etc)
- to move
- to name
- to need
- to notice
- to offer
- to obey
- to observe
- to obtain
- to occur
Common verbs (continued)

to open
با‌زکردن

to order
دب‌سوردان

 Netz دادن/سازمانده‌کردن

  پارک کردن/آستادان

  گذاشتن

  پرداختن/پُرداختن

  اجازه دادن

  پافشاری کردن

  تلفن کردن

  برداشتن

  جای دادن/گذاشتن

  بازیکردن

  خریدند کردن/شاد کردن/خوشحال کردن

  نشان دادن/با دست و انگشت) اشاره کردن

  سر زدن

  مالک بودن/در اختیار داشتن/دارا بودن

  ریختن

  ترجیح دادن

  ارائه دادن/اهدا کردن

  فشار دادن

  وام‌دادن

  باز داشتن/جلوگیری کردن

  چاب کردن

  پیش‌رفت کردن

  تولید کردن

  گُذشتن

  پول دادن

  بروانگیختن

  کشیدن

  تنبیه کردن

  هل دادن/فرش دادن/فسخ دادن

  گذاشتن

  سر جایش گذاشتن

  پوشیدن

  خاموش کردن

  ساختن/تحمل کردن

  سوال کردن

  (پاره) باریدن

  پُلند کردن

  رسیدن

  خواندن

  بدست آمدن
Common verbs (continued)

to recognise

to recommend

to recover

to refund

to refuse

to regret, be sorry

to remain/remain behind

to remember

to remind

to rent/to hire

to repair

to repeat

to replace

to reply

to request

to require

to research

to reserve

to resign

to resist

to respect

to rest

to return/to go back

to return, to take back

to ride a horse

to ring (a bell)

to rise

to run

to save

to say

to say prayer

to see

to seem/to appear

to sell

to send

to serve

to shake

to show

to sign

to sing

to sit
Common verbs (continued)

to sit down  

اسکی کردن/لبه زدن

to skate  

اسکیت کردن

to ski  

اسکی کردن

to sleep  

خوابیدن

to smile  

لبخند دندن

to smoke  

سیگار کشیدن

to sneeze  

عطسه کردن

to solve (a problem)  

حل کردن

to speak  

صحبت کردن

to spend (money)  

صرف کردن/ خرج کردن

to spend (time)  

گذارند و وقت کردن

to squash  

کوپیدن و نرم کردن/لبه کردن

to stand  

از یا استادن/ استادان

be a school teacher

be a school student

be a student

to stand up  

از جا بردیدن

to start  

درخواست کردن/ پیش کردن

to stay  

توقف کردن/ اقامت کردن

to steal  

دزدیدن

to stop  

درخواست ساختن

to study (a subject)  

درس خواندن/ مطالعه کردن

to study (be a student)  

بررسی کردن/ فرا گرفتن

to succeed  

کامیاب شدن/ موفق شدن

to sue  

تعقیب کردن/ قانونی پیگیری کردن

to suppose  

پیش نمودن/ مطابق شدن

to suppose  

پیش نمودن/ مطابق شدن

to suppose  

پیش نمودن/ مطابق شدن

to spread  

حمام افتادن گرفتن

to spread  

بپاشیدن/ خوش قرار گیریدن

to swim  

شنا کردن

to switch on  

روشن کردن و سایل برقی

to switch off  

خاموش کردن

to take  

برداشتن/ گرفتن

to take off (clothes etc)  

لباس کنیدن

to take off (plane)  

از جا بردیدن/ هواپیما

to talk  

صحبت کردن/ حرف زدن

to taste  

مزه داشتن/ مزه کردن/ چشیدن

to teach  

آموزش/ اعطا/ یا تدریس کردن

to tell/recount  

معرفی کردن

to tell the truth  

راستگی گفتگ

to thank  

صحبت کردن/ بیان کردن

to thank  

مشکل کردن/سپاسگزاری کردن

to thank  

خالص داشتن/ فکر کردن

to think (about)  

انداختن/ پرتاب کردن

to throw  

بستن

to tie
Common verbs (continued)

to touch

للمش/مس كردن/دست زدن

to travel

سفر كردن/مسافرت كردن

to transfer

انتقال دادن/منتقل كردن

to translate

ترجمه كردن

to treat (medical)

معالجه كردن/مداوا كردن

to trouble

زحمت دادن/به زحمت اندختن

to trust

اعتماد كردن

to try

سعى كردن

to turn

پیچیدن/چرخدن

to turn on

روشن كردن

to understand

اعتمد كردن

to use

استفاده بردن

to utter

بر زبان اوردن

to vacuum

با جاري بر قي تميز كردن

to visit (person)

بازديد كردن

to visit (place)

پيامده/قدوم

to wait for

بازديد كردن

to wake up

بیدار شدن/كردن

to walk

راه رفت/قدم زدن

to wait

زوانت/قدوم

to wash

شستن

to wash (oneself)

شستن سروبدن

to wash (dishes/laundry)

شستن ظروف/لباس

to waste

تلف كردن

to watch

تماشا كردن

to wear

پوشيدن

to weigh (have weight)

وزن كردن

to win

برنده شدن

to wish

آرزو كردن/خواهش كردن

to work

كار كردن

to wrap

گشتي برد/نوشت

to wrestle

پيچيدن

to write

دقيق

Common adjectives

accurate

فعل يپ/كار

active

مانند/مشابه/يكسان

alike, the same

هر نوع

any sort of

بد

bad

beautiful
Common adjectives (continued)

better
big, large
boring
broken
calm
careful
careless
cheap
clean
common
complete
complex, complicated
correct
corrupt
cosy
covered
crowded
cruel
curious
cut
damp
dangerous
dark
deep
depressed
desperate
devoted
difficult
dishonest
dry
easy
empty
enormous
every
exalted
excellent
exciting, entertaining
expensive
expert/skilled
fair
famous
fashionable

بهتر
بزرگ/ وسیع/ فراوان
کسی کننده/ خسته کننده/ یک نواخت
شکسته
آرام خو/ سرد
موافک/ مراقب
بدیدت
کم ارزش/ ارزان
تمیز
مشترک
کامل
پیچیده/ بُغْرَنِج
دُزست/ صحیح
فاد
گرم و نرم
پوشیده
شلوغ
بی رحم
گنجکاو
بری‌ده
نی‌دار/ نمناک
مهم/ خطرناک
تاریک
عمق
اضطرد
ناامید
فداکار
سخت/ نشک/ نمای
نادرست
خوش
آسان
خالی
هنگفت
هر
اِرجنند
عالمی
هیجان انگیز
گران
استاد/ کارشناس/ ماهر
منصوبه
متفاوت/ برجهت/ مشهور
مد روز/ شیک و مد
Common adjectives (continued)

fast
fat
favourite
final
foolish
foreign
former
free (at no cost)
free (unoccupied, available)
friendly
frightening
full
fun, amusing
funny (comical)
generous
genuine
good
good (well behaved)
grateful
great
happy, fortunate
hard (not soft)
hard, difficult
hardworking
harmful
healthy (food/way of life)
heavy
high, tall (building)
honest
hostile
hot (of liquid)
hot
hot tempered
huge/vast
hypocritical
ideal
idle
ill (chronic)
impatien
t
important
in a good mood
incorrect
<table>
<thead>
<tr>
<th>English</th>
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<tr>
<td>independent</td>
<td>آزاد/ مستقل</td>
</tr>
<tr>
<td>innocent</td>
<td>بی‌گناه</td>
</tr>
<tr>
<td>intelligent, clever</td>
<td>باهوش/ هوشمند</td>
</tr>
<tr>
<td>intense</td>
<td>شدید</td>
</tr>
<tr>
<td>interesting</td>
<td>جالب/ دیدنی</td>
</tr>
<tr>
<td>jolly, happy</td>
<td>خوشحال/ خجسته/ فرنگی</td>
</tr>
<tr>
<td>kind</td>
<td>مهربان</td>
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<tr>
<td>languid</td>
<td>بی حال</td>
</tr>
<tr>
<td>last</td>
<td>آخرین</td>
</tr>
<tr>
<td>lazy</td>
<td>تنبیه</td>
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<tr>
<td>liar</td>
<td>دُروغگو</td>
</tr>
<tr>
<td>light</td>
<td>نور/ برق/ روشن/ روشناي</td>
</tr>
<tr>
<td>living</td>
<td>زنده</td>
</tr>
<tr>
<td>lonely</td>
<td>تنها</td>
</tr>
<tr>
<td>long</td>
<td>طول</td>
</tr>
<tr>
<td>lost</td>
<td>گمشده</td>
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<tr>
<td>loud</td>
<td>بلند/ یار سر و صدا</td>
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<tr>
<td>magnificent</td>
<td>مُجَلَّل/ عالی/ عظیم</td>
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<tr>
<td>main</td>
<td>اصلی/ مهم</td>
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<tr>
<td>marvellous</td>
<td>حیرتآور/ جالب</td>
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<tr>
<td>miserable</td>
<td>بی‌نوا/ بیچاره</td>
</tr>
<tr>
<td>modern</td>
<td>مدرن/ جدید/ امروزی</td>
</tr>
<tr>
<td>much</td>
<td>بسیار</td>
</tr>
<tr>
<td>narrow</td>
<td>پاک/ باریک</td>
</tr>
<tr>
<td>naughty</td>
<td>شریز/ سرکش</td>
</tr>
<tr>
<td>necessary, needed</td>
<td>لازم</td>
</tr>
<tr>
<td>negative</td>
<td>واجب</td>
</tr>
<tr>
<td>new</td>
<td>منفی</td>
</tr>
<tr>
<td>next to</td>
<td>نو/ تازه/ جدید</td>
</tr>
<tr>
<td>nice, pretty, likeable</td>
<td>بعد از/ جنب</td>
</tr>
<tr>
<td>noisy</td>
<td>فشنگ/ پر سر و صدا/ بلند</td>
</tr>
<tr>
<td>normal</td>
<td>نرمال/ طبیعی</td>
</tr>
<tr>
<td>old</td>
<td>کهن/ قدمی</td>
</tr>
<tr>
<td>obliged</td>
<td>مجبور/ ممنون</td>
</tr>
<tr>
<td>obstinate</td>
<td>لحج/ معلوم</td>
</tr>
<tr>
<td>obvious</td>
<td>کهن/ قدمی</td>
</tr>
<tr>
<td>old (former)</td>
<td>تنها</td>
</tr>
<tr>
<td>only</td>
<td>پاژ (فرشگاه)</td>
</tr>
<tr>
<td>open</td>
<td>خوش بین</td>
</tr>
<tr>
<td>optimistic</td>
<td>اصیل/ ابتکاری</td>
</tr>
<tr>
<td>original</td>
<td>اصیل/ ابتکاری</td>
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</tbody>
</table>
Common adjectives (continued)

other
patient
peaceful
pessimistic
pleasant, nice
pleased (to meet you)
polite (im-)
poor
popular
positive
practical
pretty
quiet
ready
real
reasonable
recent
reliable
responsible/in charge of
rich
sad
safe
same
scholar
selfish
sensational
serious
sharp
short
short (person)
shy
silent
silly
situated
skilled
slender, slim
slow
smart
small
soft, smooth
sorrowful, sad
special
splendid

ديگر
صبور
صلح آميز / آرام
بدين
مطبوع ، خوش
خوشوي از ملاقاتان
فخير
محبوب / متدول
عملي / کاربردي
قشنگ، زيبا
ساکت ، آرام / خموش
امامه
حقيقی
معقول / مستقل
تازه
قابل اعتماد / مورد اطمینان
مسول / عهده دار
ثروتمند
غمگين
بي خطر / امن
پژوهشگر/ دانشمند / محقق
خوندوخوار
شورانژي / مهيج / احساساتي
جد
تزي
کوتاه
قد كوتاه
خجالتي
خاموش / ساكت
احقاده / ابله / احمق
واقع در
ماهر
نحيف / لاغر
آهسته / گند 
سيگ / باهوش
کچک / تنگ
نرم / ملایم / صاف
اندوشته
مخصص / وزه
پرزرق و بردق / مخلل / با شkode
Common adjectives (continued)

strange
strict
strong
suitable
surprised
tall
talkative
terrible
thin, slim
timid
tired
typical
ugly
unfair
unhappy
unhealthy
unique
unpleasant
useful
useless
valuable
various
weak
wealthy
well equipped
well known
well mannered
well off
wet
wise
witty
wonderful
worried
worse
worthless
young
younger

عجیب / غریب / بی‌گانه
سخت گیر
محکم / قوی
مناسب
متعجب / متحیر
بُلد़ن
پر حرف / وراج / پرگو
خیلی بد / وحشت‌ناک / هولناک
لاغر / باریک اندام
ترسو
خسته
معمول
زشت / بی قوی / بد قیفه
غیر منصفانه / نا درست
ناخوش
ناملای / بیمار
بی نظیر / بی همیا / یگانه
نگوار
مفید / مفید
بیهوده / بی فایده
با ارزش / گران‌بها / ارزشمند
مخالف / گوناگون
ضعیف / بی حال
پولدار / ثروتمند
مجهز
معروف / نیک‌خان / مشهور
بتر بیت
مرفه
بارانی
دان / خردمند
شخی
حرف‌آور / گرفت‌آور / شغفت‌آگیز
ناراحت / نگران
بدتر
بی ارزش
نورسته / برن / جوان
جوان‌تر
Common adverbs

(for) a long time
again
almost
already
also
altogether
always
approximately
at least
automatically
badly
below
better
by chance
cheap(ly)
completely
continually
down (there)
earlier
early
especially
ever
everywhere
fairly, quite
far
fortunately (un-)
hardly
here
inexpensive(ly)
later
loud(ly)
more or less
naturally
neither
never
nobody
nothing
not yet
nowhere
occasionally
often
only
Common adverbs (continued)

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

Prepositions

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

in
in front of
in the background
in the foreground
in the middle (of)
near (to)
near (to)
next to
on
onto
opposite
outside
through
to
towards
under
until
until
with

Colours
black
blue (dark)
brown
brown (eyes)
chestnut brown
colour
dark
green
grey
grey (hair)
light
light blue
orange
pink
purple
red
violet
russet
white
yellow

dr
in جلو/ پیشانی
in عقب/ بخش جزیره
in پیش زمینه
between، درمیان
نزد
نزدیک/ قربین
جنب/ کنار
بر
به سوی
بر عکس/ مخالف
خارج از/ برون
از طریق/ از میان/ بوساطه
به/طرف/ سوی
پس مبنای
زیر/ تحت/ زیرین
تا زمان/ تا وقتی که/ تا اینکه
با
سیاه/ مشکی
آبی
قهوه ای تیره
خرمایی
خرمایی
رنگ
تاریک/ تیره
سبز
خاکستری
موی سفید
روشن
آبی روشن/ آبی کم رنگ
نارنجی
صورتی
ارگوانی/ زرشکی/ بنفش
قرمز/ سرخ
بنفش
حنايی/ خرمایی/ سنجبی
سفید
زرد
### Numbers

<table>
<thead>
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<td>2</td>
<td>دو</td>
</tr>
<tr>
<td>3</td>
<td>سه</td>
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<td>4</td>
<td>چهار</td>
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<td>5</td>
<td>پنج</td>
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<tr>
<td>6</td>
<td>شش</td>
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<td>هفت</td>
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<td>8</td>
<td>هشت</td>
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<tr>
<td>9</td>
<td>نه</td>
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<tr>
<td>10</td>
<td>ده</td>
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<tr>
<td>11</td>
<td>پانزده</td>
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<td>دوازده</td>
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<td>چهارده</td>
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<td>بیست</td>
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<td>بیست و یک</td>
</tr>
<tr>
<td>22</td>
<td>بیست و دو</td>
</tr>
<tr>
<td>23</td>
<td>بیست و سه</td>
</tr>
<tr>
<td>24</td>
<td>بیست و چهار</td>
</tr>
<tr>
<td>25</td>
<td>بیست و پنج</td>
</tr>
<tr>
<td>26</td>
<td>بیست و شش</td>
</tr>
<tr>
<td>27</td>
<td>بیست و هفت</td>
</tr>
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<td>28</td>
<td>بیست و هشته</td>
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<td>29</td>
<td>بیست و نه</td>
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<tr>
<td>30</td>
<td>سی</td>
</tr>
<tr>
<td>31</td>
<td>سی و یک</td>
</tr>
<tr>
<td>32 etc...</td>
<td>سی و دو و غیره</td>
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<td>40</td>
<td>چهل</td>
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<tr>
<td>50</td>
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<td>80</td>
<td>هشتاد</td>
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<tr>
<td>90</td>
<td>نود</td>
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<tr>
<td>100</td>
<td>صد</td>
</tr>
<tr>
<td>101</td>
<td>صد و یک</td>
</tr>
<tr>
<td>120</td>
<td>صد و بیست</td>
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<tr>
<td>200</td>
<td>دویست</td>
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### Numbers (continued)

<table>
<thead>
<tr>
<th>Arabic/English</th>
<th>Persian</th>
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<tr>
<td>1000</td>
<td>هزار</td>
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<td>1001</td>
<td>هزار و یک</td>
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<tr>
<td>1953</td>
<td>هزار و نهصد و پنجم وسه</td>
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<tr>
<td>1,000,000</td>
<td>یک میلیون</td>
</tr>
<tr>
<td>2,000,000 etc...</td>
<td>دو میلیون</td>
</tr>
</tbody>
</table>

### Ordinal numbers

- **first** (اول)
- **second** (دوم)
- **third** (سوم)
- **fourth** (چهارم)
- **fifth** (پنجم)
- **sixth** (ششم)
- **seventh** (هفتم)
- **eight** (هشتم)
- **ninth** (نهم)
- **tenth** (دهم)
- **eleventh** (پانزدهم)
- **twelfth** (دوازدهم)
- **twenty first** (بیست و یکم)

### Quantities and measures

- **a bottle** (بطری)
- **a box** (جعبه)
- **a dozen** (یک دویژن)
- **a jar** (شیشه / سبزه)
- **a few/a number of** (تعدادی / چند تا)
- **a kilo** (یک کیلو)
- **a litre** (یک لیتر)
- **a little** (پنج کم)
- **a lot** (یک عالم / کلی زیاد)
- **a packet** (بسته / یک پاکت)
- **a piece** (قطعه)
- **a slice** (تکه/چاق)
- **about a hundred** (حدود یک صد)
- **centimetre** (سانتی‌متر)
- **enough** (کافی / بسنده/بس)
- **gramme** (گرم)
- **half** (نیمه)
- **kilometre** (کیلومتر)
- **less** (کمتر / کوچکتر)
- **majority** (اکثریت/بیشترین)
- **many/much** (بسیار/خیلی/زیاد)
Quantities and measures (continued)

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

Some useful connecting words

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

- بعد از آن که
- همچنین
- اگرچه
- و
- چنانچه/جون/نظر به این که/همچنانکه
- اصلاً
- در ابتدا/در آغاز
- بالاخره
- فعلاً
- بد/ناخوش/آیند
- چون/برایایکه/بخاطراین که/زیراکه/چرا
- که
- بهعلت/به دلیل
- پیش از آن که
- اما/ولی/مگر
- به وسیله/توسط
- به هیچ وجه
- به دلیل/به علت
- البته/حتی
- حتی
- هرچند
- سرانجام/بالاخره
- اول/اول از همه
- یا این حال/به مر حال/اما
- اگر
- به منظور
- روشن است
- یا اینکه/با وجود اینکه
- علاوه براین
- نه...نه
- یا
Some useful connecting words (continued)

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

Time expressions

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

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

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

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

Tuesday

Wednesday

Thursday

Friday

(on) Monday

(on) Monday morning

(on) Monday evening

on Mondays

every Monday

Months and seasons of the year

month

January

February

March

April

May

June

July

August

September

October

November

December

season

autumn (in)

spring (in)

summer (in)

winter (in)

Months of the year (Persian)

Farvardin

Ordibehesht

Khordad

Tir

Mordad

Shahrivar

Mehr

Aban

Azar

Day

Bahman

Esfand
**Question words**

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

**Other useful expressions**

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

کی؟ چه وقت؟
از کجا؟
چند ناچند می ارزد؟
گونه؟ / شما چطورد؟ / چطور؟
به انجا؟
به کجا؟
چه رنگ؟
چی؟
شیبِ چی؟
کدام؟
چند کدام؟ چی؟
کی؟ چه وقت؟
هر موقع / هر وقت کجا؟
هرجا
هر کدام
کی؟
چه کسی؟
چرا؟

موافقت کردند / موافق بودند / هم را یاد بودن
بهتر
قابلی نداره
خواش می کنم
اشکالی ندارد / مشکلی نیست
این حرف چهی؟ / حرفش را هم نزن
نگران نباشید
غلط / دروغ / مصنوعی
سراج‌های بالاخره
رسمی / غیررسمی
خدا نگهدار
وفق باشید
علیک!
تولدتان مبارک!
خوش بگذره!
اینجا است
چطور مگه؟
چگونه؟
ممکن است آن را همی گنید؟
هر چند وقت یک بار؟
مشکرم
نمی دانم
Other useful expressions (continued)

I don't mind
分かりやすい

I don't understand
私には分かりません

I insist
私には満足しません

I like
好きです

I request
私には満足しません

I've had enough
これ以上食べられません

in any case
何のことでも

in my opinion
私の意見です

it depends
私には分かりません

it doesn't matter
私には問題ありません

it makes me laugh
笑わせられます

it's all the same to me
私には分かりません

it's OK
大丈夫です

may you be in good health
お元気で

much obliged
残念です

never mind
何でも

nothing to write home about
何のことも

of course
もちろんです

oh dear!
думать

okay (in agreement)
OK

once again
もう少しあ lagi

one of the following
あの人

personally
個人的には

so, so
つまり

thank you
ありがとう

that doesn't interest me
私には関係ありません

that is very kind of you
私には大変です

that's enough
これで十分です

true (this is), OK
是の

welcome
迎え入れる

well done!
不错

what does that mean?
何のことを

what is it like?
How is?

with pleasure
冒険から

without a doubt
私には問いません

you are welcome!
よろしく

you can (one can)
私には änということです

you must (one must)
私には必要な

برای من مهم نیست

اضرار میکنم/خواهش میکنم

خوشم میاید

خواهش میکنم

سرطان شدم/به اندوزه کافی داشتم

به هر حال/به هرصورت

به اعتقاد من

به نظر من

بستگی دارد

هم نیست

با عذر خدنه من میشد

برای من همانند مثل هم هستند

خوبه

خشته نباشید/دست با سرشما درد نکنید/سالمت

باشید

خیلی ممنون

عیب ندارد

توجهی ندارد

اگه

ای وای!

باست/خوب

یک بار دیگر/مکرر

یکی از موارد زیبر

شخصاً

پنجاه پنجاه

دست شما درد نکن / ممنون/متشکرم

فرقی دارد/برای من جذابیتی ندارد

لطف دارید

کافی/بس

برماریب

صد حیف!/خیلی بد شد

باشه

خوش آمدید

احسنت! افرین!

چه مطلوبی؟ معنی آن چیست؟/یعنی چی؟

چطوریست؟

با کمال میل

بدون شک

خواهش میکتم

میتوانید

باشم/باید
Other high-frequency words

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

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

مانند
پایان/خاتمه/انتها
هر کسی
همه چیز
جز/بجز/غیر از
عدد/شماره
مثلا
دوشیزه
آقای
مادام/خانم
شماره تلفن
عقیده/فکر/نظر
سیب/دلیل
شخصی/کسی
قدر/چیز
آن
قطعه/چیز
مورد/موقع/بار
نوع/جور
با
دون/بی

افغانستان
آمریکا
ارمنستان
استرالیا
آتریش
آذربایجان
بلاروس
بلژیک
کانادا
قفقاز
چین
قبرس
دانمارک
انگلستان
مصر
فرانسه
المان
بریتانیای کبیر
یونان
هلند
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<tbody>
<tr>
<td>India</td>
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<td>United Kingdom of Great Britain and Northern Ireland</td>
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<td>Wales</td>
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<tr>
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<td>North America</td>
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<td>South America</td>
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<td>Antarctica</td>
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</tbody>
</table>
**Nationalities etc.**

Afghan افغانستانی
American آمریکایی
Arab عرب
Austrian اتریشی
Belorussian بلاروئی
Belgian بلژیکی
British انگلیسی
Canadian کانادایی
Chinese چینی
Danish دانمارکی
Dutch هلندی
English انگلیسی
European اروپایی
French فرانسوی
German آلمانی
Greek یونانی
Indian هندی
Iranian ایرانی
Iraqi عراقي
Irish ایرلندی
Italian ایتالیایی
Lithuanian لیتوانیایی
Pakistani پاکستانی
Polish لهستانی
Russian روستی
Scottish اسکاتلندی
Spanish اسپانیایی
Swiss سوئیسی
Turkish ترکی
Welsh والش / ولزی

**Areas**

common frontiers هم مرز
county شهرستان/ استان
Alborz البرز
Badakhshan بدخشان
Doshanbe دوشنبه
East Azerbaijan Province استان آذربایجان شرقی
Fars فارس
Fergana فرغانه
Kermanshah کرمانشاه
Khujand خجند
Khuzestan خوزستان
Razavi Khorasan آذربایجان غربی
West Azerbaijan مغربی آذربایجان

Nationalities etc.

Afghan افغانستانی
American آمریکایی
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West Azerbaijan مغربی آذربایجان
**Places – towns**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>Persian</th>
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<tr>
<td>Ahvaz</td>
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<tr>
<td>Arak</td>
<td>اراک</td>
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<td>Babalsar</td>
<td>بالبلس</td>
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<td>Bandar Abbas</td>
<td>بند عباس</td>
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<td>Bokhara</td>
<td>بخارا</td>
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<td>رشت</td>
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<td>زنجان</td>
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**Mountains/seas/rivers/deserts**

<table>
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<th>Arabic</th>
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<tbody>
<tr>
<td>Alburz</td>
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<tr>
<td>Alvand</td>
<td>الوند (رشته کوه)</td>
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<td>Amu</td>
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<td>Caspian Sea</td>
<td>دریای خزر</td>
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<tr>
<td>Damavand mountain</td>
<td>قله (دماوند</td>
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<tr>
<td>Dasht-e-Kavir</td>
<td>دشت کویر</td>
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<td>Gulf of Oman</td>
<td>خلیج عمان</td>
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<tr>
<td>Hindu Kush</td>
<td>جزیره هرمز</td>
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<td>Hormuz Island</td>
<td>هندوکش</td>
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<tr>
<td>Karkheh</td>
<td>روذ کرخه</td>
</tr>
<tr>
<td>Karun</td>
<td>روذ کارون</td>
</tr>
<tr>
<td>Khuzestan</td>
<td>خوزستان</td>
</tr>
</tbody>
</table>
Mountains/seas/rivers/deserts (continued)

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

Social conventions

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

address
area code
call me (informal/formal)
email
I’ll be right back
I’m listening
message
mobile phone
moment
on line
on the line/speaking
please repeat that
postcode
receiver
sender
hold the receiver
telephone
text
tone
voice mail
wait
wrong number

آدرس
کد منطقه
تاماس بگیرید
ایمیل
برمی گردم/ زود گرمدم
دارم گوش می‌دم
پیام
تلفن همراه
لحظه
آنلاین
روی خط / در حال حرف زدن
لطفا تکرارش کنید
کد پستی
گوشی
فرستنده
گوشی را نگهدارید
تلفن
پیامک/ پیام
لحن
پیام صوتی/ پیام تلفنی
صبر کن/ منتظر ماندن
شماره اشتباه
Section 2 – Topic-specific vocabulary

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

Foundation tier

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

- drink
- egg
- enjoy your meal!
- Euro
- evening meal, dinner
- everyday
- fast food
- first course/starter
- fish
- fizzy water
- flavour
- fork
- fresh
- food
- foodstuffs
- fruit
- fruit juice
- glass
- grapefruit
- grapes
- ham
- hot chocolate
- ice cream
- ice-cream parlour
- jam
- juice
- kebab
- knife
- lemon
- lemonade
- lettuce, salad
- life
- lunch
- marmalade
- meal
- meat
- menu
- milk
- milkshake
- mineral water

- مشروب / آشامیدنی / نوشابه / نوشیدنی
- تخم / تخم مرغ
- از غذایان لذت ببرید
- پیش غذا
- ماهی
- آب گازدار
- طعم / مرز
- چنگال
- تازه
- غذا، خوراک
- غذا
- میوه
- آب میوه
- شیشه، لیوان
- دارابی
- انگور
- گوشت پشت ران خوک
- شکلات داغ
- سالن بستنی
- مربا
- آب میوه
- کباب
- چاقو
- لیمو
- لیموناد / شربت لیمو
- کاهو
- زندگی
- ناهار، غذای نیمروز
- مارملاد
- وعده های غذایی / غذای ها
- گوشت
- منو، فهرست غذا
- شیر
- میلک شیک / شیر طعمدار
- آب معدنی
Foundation tier (continued)

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

چلکباب کوپیده
پول
قاز
گرد/فندق/پسته/بادام/آجیل
روغن
املت
پیاز
پرفک
بسته
پنگیک/کیک تابهای
مهمانی/پارتی/پارتی/جشن
ماکارونی
هل/شغافلو
گلابی
خونه
فلفل
پیتزرا
رستوران پیتزایی/پیتزایی
بشقاب
گوشت خوک
پوره/فرنی
قسمت/بخش
سبز زمینی
قیمت (پوند)
رستوران/غذاخوری
برنجه
سالاد
نمک
سندوچی
سس
سرورس/خدمت
بو/عطر
غذای سیک/سیریایی/تنقلات
مز غذای سیک یا ساندویچ
سوب/آش
ترش
تخفیف ویژه
اسفناج
قاشق
جوجه کباب
پیش غذا
استیک/گوشت ران بریان شده
اب راکد/آب معمولی
Foundation tier (continued)

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

Higher tier

appetite
choice
cooked
cream
duck
fried egg
garlic
homemade
honey
jar
lamb
main course
mayonnaise
medium
mince
mixed
mustard
natural, organic food
noodles
nuts
pineapple
pork
Identity and culture: what my friends and family are like

*Words relating to dress and style*

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

**Higher tier (continued)**
- raspberry
- roll (bread)
- salmon
- saucer
- sea food
- self-service
- sideboard, dresser
- table cloth
- tip (money)
- towel
- turkey
- vegetarian
### Foundation tier (continued)

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

### Higher tier

- **brand, label**
- **cardigan**
- **cotton (made of cotton)**
- **heel**
- **leather**
- **lipstick**
- **loose (i.e. too big)**
- **neat**
- **perfume**
- **raincoat**
- **slippers**
- **tattoo**

---

- **کوله‌پشتی**
- **پیراهن**
- **کفش (یک جفت کفش)**
- **شورت**
- **اندازه**
- **دامن**
- **کوچک، تند**
- **زیبا**
- **جوراب**
- **ورزش‌کار**
- **زن ورزش‌کار**
- **روش/ استیل/ سبک**
- **پلورا/ ژاکت**
- **لباس شنا/ مایو**
- **تی شرت**
- **کراوات**
- **جوراب تمام قد زنانه/ جوراب شلواری**
- **کفش‌های ورزشی**
- **پچ**
- **پوشک/ لباس فرم/ روبش**
- **چادر**
- **جلقه**
- **ساعت مچی**

- **ماد/نام تجاری**
- **پارچه زاکت**
- **پارچه کتانی**
- **پاشنه**
- **چرم/ جرمی**
- **روژ لب، ماتیک**
- **گشاد**
- **تمیز/مرتب/شسته و رفته**
- **عطر/ ادکان**
- **پالتو/ کت بارانی**
- **دم پایی**
- **خال سوزنی/ خال کوبی**
Words on relations, relationships, personal and physical characteristics

Foundation tier

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

d والغ
سن
الكل
بازو
صندلي راحتی
در خانه ما
عمه/خاله
عقب/پشت
کل/کچل
کم رو وان
حمام
ربیش
با ریش/ربیشدار
زیبا
بستر، نخت
ملاقه
اتاق خواب
کمد کنار نخت
پرنده
روز تولد
جاویدان/ محل تولد
بلوک (آپارتمان)
موی بلوند
بنن/تنه/ جده/ جسد/ هیکل
پسر
برادر
برادران و خواهران
دارای موه مشکی یا خرما
گربه
گربه (تام)
صندلي
شخصیت
جذاب/فریبا
کودک/ طفل/بچه
کودکان/ اطفال
لباس
راحت و گرم و نرم/راحت
پسریا دخترویعمه/عمو/خاله
Foundation tier (continued)
curly
curtains
cottage
daily routine
dad
date of birth
daughter
diet
dog
door
ear/s
energetic
enthusiasm
eye
date
family
father
fiance
first name
flat, apartment
friend (m/f)
friendly
furniture
garage
garden
girl (older)
girl (young)
glasses
goldfish
granddaughter (f)
grandson (m)
grandchild (f/m)
grandfather, grandad
grandmother, grandma,
grandparents
granny
guest
guinea pig
hair
handsome
head
health
horse

مجعد/فرفری
پرده
کلبه/خانه روستایی
روزمره/روزانه
پدر، بابا
تاریخ تولد
دختر
خوراک
سگ
در
گوش(ها)
فعال/جدی/دارای انرژی
جدید/اشتهای/شور و ذوق
چشم
صورت
خانواده
پدر
نامزد
اسم کوچک، نام اول
آرمان
دوست
دوستانه، رفاقت/آمیز
اثاثیه‌ای/اسباب خانه
گاراژ/بارکینگ
باغ
دوشیزه/زن جوان
دختر/دختربچه
عينک
ماهی قرمز
نوه دختری
نوه پسری
نوه نواده
بابا بهارگ/پدر مادر
مانام بهارگ/مادر
پدر و مادر
مانام بهارگ
مهمان
موش آزمایشگاهی/خوکچه هندی
مو
خوش تیپ
سر
بهداشت و درمان/سلامت
اسب
### Foundation tier (continued)

<table>
<thead>
<tr>
<th>English Word</th>
<th>Persian Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>خانه</td>
</tr>
<tr>
<td>ideal</td>
<td>ایده آل/ دلخواه/ هدف زندگی</td>
</tr>
<tr>
<td>identity</td>
<td>هویت</td>
</tr>
<tr>
<td>intelligent</td>
<td>باهوش</td>
</tr>
<tr>
<td>kind</td>
<td>مهرابان</td>
</tr>
<tr>
<td>kitchen</td>
<td>آشپزخانه</td>
</tr>
<tr>
<td>lamp, light</td>
<td>چراغ</td>
</tr>
<tr>
<td>leg, foot</td>
<td>ساق پا</td>
</tr>
<tr>
<td>life</td>
<td>زندگی</td>
</tr>
<tr>
<td>living room, front room</td>
<td>اتاق نشیمن</td>
</tr>
<tr>
<td>man</td>
<td>مرد/ اقا</td>
</tr>
<tr>
<td>mother</td>
<td>مادر</td>
</tr>
<tr>
<td>mouse</td>
<td>موش</td>
</tr>
<tr>
<td>moustache</td>
<td>سیب</td>
</tr>
<tr>
<td>mouth</td>
<td>دهان</td>
</tr>
<tr>
<td>mum</td>
<td>مامان</td>
</tr>
<tr>
<td>neck</td>
<td>گردن</td>
</tr>
<tr>
<td>neighbour</td>
<td>همسایه</td>
</tr>
<tr>
<td>nice, pleasant</td>
<td>قشنگ/ خوب</td>
</tr>
<tr>
<td>normal</td>
<td>نرمال/ طبیعی</td>
</tr>
<tr>
<td>nose</td>
<td>بینی</td>
</tr>
<tr>
<td>old</td>
<td>کهن/ قدیم</td>
</tr>
<tr>
<td>oldest (brother/sister)</td>
<td>بزرگترین/ پیرترین</td>
</tr>
<tr>
<td>only child</td>
<td>تنها چه/ تک فرزند</td>
</tr>
<tr>
<td>parents</td>
<td>والدین</td>
</tr>
<tr>
<td>party</td>
<td>جشن/ مهمانی/ پارتي</td>
</tr>
<tr>
<td>pen friend (f/m)</td>
<td>دوست مکاتبه ای</td>
</tr>
<tr>
<td>people</td>
<td>مردم</td>
</tr>
<tr>
<td>person</td>
<td>آدم، نفر</td>
</tr>
<tr>
<td>pet</td>
<td>حیوان خانگی</td>
</tr>
<tr>
<td>picture</td>
<td>تصویر/ نقاشی های</td>
</tr>
<tr>
<td>plant</td>
<td>هدیه</td>
</tr>
<tr>
<td>present, gift</td>
<td>تعمیم عمومی</td>
</tr>
<tr>
<td>public holiday</td>
<td>جشن بخار/ سونا</td>
</tr>
<tr>
<td>rabbit</td>
<td>خرگوش</td>
</tr>
<tr>
<td>refrigerator</td>
<td>یخچال</td>
</tr>
<tr>
<td>relationship</td>
<td>رابطه</td>
</tr>
<tr>
<td>religion</td>
<td>مذهب</td>
</tr>
<tr>
<td>sauna</td>
<td>حمام بخار/ سونا</td>
</tr>
<tr>
<td>serious</td>
<td>جدی</td>
</tr>
<tr>
<td>sister</td>
<td>خواهر</td>
</tr>
<tr>
<td>slim</td>
<td>نحیف/ لاغر</td>
</tr>
<tr>
<td>snake</td>
<td>مار</td>
</tr>
</tbody>
</table>
Foundation tier (continued)

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

Higher tier

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

<table>
<thead>
<tr>
<th>English Term</th>
<th>Persian Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>habit/temperament</td>
<td>عادت/خوست/تالار</td>
</tr>
<tr>
<td>hall (in house)</td>
<td>سالن/محل اقامت/محل سکونت</td>
</tr>
<tr>
<td>honest</td>
<td>صادق/راستگو</td>
</tr>
<tr>
<td>husband</td>
<td>شوهر</td>
</tr>
<tr>
<td>invitation</td>
<td>دعوت</td>
</tr>
<tr>
<td>knee</td>
<td>زانو</td>
</tr>
<tr>
<td>lazy</td>
<td>تنبيل</td>
</tr>
<tr>
<td>lively</td>
<td>سرزنده/با روح شکررسانی</td>
</tr>
<tr>
<td>loft</td>
<td>سقف/اطاق زیر شیرانی</td>
</tr>
<tr>
<td>loyal, faithful</td>
<td>عضوخانواده</td>
</tr>
<tr>
<td>married</td>
<td>ممانعت/نگاهدار/وظیفه شناس/ثابت</td>
</tr>
<tr>
<td>meeting</td>
<td>ملاقات</td>
</tr>
<tr>
<td>member of the family</td>
<td>ملاقات</td>
</tr>
<tr>
<td>mirror</td>
<td>آینه</td>
</tr>
<tr>
<td>mood</td>
<td>حالت/مزاج/خاطر</td>
</tr>
<tr>
<td>old age</td>
<td>کهنگی/پیر</td>
</tr>
<tr>
<td>old people’s home</td>
<td>خانه سالمندان</td>
</tr>
<tr>
<td>old fashioned</td>
<td>سبك قدمی/قدیمی از مقدمه</td>
</tr>
<tr>
<td>optimistic</td>
<td>خوش بین</td>
</tr>
<tr>
<td>pensioner</td>
<td>مستمری/بگیر/پازنشسته</td>
</tr>
<tr>
<td>pessimistic</td>
<td>بد بین</td>
</tr>
<tr>
<td>place of residence</td>
<td>محل اقامت/محل سکونت</td>
</tr>
<tr>
<td>racist</td>
<td>نژاد پرست</td>
</tr>
<tr>
<td>reasonable</td>
<td>معقول/مستدل</td>
</tr>
<tr>
<td>relationship</td>
<td>تعطیل/ارتباط/خوشوندی/واسبتگی</td>
</tr>
<tr>
<td>relative, relation</td>
<td>فامیلی/نسبت فامیلی</td>
</tr>
<tr>
<td>reliable</td>
<td>معتبر/قابل اعتماد</td>
</tr>
<tr>
<td>self (myself, yourself etc)</td>
<td>خودخواه</td>
</tr>
<tr>
<td>selfish</td>
<td>حس شوخ طبیعی/حس مزاح</td>
</tr>
<tr>
<td>sense of humour</td>
<td>حس مزاح</td>
</tr>
<tr>
<td>sensitive</td>
<td>حس هیجان/حس کبدی</td>
</tr>
<tr>
<td>similar</td>
<td>اتاق مطالعه/دفتر کار</td>
</tr>
<tr>
<td>study, office</td>
<td>نظرسنجی/بررسی</td>
</tr>
<tr>
<td>survey</td>
<td>نحیه/لاغر</td>
</tr>
<tr>
<td>thin/slender</td>
<td>بچه داری کردن</td>
</tr>
<tr>
<td>to babysit</td>
<td>شستشو کردن</td>
</tr>
<tr>
<td>to do the washing up</td>
<td>به خوبی کنار آمدن با</td>
</tr>
<tr>
<td>to get on (well) with</td>
<td>منزل عوض کردن/سبب کشی کردن</td>
</tr>
<tr>
<td>to move house</td>
<td>پشتیبانی کردن/حمایت کردن</td>
</tr>
<tr>
<td>to support</td>
<td>توافق/ادراک/فهم</td>
</tr>
<tr>
<td>understanding</td>
<td>بیکار</td>
</tr>
<tr>
<td>unemployed</td>
<td>مرزد/دستمزد/حقوق</td>
</tr>
<tr>
<td>wages</td>
<td>مزد/دستمزد/حقوق</td>
</tr>
</tbody>
</table>
Higher tier (continued)

wanted
way of life, lifestyle

Identity and culture: cultural life

Foundation tier

adventure film
aerobics
art gallery
athletics
badminton
ball
ballet
band/group
basketball
book
boxing
camera
camping
caravan
cards (playing)
cartoon
cat
CD (compact disc)
celebration
chess
choir
Christmas
cinema (medium)
clarinet
classical, classic
club
collect
collection
comedy
computer game
concert
cultural
culture
cycling
dance
detective/police (story)
Foundation tier (continued)
disco (place)
documentary
drum
Easter
event
festival
film
flute
football
free time
game
guitar
gymnastics
documentary
happy anniversary!
happy birthday!
happy new year!
hobby, leisure activity
hockey
horror film
ice skating
idea
instrument
interest
life
lottery
magazine
method
mobile phone
MP3 player
music
musical (show)
New Year
New Year’s day (Iranian 1st Farvardin)
news
nightclub
occasion
opera
orchestra
party
photo(graph)
piano
ping pong
player
discko
مستند
دهلی/طلل
عید یاک/وفات مسیح
مواقعیت/روبداد
عید/جشنواره
فیلم
نی، فلوت
فوتبال
وقت آزاد
مسابقه
گیتار
زنانستیک
سالگرد ازدواج مبارک!
tolدت مبارک!
صال نومبارک!
سرگرمی
چوگان بازی با اصول فوتبال/هکی
فیلم ترسناک
اسکیت رویخ/پاتیناز
فكر/اندیشه/ایده
وسیله/ابزار موسیقی
دلیستی/علاقه
زندهگی
فرعه کشی/بخت آزمایی/قرعه
مجده
طریق/اسلوک/روش
تلفن همراه
دستگاه پخش ام پی
موسیقی/موزیک
نامیانه به همراه موسیقی و آواز/نامیانه اهنگ
سال نو
نوروز
خبر
کلوب شبانه
مناسبت
ابرا
دسته نوازندگان/ارکستر
مهمانی
عکس
پیانو
پنگ پونگ
بازیکن
Foundation tier (continued)

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

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

ﭘول توجیبی
موسیقی پاپ
برنامه
رب
موسیقی راک
تقصیر
الگر/ سرمشق
عشقانه
راغب
ساکستون
فیلم علمی تخیلی
مجموعه
سریال
نمايش/ تئاتر
اجرای برنامه
اسکیت بورد
اسکی
رفت و آمد کردن/ با دوستان و آشناهان وقت
گذراندن/ معاشرت
ورزش
ورزشگاه/ زمین ورزش
ورزشی
فیلم جاسوسی
اسکواش
موج سواری
شنا کردن
تیم/ گروه
تله‌بازی
تنیس
موضوع/ تم
پارک تفریحات
هیجان انگیز
پرستش کردن/ عشق ورزیدن
عکس‌گرفتن/ جشن گرفتن
رقص/ رقص کردن
بازی کردن/ ورزش کردن
عروسی/ ازدواج کردن
سهم شدن/ شرکت کردن
اسباب بازی
کانال تلویزیون
دوربین فیلمبرداری
بازی رایانه‌ای
ویولن
Foundation tier (continued)

volleyball
windsurfing
youth club

Higher tier

corndoll

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

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

Identity and culture: using social media

Foundation tier

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

to erase, delete
بارگذاری کردن
حذف کردن

load
انبار کردن/ ذخیره کردن
بعه کردن

save/store
استفاده از فن آوری

surf (the net)
جاده کردن

type
تایپ

upload
آپلود

use
استفاده کردن

technology
اکردن

virtual

virus

web

web page

webcam

website

Higher tier

collection

features/specifications

homepage

social network

Local area, holiday and travel

Foundation tier

accommodation

adult

air

airport

aquarium

area (in town)

art gallery

atlanta

balcony

baker’s shop

bank

bar

barbecue

bath

bathroom

beach

bed

bicycle/bike

boat

bridge

اطلاعات محل اقامت

بالغ/ بزرگ

هوای باد

فرودگاه

آکواریوم

منطقه

گالری هنر / نقاشی

کتاب نقش جهان

بک / ایوان

نامی

بانک

بر / میلیه

کباب کردن

حمام / وان

حمام

ساحل / کنار دریا

بستر / تخت خواب

دو جرخه

قابی

پل
Foundation tier (continued)

brochure
building
bus (by bus)
bus stop
bus/coach station
business
café
camp
campsite
capital city
car
car, automobile
cathedral
centre
chemist
cheque book
church
cinema (building)
circus
closed
club
coach
coast
concert
country (i.e. nation)
countryside
credit card
department (in a shop)
department store
destination
direct
direction
disco
door
entrance
exit
experience
factory
farm
festival
flight
flight tickets
floor (1st, 2nd)
Foundation tier (continued)

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

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

داشت و محل زندگی

کتاب

تاریخچه

 منطقة و محل زندگی

نتایج و تحقیقات

روابط و ارتباطات

مختصرتکمیل

روابط و ارتباطات

کتاب

تاریخچه

مناطق و محلات

نتایج و تحقیقات

روابط و ارتباطات

کتاب

تاریخچه

مناطق و محلات

نتایج و تحقیقات

روابط و ارتباطات

کتاب

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نتایج و تحقیقات

روابط و ارتباطات

کتاب

تاریخچه

مناطق و محلات

نتایج و تحقیقات

روابط و ارتباطات

کتاب

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مناطق و محلات

نتایج و تحقیقات

روابط و ارتباطات

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تاریخچه

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نتایج و تحقیقات

روابط و ارتباطات

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نتایج و تحقیقات

روابط و ارتباطات

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تاریخچه

مناطق و محلات

نتایج و تحقیقات

روابط و ارتباطات

کتاب

تاریخچه

مناطق و محلات

نتایج و تحقیقات

روابط و ارتباطات

کتاب

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Foundation tier (continued)
yard, courtyard
youth hostel
zoo

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

حیاط
مهمانسرای جوانان
باغ وحش
حادثه، تصادف
خارج از کشور
مسکن/جا
نوجوان
زراعی/کشاورزی
تهويه مطبوع
مهماندار(ز) هوابیما
ورود
دستگاه خود پرداز/ عابر پانک
کارت بانک
زیرزمین خانه
سرحد/مرز
ساخت/مارک
آرام/صلح آمیز
آبراه/کالن
پارکینگ
قلعه
عوض کردن/تغییر دادن
راحت
تجاری
محافظه (قطار)/کوپه قطار
اجاق گاز
گوشه
چهارراه
خروج
دیزل/گازوئیل
اتاق دو نفره
رانته
گواهی نمایه رانندگی
سرگرمی
واقعه/رویداد
نمايش گاه
کشتی
آتش بازی
پرواز
ممنوع
خارجی/ اجنبی
قلعه
فواره
**Higher tier (continued)**

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

خالی / در دسترس
انباشت/ بر شده / پُر
اتاق باری
گاراز، استگاه‌های خدمات، پم پم
گرماش/ گرمی
هتل / هتل
بی‌پروی
برای استفاده
تغییرات عمومی
مهمان نوازی
پیش‌بین
شامل
صنعت
ساقه
داخل
چشم انداز
رخت شویی
خط قطار
فهرست
زیبایه، آشغال
سرزند/ آب سرور و شفاف
محلى
تیغی/ کامپون
اداره، شیای گم شده
لواز، محل
طبیعت
توقف ممنوع، پارک‌گیر/ ممنوع
سروصدای بلند
روی راه، در هوا/ازاد
پیش‌بین
پیچ مسافرتی، بسته مسافرت
پارک، محل گشت و گذار
پیاده رو/ عابر پیاده
منطقه عابر پیاده
محل عبور عابر پیاده
خوش منظره/ازبنا
متن/پلاتش
میدان عابر/ زمین بازی
پیاده/ اداره پلیس
مکانه/ پلیس
حرکت دسته جمعی/ راهپیمایی/ تظاهرات
تعطیل عمومی
رست
پنیرش
مشی
کاهش
نام نویسی/نام نویسی
مأمور/عکس/مأمور
مسیر/رها
ساعت شلوغی/وقت شلوغی/ترافیک
کمربند ایمنی
کشتی
علامت / نشانه
اطاق بیک نفره
واقع در
محل آبکی
اسکی کردن
کیسه خواب
ویکن خواب
صلاح
سرعت
سرعت مجاز
سرتاره/سرتاره سینما
کمپ تابستانی/اردوی تابستانی
مادرکوتول بریت
برنامه زمان بندی
جلو زدن/سبقت گرفتن
بسته بندی کردن
فرستاده
گرانندن (شب)
باز کردن بسته
معنی ساختن/تفیید کردن/قانونی کردن
کاغذ توالت دستمال توالت
مسواک
خمریدن
برج
تجارت
ترافیک/راه بندان
راه بندان/ازدحام وسایل نقلیه
جراغ راهنمای
سفر / مسافرت
مسافر
اطاق دو نفره
اتاق / سالن انتظار
اتاق شستشو
تعطیلات زمستانی

Higher tier (continued)

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

**Foundation tier**

bad
climate
cloud
cloudy
cold
degree (temperature)
fog/foggy
frost
heat
hot
humid
ice
in the east
in the north
in the south
in the west
it is chilly
it is freezing
it is raining
it is snowing
it is windy
lowest temperature
mist
moderate
overcast
rain/rainy
season
shower
snow
storm
sky
sun
sunny
the sun is shining
varied
warm
weather
weather forecast
wind

بد / ناخوش آیند
آب و هوای خویر
ابر
(آسمان) ابری
سرد
درجه حرارت
می/ غبار مه آلود
یخیندان
گرم
داغ/ داغ کردن
مرطوب/ نمناک / شرکی
یخ
در شرق
در شمال
در جنوب
در غرب
سرد است
در حال انجماد است/ یخ می زند
باران می آید
برف می بارند
باد می وزد
پایین ترین درجه
م/ غبار
مداز/ معتدل
گرخته/ ابری/ پوشیده از ابر
باران/ بارانی
موسم/ فصل
رگبار باران
برف
توفان
آسمان
افتاب
افتابی
خروشید در حال درخشیدن است
گوناگون
گرم
آب و هوای
پیش بینی آب و هوا
پاد
Higher tier
average temperature
bright
changeable
downpours
dry
hail
heat
high temperature
it is frosty
it is lightning
lightning
low temperature
misty
thunder
to be expected

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

Foundation tier
address
bill
colour
customer
customer service
e-mail address
form
guarantee
part
purse
size
telephone number
to work, function
wrong

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

Foundation tier

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

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

فارسی/آئینه‌ای/انفورماتیک
ایتالیایی
آزمایشگاه
روزنامه نگار
زبان‌ها
لاتین
درس
کتابدار
کتابخانه
ادبیات
ناهار
وقت ناهار
نمره
ریاضیات
موسیقی
شغل
درس ورزش
قلم
خودکار
مداد
جمعیت مداد/جا مدادی
فارسی
فیزیک
خلبان
طرح
عملی
فشار
جایزه
جرفهای
پیشرفت
پروازکننده
سوال
تعليمات دینی
نتیجه
مداد پاک کن
ضابطه/قانون
خط کش
زبان روسی
مدرس
فعالیت‌های مدرس
کیف مدرس
تبادل شاگرد میان مدارس
سالن اصلی مدرس
Foundation tier (continued)

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

Higher tier

able
art
assessment
attention
ballpoint pen
boarding school
briefcase
clever
circle, club
compulsory subject
Higher tier (continued)
core subjects
degree (university qualification)
dictionary
discipline
discussion
do badly, fail an exam
drama group, acting group
economics
education
essay
fountain pen
glue
hardworking
kindergarten
locker
mark, grade
meeting
mixed
nursery school
optional (subject)
oral
pad of paper
page
parents’ evening
permission
pressure
primary school
private school
project
pronunciation
punctual
punishment
qualification
R.E.
report
school leaving certificate
school report
school textbook
scissors
secondary school
sharpeners
shelf
sociology

موضوعات اصلی
مادک دانشگاهی
فرهنگ لغت / واژه نامه
انضباط / نظم
بحث / مناظره / مباحثه
رد شدن
گروه تناز
اقتصاد
اموزش و پرورش
مقاله
خود نویس
چسب
سخن کوش
کودکستان/امید کودک
فصل دار / وکی فصلدار
نمره
جلسه
مختلط
کودکتان
اختیاری
زبانی
دسته‌کاغذ
ورق / صفحه
ملاقات پدر و مادر با اموزگار
اجازه
فشار / زور
مهندس ابتدایی / دبستان
مهندس خصوصی
پروزه
تلقی
وقت شناس
مجازات / تنیه / پدیدش
مدرک
تعليمات دینی
خبر / گزارش
مدرس زبان
گزارش مدرس
کتاب درسی مدرس
قیچی
مدرس متوسطه / دبیرستان
مداد تراش
تاچه / قفسه
جامعه شناسی
Higher tier (continued)

sports ground
staff room
state
strict
strong, good at (subject)
studies
success
successful
survey
to calculate
to correct
to pass (exam)
to pay attention
to practise
to pronounce
to revise
to sit an exam
to skive/to skip/bunk lessons
to work hard
translation
unfair
vocational school; technical college
waste of time
weak, bad at (subject)

Future aspirations, study and work

Foundation tier

actor
actress
advertisement
air hostess
ambition
architect
aspiration
assistant
banker
beyond (the classroom)
builder
business
career
cashier
coffee break
**Foundation tier (continued)**
colleague
company
computer
computer operator
computer science
cook
degree
dentist
designer
doctor
driver
electrician
employment
engineer
farmer
farm worker
fashion
file
fireman
folder
form
future
interview
job
journalist
language
lawyer
lecturer
male nurse
manager
marketing
mechanic
member
musical
musician
nurse
organisation
per hour
plan
poet
printer
profession
programmer

همکار
شرکت
کامپیوتر/ رایانه
ابراپور کامپیوتر
علم کامپیوتر
آشپز
دیپلم یا درجه تحصیل
دانش پزشک
طرح
دکتر
راننده
مهندس برق
استخدام
مهندس
کشاورز/ دهقان
کارگر مزرعه
مد
پرندگان/ مامور مسئولیت
پوشه
فرض
آینده
مصباحه
کار
روزنامه نگار
زبان
وکیل
معلم
پرستار(مرد)
مدیر
بازاریابی
مکانیک
عضو
موسیقی/موزیک
نوآر نه
پرستار
سازمان
در ساعت
طرح
شعر
چاپگر
حرفه/ شغل
برنامه پویس
Foundation tier (continued)

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

Higher tier

aim, goal
ambition
artist
badly paid
civil servant
conference
database
dream
driver
educational
employer
enclosed
experienced
hard disk
higher education
impression
in aid of
internship
job advert
keyboard
law (study of the subject)
link
Higher tier (continued)

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

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

Foundation tier

access to
against
animal
campaign
championship
charity
Foundation tier (continued)
country
earth
ecological
ecology
effect
electricity
energy
environment
environmental issues
festival
for
forest
gas
good cause
global
green
hunger
hurricane
illegal
international
international dimension
legal
music festival
musical event
natural resources
ocean
oil
Olympic Games
organisation
people
planet
political
politician
politics, policy
refugee
sporting event
tiger
to recycle
world
World Cup (football)
(the) United Nations
Higher tier
advantages
alcohol
atomic
climate (adjective)
coal
developed countries
disadvantages
disaster
drinking water
drought
drugs
earthquake
elephant
environment
enmity
fair trade
famine
field
flood, flooding
global warming
hunger, famine
indirect
instrument
island
lack (of)
natural resources
nature
office (department)
pesticide
peace
planting trees
plastic
pollution
poverty
protection
recycling
reliance
rights of man; human rights
rubbish
security
solar power
society
species
Higher tier (continued)

sports event
spying
starving
threat
to contaminate
to pollute
to preserve/to protect
to recycle
to save, economise
to save, rescue
to sort/separate (e.g. rubbish)
to stay in contact
to survive
to threaten
undeveloped
violence
volcano
war
waste products
world(-wide)
Appendix 4: The context for the development of this qualification

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

We have developed and designed this qualification by:

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

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

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

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

May 2014

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

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

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

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

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

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

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

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

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

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz
Harvard Graduate School of Education

Dr Peter Hill
Former Chief Executive ACARA

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

The need for transferable skills

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

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

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

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

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

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

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

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

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## Appendix 6: Codes

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

About Pearson

We are the world’s leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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All information in this specification is correct at time of publication.

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