

GCSE (9-1) Persian



Specification

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

First teaching from September 2018

First certification from June 2020

Issue 4

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

Issue 4 changes

Summary of changes made between previous issue and this current issue	Page number
Removal of Subject Advisor name: <i>'Our subject advisor service and online community'</i>	3
Update to Foundation tier paper timing: <i>'Foundation tier: 1 hour 20 minutes...'</i>	6 and 39
Clarification of question titles appearing in English added: <i>'The instructions to students are in Persian. The question titles appear in English.'</i>	38
Update to Foundation tier Assessment Information for Paper 4, bullet point 5: <i>'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.'</i>	39
Reference to 'GCE AS' removed in the following sentence: <i>This qualification offers a suitable progression route to GCE A level in Persian.</i>	68

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](https://www.pearson.com/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](https://www.pearson.com/qualifications)

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.

Paper 1: Listening and understanding in Persian (*Paper code: 1PN0/1F and 1H)
Written examination Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks Higher tier: 45 minutes, including 5 minutes' reading time; 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 standard spoken Persian by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Persian speakers. Students must answer all questions in both sections. There is no requirement for students to produce written responses in Persian. Foundation tier <ul style="list-style-type: none">• Section A is set in English. The instructions to students are in English.• Section B is set in Persian. The instructions to students are in Persian. Higher tier <ul style="list-style-type: none">• Section A is set in Persian. The instructions to students are in Persian.• Section B is set in English. The instructions to students are in English. The listening audio files are available on our website.

Paper 2: Speaking in Persian (*Paper code: 1PN0/2F and 2H)
<p><i>Internally conducted and externally assessed</i></p> <p><i>Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks</i></p> <p><i>Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks</i></p> <p><i>25% of the total qualification</i></p>
<p>Content overview</p> <p>This paper draws on vocabulary and structures across all the themes and topics.</p>
<p>Assessment overview</p> <p>Students are assessed on their ability to communicate and interact effectively through speaking in Persian for different purposes and in different settings.</p> <p>There are three tasks which must be conducted in the following order:</p> <p>Task 1 – a role play based on one topic that is allocated by Pearson</p> <p>Task 2 – questions based on a picture stimulus and based on one topic that is allocated by Pearson</p> <p>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.</p> <p>The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.</p>
Paper 3: Reading and understanding in Persian (*Paper code: 1PN0/3F and 3H)
<p><i>Written examination</i></p> <p><i>Foundation tier: 50 minutes; 50 marks. Higher tier: 1 hour 5 minutes; 50 marks</i></p> <p><i>25% of the total qualification</i></p>
<p>Content overview</p> <p>This paper draws on vocabulary and structures across all the themes and topics.</p>
<p>Assessment overview</p> <p>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.</p> <p>Students must answer all questions in each of the three sections:</p> <p>Section A is set in English. The instructions to students are in English</p> <p>Section B is set in Persian. The instructions to students are in Persian</p> <p>Section C includes a translation passage from Persian into English with instructions in English.</p>

Paper 4: Writing in Persian (*Paper code: 1PN0/4F and 4H)
<p>Written examination</p> <p>Foundation tier: 1 hour 20 minutes; 60 marks Higher tier: 1 hour 25 minutes; 60 marks</p> <p>25% of the total qualification</p>
<p>Content overview</p> <p>This paper draws on vocabulary and structures across all the themes and topics.</p>
<p>Assessment overview</p> <p>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.</p> <p>Foundation tier – three open-response questions and one translation into Persian.</p> <p>Higher tier – two open-response questions and one translation into Persian.</p>

*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

- First assessment: May/June 2020.
- 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:
 - o Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
 - o Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
 - o 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:
 - o Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
 - o Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
 - o 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.

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

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

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

Additional guidance

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

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">Limited accuracy when responding to set questions; minimal success when referring to past, present and future eventsIndividual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation
3–4	<ul style="list-style-type: none">Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguitySome coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning
5–6	<ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguityResponses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
7–8	<ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguityResponses are generally coherent although errors occur that occasionally hinder clarity of communication

Additional guidance

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

Errors that do not **hinder clarity**:

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

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

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

Additional guidance

Uses language creatively – examples of creative language use are:

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

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view 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

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question• Short, undeveloped responses, many incomplete• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout
4–6	<ul style="list-style-type: none">• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question• Short responses, any development depends on teacher prompting• Limited ability to sustain communication, pace is mostly slow and hesitant
7–9	<ul style="list-style-type: none">• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted• Occasionally able to initiate and develop responses independently but regular prompting needed• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
10–12	<ul style="list-style-type: none">• Responds spontaneously to some questions, interacting naturally for parts of the conversation• Sometimes able to initiate and develop the conversation independently, some prompting needed• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation

Additional guidance

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

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

Rehearsed language: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Uses straightforward, individual words/phrases; limited evidence of language manipulation• Limited accuracy, minimal success when referring to past, present and future events• Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation
4–6	<ul style="list-style-type: none">• Uses straightforward, repetitive, grammatical structures• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning
7–9	<ul style="list-style-type: none">• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
10–12	<ul style="list-style-type: none">• Manipulates grammatical structures with occasional variation, complex structures used but repetitive• Generally accurate grammatical structures, generally successful references to past, present and future events• Generally coherent speech although errors occur that sometimes hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures are considered to be:

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

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

Errors that do not **hinder clarity**:

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

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

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.

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

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

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary• Some effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions with occasional, brief justification• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
5–8	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions and gives justification with some development• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
9–12	<ul style="list-style-type: none">• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions• Expresses opinions effectively and gives justification which is mostly developed• Pronunciation and intonation are intelligible and predominantly accurate
13–16	<ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions• Expresses opinions with ease and gives fully-developed justification• Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

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

Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity• Responses are generally coherent although errors occur that occasionally hinder clarity of communication
5–6	<ul style="list-style-type: none">• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication
7–8	<ul style="list-style-type: none">• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions• Responses are coherent, any errors do not hinder the clarity of the communication

Additional guidance

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

Errors that do not **hinder clarity**:

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

Errors that **hinder clarity**:

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

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
4–6	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
7–9	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes• Pronunciation and intonation are intelligible and predominantly accurate
10–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes• Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Uses language creatively: examples of creative language use are:

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

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

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted• Occasionally able to initiate and develop responses independently but regular prompting needed• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
4–6	<ul style="list-style-type: none">• Responds spontaneously to some questions, interacting naturally for parts of the conversation• Sometimes able to initiate and develop the conversation independently, some prompting needed• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation
7–9	<ul style="list-style-type: none">• Responds to most questions spontaneously, resulting in mostly natural interaction• Mostly able to initiate and develop the conversation independently• Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation
10–12	<ul style="list-style-type: none">• Responds spontaneously and with ease to questions, resulting in natural interaction• Consistently able to initiate and develop the conversation independently• Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow

Additional guidance

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

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

Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
4–6	<ul style="list-style-type: none">• Manipulates grammatical structures with occasional variation, complex structures used but repetitive• Generally accurate grammatical structures, generally successful references to past, present and future events• Generally coherent speech although errors occur that sometimes hinder clarity of communication
7–9	<ul style="list-style-type: none">• Manipulates a variety of grammatical structures, some variety of complex structures• Predominantly accurate grammatical structures, mostly successful references to past, present and future events• Predominantly coherent speech; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none">• Manipulates a wide variety of grammatical structures, frequent use of complex structures• Consistently accurate grammatical structures, consistently successful references to past, present and future events• Fully coherent speech; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures are considered to be:

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

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

Errors that do not **hinder clarity**:

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

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

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

- First assessment: May/June 2020.
- 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

- First assessment: May/June 2020.
- 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*
 - o The assessment time is 1 hour and 20 minutes in length.
 - o The paper consists of three open questions and one translation from English into Persian.
 - o Students must answer all questions.
 - o Question 1 assesses students on their ability to write to describe and to express opinions.
 - o 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*.
 - o 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.
 - o 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*
 - o The assessment time is 1 hour and 25 minutes in length.
 - o The paper consists of two questions and one translation from English into Persian.
 - o Students must answer all questions.
 - o 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.
 - o 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*.
 - o 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

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Some relevant, basic information without development• Uses language to inform, give short descriptions and express opinions with limited success• Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	<ul style="list-style-type: none">• Mostly relevant information, minimal extra detail• Uses language to give short descriptions, simple information and opinions with variable success• Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	<ul style="list-style-type: none">• Relevant information with occasional extra detail• Uses language to give short descriptions, simple information and opinions with some success• Uses small selection of common, familiar vocabulary and expression with little repetition

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Produces simple, short sentences in isolation• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Produces simple, short sentences with little linking• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	<ul style="list-style-type: none">• Produces simple sentences with some linking• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

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

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

Errors that do not **hinder clarity**:

- 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

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Limited information given likely to consist of single words and phrases• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	<ul style="list-style-type: none">• Some brief information given, basic points made without development• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts• Occasional appropriate use of register and style
5–6	<ul style="list-style-type: none">• Some relevant information given appropriate to the task, basic points made with little development• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material• Mostly appropriate use of register and style, mostly sustained
7–8	<ul style="list-style-type: none">• Relevant information given appropriate to the task, basic points made with some development• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material• Appropriate use of register and style sustained

Additional guidance

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

Register and style definition: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Repetitive use of minimal selection of straightforward grammatical structures • Produces individual words/set phrases • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Use of a restricted range of straightforward grammatical structures, frequent repetition • Produces simple, short sentences, which are not linked • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces simple, short sentences; minimal linking • Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, occasional repetition • Produces predominantly simple sentences occasionally linked together • Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

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

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

Errors that do not **hinder clarity**:

- 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

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> Communicates brief information relevant to the task with little development Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification Expresses straightforward thoughts and ideas; uses common, familiar language with repetition Variable use of appropriate register and style
4–6	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of the occasional key point and idea Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language Appropriate use of register and style is evident but with inconsistencies
7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:

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

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view 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

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures 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.

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none">• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	<ul style="list-style-type: none">• Meaning fully communicated with occasional errors that do not hinder clarity

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

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

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> Communicates brief information relevant to the task with little development Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification Expresses straightforward thoughts and ideas; uses common, familiar language with repetition Variable use of appropriate register and style
4–6	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of the occasional key point and idea Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language Appropriate use of register and style is evident but with inconsistencies
7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

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

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

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

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures 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

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"> • Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas • Some effective adaptation of language to narrate, inform, interest/convince • Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language • Appropriate use of register and style with the occasional inconsistency
5–8	<ul style="list-style-type: none"> • Communicates some detailed information relevant to the task, frequently effective development of key points and ideas • Frequently effective adaptation of language to narrate, inform, interest/convince • Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language • Appropriate use of register and style with few inconsistencies
9–12	<ul style="list-style-type: none"> • Communicates detailed information relevant to the task, with mostly effective development of key points and ideas • Mostly effective adaptation of language, to narrate, inform, interest/convince • Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language • Predominantly appropriate use of register and style
13–16	<ul style="list-style-type: none"> • Communicates detailed information relevant to the task, with consistently effective development of key points and ideas • Consistently effective adaptation of language to narrate, inform, interest/convince • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language • Consistent use of appropriate register and style throughout

Additional guidance

Creative use of language: examples of creative language use are:

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

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

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

Register and style definition: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	<ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	<ul style="list-style-type: none"> • Uses a variety of grammatical structures including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures 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.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	<ul style="list-style-type: none">• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	<ul style="list-style-type: none">• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	<ul style="list-style-type: none">• The meaning of the passage is fully communicated• Consistently accurate language and structures, any errors do not hinder clarity

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:		% in GCSE
A01	Listening – understand and respond to different types of spoken language	25
A02	Speaking – communicate and interact effectively in speech	25
A03	Reading – understand and respond to different types of written language	25
A04	Writing – communicate in writing	25
Total		100%

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	A01 %	A02 %	A03 %	A04 %	
Paper 1: Listening and understanding in Persian	25	0	0	0	25%
Paper 2: Speaking in Persian	0	25	0	0	25%
Paper 3: Reading and understanding in Persian	0	0	25	0	25%
Paper 4: Writing in Persian	0	0	0	25	25%
Total for GCSE	25%	25%	25%	25%	100%

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

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	25%	50	1.400	70
2	25%	70	1.000	70
3	25%	50	1.400	70
4	25%	60	1.167	70

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.

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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.

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Persian	1PN0: 2F/2H* (*Please delete as appropriate)
Centre name:	Centre number:

Candidate name and number	Declaration and permissions signature and date*	Role play	Picture-based discussion	Conversation	
				(1)	(2)
Teacher name	Declaration and permissions signature and date*				

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

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

Appendix 2: Grammar list

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

Persian (Foundation tier)

Nouns:

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

Articles:

definite – including use of را (marker for definite direct object)

indefinite (یک مرد ، مردی)

partitive (تمام – بعضی از)

Adjectives:

position of adjectives

demonstrative (این ، آن)

compound adjective (سنگدل- سربلند)

comparative and superlative

irregular forms of comparative and superlative (خوب- بهتر / زیاد، بسیار- بیشتر)

expressing 'تا' after a comparative (R) (در تابستان هوا بیشتر بارانی بود تا آفتابی!)

expressing 'از' after a superlative (R) (خواهرم از مهربانترین خواهرهای روی زمین است.)

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 (در صورتی که / از آنجاییکه/ وقتی) (R)

interjection (ای/ آئی/یا) (R)

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 (کدام کتاب)

used as adverbs (بچه، تشنه از مدرسه آمد) (R)

expressing 'تا' after a comparative (در تابستان هوا بیشتر بارانی بود تا آفتابی!)

expressing 'از' after a superlative (خواهرم از مهربانترین خواهرهای روی زمین است.)

Adverbs:

common adverbial phrases (شبانه روز / سال تا سال)

Numbers, quantity, dates and time:

fractions, decimals

percentage

recurring numerals

(هفته ای یکبار، هر دو ماه یک بار، یک روز در میان، سه ساعت به سه ساعت)

approximate numbers (دو سه روز / یکی دو روز)

measures (length, width, height)

classifiers used with numbers (R)

چهار تا قلم، پنج جلد کتاب، ده فروند هواپیما، دویست دستگاه آپارتمان، یک دست کت و شلوار

Pronouns:

reflexive pronouns (خود، خویش، خویشتن)

interrogative pronouns (کدام / چند / چه / که / کی / چه کسی / کجا / چرا)

Verbs:

infinitive/past participle/present participle

passive voice

present perfect

past perfect

imperative

impersonal verbs (R) (بایستن / توانستن)

subjunctive forms (past, present and perfect) (R) (باید می رفتم / باید بروم / شاید رفته باشد)

relative clause (مردی که آنجا نشسته است، پدر من است)

Conditionals:

possible present/future (اگر او را ببینم، به او می گویم. اگر او را دیدی، به او بگو.)

impossible past (R) (اگر او را می دیدم / دیده بودم به او می گفتم)

Prepositions:

• verb preposition (آموختن به / آموختن از)

• prepositional phrases (در مقابل / درباره / به جای / با وجود / در میان)

Conjunctions:

common subordinating conjunctions (در صورتی که / از آنجاییکه / وقتی)

interjection (ای / آ / یا)

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	بدست آوردن
to accept	پذیرفتن/قبول کردن
to ache	درد کردن
to add	جمع کردن/اضافه کردن/افزودن
to advise	نصیحت کردن/راهنمایی کردن
to affect	تأثیر گذاشتن
to agree	موافقت کردن/راضی شدن
to allow	گذاشتن/اجازه دادن
to announce	اعلام کردن
to answer/reply	جواب دادن/پاسخ دادن
to argue	استدلال/دعو اکردن/دلیل آوردن/جرو بحث کردن
to arrest	دستگیر کردن
to arrive	رسیدن
to ask	سوال کردن/پرسیدن
to ask (for something)	درخواست کردن
to ask pardon/to apologise	عذر خواستن
to attempt	کوشش کردن
to bathe	حمام کردن/آبتنی کردن
to be	بودن
to be able to	قادر بودن/توانستن
to be accepted	قبول شدن
to be afraid	ترسیدن
to bear	تحمل کردن
to beat	زدن/کتک زدن
to be born	متولد شدن
to be careful	احتیاط کردن
to be ecstatic/over the moon	سر از پا نشناختن
to be ill	بیمار شدن/مریض شدن
to be in a hurry	عجله کردن
to be keen to learn	مشتاق فراگیری بودن
to be expected	از کسی انتظار داشتن
to beg	عاجزانه خواهش کردن/التماس کردن
to begin	شروع کردن
to behave	رفتار کردن
to be interested in	علاقه مند بودن
to believe	باور کردن
to be lucky	خوش شانس بودن
to be missing	گم شدن
to be of use	به درد خوردن

Common verbs (continued)

to be situated	واقع شدن/ قرار داشتن / قرار گرفتن
to be sleepy, tired	خواب آلود بودن/خسته بودن
to be sorry	متأسف بودن
to bet	شرط بستن
to be thirsty	تشنه بودن
to become	شدن/ تبدیل شدن
to believe	باور کردن
to betray	خیانت کردن
to book	از قبل جا گرفتن/ رزرو کردن
to borrow	وام گرفتن/قرض کردن
to break	شکستن
to breath	نفس کشیدن
to bring up/to raise	بزرگ کردن
to build	ساختن
to buy	خریدن
to call	صدا کردن/ صدا زدن
to camp	اردو زدن
to call (telephone call)	تماس گرفتن
to care	مواظبت/ اعتنا کردن
to carry	بُردن/ حمل کردن
to cancel	فسخ کردن/ لغو کردن/منسوخ کردن
to catch	گرفتن
to catch cold	سرما خوردن
to cause inconvenience	مزاحم شدن
to change	عوض کردن/تغییر دادن
to chat	گفتگو کردن
to check	بررسی کردن/ رسیدگی کردن
to choose	انتخاب کردن
to clean	تمیز کردن/ پاک کردن
to click (ICT)	کلیک کردن
to close/shut	بستن/ تعطیل کردن
to collect	جمع آوردن/جمع کردن
to come	آمدن/تشریف آوردن
to complain	شکایت کردن
to complete	تمام کردن/کامل کردن/پُر کردن
to congratulate	تبریک گفتن/ شادباش گفتن
to consider	در نظر گرفتن
to contact	تماس گرفتن
to continue	ادامه دادن
to continue/carry on	ادامه دادن/دنبال کردن
to converse	گفتگو کردن

Common verbs (continued)

to convince	قانع / متقاعد کردن
to cook	آشپزی کردن / پختن
to cope/manage/get by	اداره کردن / مدیریت کردن
to cooperate	همکاری کردن
to copy	رونویسی کردن
to cost	هزینه داشتن
to cough	سرفه کردن
to count on (someone)	شمردن / روی کسی حساب کردن
to cross, go across	عبور کردن
to cry	گریه کردن
to cut	بریدن / قطع کردن
to deceive	گول زدن / فریب دادن
to decide	تصمیم گرفتن / عزم کردن
to decrease	کاهش یافتن / کم شدن
to damage	صدمه زدن / ضرر زدن
to dare	جرات کردن
to denote	دلالت کردن
to deny	انکار کردن
to depart/leave	ترک کردن
to depart/leave	روانه شدن / عزیمت کردن
to depend	بستگی داشتن
to describe	توصیف کردن
to deserve	استحقاق داشتن / سزاوار بودن
to destroy	خراب کردن / نابود کردن
to die	مُردن / فوت کردن / وفات یافتن
to disagree	مُخالفت کردن
to disappear	ناپدید شدن
to discourage	دلسرد کردن
to discover	کشف کردن
to discuss/to negotiate	بحث / مذاکره کردن
to divide	تقسیم کردن
to do	کردن / انجام دادن
to draw	نقاشی کردن / کشیدن
to draw a match	در مسابقه مساوی شدن
to drink	نوشیدن / آشامیدن
to drive	رانندگی کردن / راندن
to earn	بدست آوردن / کسب کردن
to eat	خوردن
to emphasise/to stress	تاکید کردن
to employ	استخدام کردن
to encourage	دلگرم کردن / تشویق کردن
to end	پایان دادن

Common verbs (continued)

to enjoy	بر خوردار / بهره‌مند شدن / لذت‌بردن
to enjoy oneself	لذت‌بردن
to enter/go in	وارد شدن
to escape	فرار کردن / گریختن
to examine	امتحان کردن
to exercise	ورزش کردن / تمرین کردن
to expect	انتظار داشتن / توقع داشتن
to explain	توضیح دادن / شرح دادن
to exploit	استخراج کردن / بهره‌برداری کردن از
to fall/to fall over	افتادن / زمین خوردن
to fail (exam)	مردود شدن
to fall asleep	به خواب رفتن
to fear	ترسیدن
to feed, nourish	خوراک دادن / غذا دادن
to feel	احساس کردن / حس کردن
to fight	جنگیدن / مبارزه کردن
to fill/fill in	پُر کردن (فرم)
to find	جُستن / پیدا کردن
to find out	یافتن / کشف کردن
to finish	به پایان رساندن / تمام کردن
to fly	پریدن / پُر زدن
to foresee	پیش بینی کردن
to forget	از یاد بُردن / فراموش کردن
to forgive	بخشیدن
to fulfil	محقق کردن / انجام دادن / تکمیل کردن
to get	گرفتن / به دست آوردن
to get angry	عصبانی شدن / خشمگین شدن
to get dressed	لباس (بیرون) پوشیدن
to get fed up	به‌تنگ آمدن / خسته شدن
to get in/on to (bus, car, train)	سوار (اتوبوس / ماشین / قطار) شدن
to get off (bus, car, train)	از (اتوبوس / ماشین / قطار) خارج / پیاده شدن
to get changed	لباس عوض کردن
to get up	بلند شدن / از جا برخاستن / بیدار شدن
to get used to	عادت کردن
to give	دادن / ارائه کردن
to give (a gift/present)	(هدیه) دادن
to give back	پس دادن
to give up	دست برداشتن / دست کشیدن
to go	رفتن / تشریف بُردن
to go (in a car)	توسط / با ماشین رفتن / (سفر) رفتن
to go down	پایین رفتن
to go for a walk/stroll	پیاده روی کردن

Common verbs (continued)

to go out	بیرون رفتن
to go to bed	به بستر/ به خواب رفتن
to go up	بالا رفتن
to greet	سلام کردن و احوالپرسی کردن
to grow up	بزرگ شدن/ رشد کردن
to haggle	چانه زدن (برای گرفتن تخفیف)
to happen	پیش آمدن/ اتفاق افتادن
to hang	آویزان کردن
to harm/damage	آسیب زدن / رساندن
to hate	تنفر داشتن
to have	داشتن
to have an accident	تصادف کردن
to have breakfast	صبحانه خوردن
to have lunch	ناهار خوردن
to have dinner/supper	شام خوردن
to have to/must	ناگزیر بودن / باید
to hear	شنیدن
to help	کمک کردن
to hire	کرایه کردن/ به خدمت گرفتن
to hit	زدن
to hold	گرفتن
to honour	گرامی داشتن
to hope	امید داشتن
to hurry	عجله کردن
to hurt (oneself)	آزار رساندن/ بدرد آوردن/ اذیت کردن
to imagine	انگاشتن/ تصور کردن
to improve	پیشرفت کردن/ بهتر کردن
to increase	افزایش دادن / زیاد کردن
to inform	خبر دادن/ آگاه کردن
to insist	پافشاری کردن/ اصرار کردن
to intend	اراده کردن/ قصد داشتن
to interest	به چیزی علاقه داشتن
to introduce (a person)	معرفی کردن/ آشنا کردن
to invite	دعوت کردن
to iron	آتو کردن
to join	پیوستن
to jump	پریدن
to justify	توجیه کردن
to keep	نگه داشتن
to knock	ضربه زدن
to knock over	واژگون کردن/ بر انداختن
to know	دانستن/ شناختن

Common verbs (continued)

to know how to	شناختن
to land	فرود آمدن
to last	ماندن / طول کشیدن
to laugh	خندیدن
to learn	یاد گرفتن / فرا گرفتن
to learn thoroughly	بطور کامل یاد گرفتن / به نحو احسن آموختن
to leave (behind)	جا ماندن / باقی گذاشتن / جا گذاشتن
to leave, to depart	ترک کردن / عازم شدن / عزیمت کردن
to leave, to depart	عازم شدن / عزیمت کردن / ترک کردن
to lend	قرض دادن / وام دادن
to lie	دروغ گفتن
to let	گذاشتن / اجازه / اجازه دادن
to lie down	لمیدن / دراز کشیدن
to light, turn/switch on	روشن کردن
to like	دوست داشتن / میل داشتن
to listen	شنیدن / گوش دادن
to live	زیستن / زندگی کردن
to look at	نگاه کردن
to look after/mind (child, dog)	مواظبت کردن / نگهداشتن / نگهداری کردن
to look for	دنبال چیزی گشتن / جستجو کردن
to look like, to resemble	شباهت داشتن / مانند بودن
to lose	گم کردن
to lose	از دست دادن
to love	عشق کردن / عشق ورزیدن / دوست داشتن
to make mistake	اشتباه کردن
to manage (business)	اداره کردن / مدیریت کردن
to manage, to cope	از عهده برآمدن / تحمل کردن
to marry	ازدواج کردن
to mean to (do)	خیال داشتن / قصد داشتن
to meet	ملاقات کردن
to mention	اشاره کردن
to miss	فاقد بودن / دلتنگ شدن
to miss (train, bus etc)	از دست دادن (اتوبوس / ترن)
to move	حرکت کردن
to name	نام گذاشتن
to need	نیاز داشتن / احتیاج داشتن
to notice	ملاحظه کردن / شناختن / متوجه شدن
to offer	تقدیم کردن / پیشنهاد دادن
to obey	اطاعت کردن
to observe	مشاهده کردن
to obtain	به دست آوردن / گیر آوردن
to occur	واقع شدن / پیش آمدن

Common verbs (continued)

to open	باز کردن
to order	دستور دادن
to organise	نظم دادن/سازماندهی کردن
to park	پارک کردن / ایستادن
to pass	گذشتن
to pay	پرداختن/ پول دادن
to permit	اجازه دادن
to persist	پافشاری کردن
to phone	تلفن کردن
to pick up	برداشتن
to place	جای دادن/گذاشتن
to play	بازی کردن
to please	خرسند کردن/ شاد کردن / خوشحال کردن
to point out	نشان دادن/ (با دست و انگشت) اشاره کردن
to pop in	سر زدن
to possess	مالک بودن/ در اختیار داشتن/ دارا بودن
to pour	ریختن
to prefer	ترجیح دادن
to present	ارائه دادن/ اهدا کردن
to press	فشار دادن
to pretend	وانمود کردن
to prevent	باز داشتن/ جلوگیری کردن
to print	چاپ کردن
to progress	پیشرفت کردن
to produce	تولید کردن
to promise	قول دادن
to provoke	برانگیختن
to pull	کشیدن
to punish	تنبيه کردن
to push	هل دادن/ فشردن/ فشار دادن
to put	گذاشتن
to put back	سر جایش گذاشتن
to put on	پوشیدن
to put out	خاموش کردن
to put up with	ساختن/ تحمل کردن
to question	سوال کردن
to rain	(باران) باریدن
to raise	بلند کردن
to reach	رسیدن
to read	خواندن
to receive	بدست آمدن

Common verbs (continued)

to recognise	شناختن
to recommend	سفارش/توصیه کردن
to recover	بهبود یافتن/ ترمیم کردن/ دوباره بدست آوردن
to refund	مجدداً پرداختن/ پول پس گرفتن/پس دادن
to refuse	رد کردن
to regret, be sorry	پشیمان شدن/تاسف خوردن/افسوس خوردن
to remain/remain behind	ماندن/عقب ماندن
to remember	به خاطر آوردن/ به خاطر داشتن/به یاد چیزی افتادن
to remind	یاد آوری کردن
to rent/to hire	اجیر کردن/کرایه دادن
to repair	تعمیر کردن
to repeat	تکرار کردن
to replace	عوض کردن
to reply	جواب/ پاسخ دادن
to request	خواهش کردن/ درخواست کردن
to require	لازم داشتن
to research	پژوهش کردن
to reserve	رزرو کردن/ اندوختن
to resign	استعفا کردن/ دادن
to resist	ایستادگی کردن (در برابر)
to respect	احترام گذاشتن/ محترم داشتن
to rest	استراحت کردن
to return/to go back	باز گشتن/ عقب رفتن
to return, to take back	پس گرفتن/ پس دادن
to ride a horse	اسب سواری کردن
to ring (a bell)	زنگ زدن
to rise	بُلند شُدن/ بالا آمدن
to run	دویدن
to save	پس انداز کردن/ نگاه داشتن
to say	گفتن
to say prayer	نماز گذاشتن/ نماز خواندن
to see	دیدن
to seem/to appear	بنظر آمدن/ به نظر رسیدن
to sell	فروختن
to send	فرستادن
to serve	کشیدن غذا / خدمت کردن
to shake	تکان دادن/ لرزاندن
to show	نشان دادن/ نمایش دادن
to sign	امضا کردن
to sing	آواز خواندن
to sit	نشستن

Common verbs (continued)

to sit down	نِشَسْتَن
to skate	اسکیت کردن
to ski	اسکی کردن
to sleep	خوابیدن
to smile	لبخند زدن
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)	گذراندن وقت
to squash	کوبیدن و نرم کردن / له کردن
to stand	به پا ایستادن / ایستادن
to stand up	از جا برخاستن
to start	شروع کردن
to stay	توقف کردن / ماندن / اقامت کردن
to steal	دزدیدن
to stop	متوقف ساختن
to stroll, go for a walk	قدم زدن
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 sunbathe	حمام آفتاب گرفتن
to suppose	پنداشتن / فرض کردن / خیال کردن
to spread	پهن کردن / منتشر شدن
to swim	شنا کردن
to switch on	روشن کردن وسایل برقی
to switch off	خاموش کردن
to take	برداشتن / گرفتن
to take off (clothes etc)	لباس کندن
to take off (plane)	از جا برخاستن (هواپیما)
to talk	صحبت کردن / حرف زدن
to taste	مزه داشتن / مزه کردن / چشیدن
to teach	آموختن / معلمی یا تدریس کردن
to tell/recount	تعریف کردن
to tell the truth	راست گفتن
to tell/to say	صحبت کردن / بیان کردن
to thank	تشکر کردن / سپاسگزاری کردن
to think (about)	خیال داشتن / فکر کردن
to throw	انداختن / پرتاب کردن
to tie	بستن

Common verbs (continued)

to touch	متأثر کردن/لمس کردن/ دست زدن
to travel	سفر کردن/مُسافرت کردن
to transfer	انتقال دادن / منتقل کردن
to translate	ترجمه کردن
to treat (medical)	معالجه کردن/ مداوا کردن
to trouble	زحمت دادن/ به زحمت انداختن
to trust	اعتماد کردن
to try	سعی کردن
to turn	پیچیدن / چرخیدن
to turn on	روشن کردن
to understand	فهمیدن
to use	استفاده بردن
to utter	بر زبان آوردن
to vacuum	با جاروی برقی تمیز کردن
to visit (person)	بازدید کردن
to visit (place)	زیارت کردن/دیدن کردن
to wait for	در انتظار بودن
to wake up	بیدار شدن / کردن
to walk	راه رفتن/ قدم زدن
to want	خواستن
to warn	آگاه کردن / خبردار کردن/ هشدار دادن
to wash	شستن
to wash (oneself)	شستن سروبیدن
to wash (dishes/laundry)	شستن ظروف / لباس
to waste	تلف کردن
to watch	تماشا کردن
to wear	پوشیدن
to weigh (have weight)	وزن کردن
to win	بردن/ برنده شدن
to wish	آرزو کردن/خواهش کردن
to work	کار کردن
to wrap	پیچیدن
to wrestle	گشتی گرفتن
to write	نوشتن

Common adjectives

accurate	دقیق
active	فعال/پُر کار
alike, the same	مانند/ مشابه/ یکسان
any sort of	هر نوع
bad	بد
beautiful	قشنگ

Common adjectives (continued)

better	بهتر
big, large	بزرگ/ وسیع/ فراوان
boring	کسل کننده/ خسته کننده/ یک نواخت
broken	شکسته
calm	آرام خو/ سرد
careful	مواظب/ مراقب
careless	بی دقت
cheap	کم ارزش/ ارزان
clean	تمیز
common	مشترک
complete	کامل
complex, complicated	پیچیده/ بُغرنج
correct	دُرست/ صحیح
corrupt	فاسد
cosy	گرم و نرم
covered	پوشیده
crowded	شلوغ
cruel	بی رحم
curious	کُنجکاو
cut	بُریده
damp	نمدار/ نمناک
dangerous	مهیّب/ خطرناک
dark	تاریک
deep	عمیق
depressed	افسُرده
desperate	نا امید
devoted	فداکار
difficult	سخت/ مُشکل/ دُشوار
dishonest	نادرست
dry	خُشک
easy	آسان
empty	خالی
enormous	هنگفت
every	هر
exalted	ارجمند
excellent	عالی
exciting, entertaining	هیجان انگیز
expensive	گران
expert/skilled	استاد/ کارشناس/ ماهر
fair	منصفانه
famous	متمايز/ برجسته/ مشهور
fashionable	مد روز/ شیک و مد

Common adjectives (continued)

fast	تند / سریع
fat	چاق
favourite	مطلوب
final	نهایی
foolish	احمق/احمقانه
foreign	خارجی / اجنبی
former	سابق / قبلی / پیشین
free (at no cost)	مجانی
free (unoccupied, available)	خالی
friendly	دوستانه، رفاقت آمیز
frightening	ترسناک
full	تمام، کامل، پُر
fun, amusing	تفریحی/مُفَرِّح/ سرگرم کننده
funny (comical)	مسخره، خنده دار
generous	بخشنده/ سخی
genuine	حقیقی/اصل/ واقعی
good	خوب/خیر
good (well behaved)	نیک/ شایسته
grateful	سپاسگزار / متشکر / ممنون
great	معرکه/عالی/ بزرگ
happy, fortunate	خوشحال/خوشبخت/خوش
hard (not soft)	سخت
hard, difficult	مشکل
hardworking	سخت کار/ پُرکار
harmful	مودی/ مضر/ زیان آور
healthy (food/way of life)	سالم / بی عیب و نقص/ سلامت
heavy	سنگین
high, tall (building)	بالا/ بلند
honest	دُرستکار/ راستگو
hostile	خصمانه
hot (of liquid)	خیلی گرم/ داغ / با حرارت
hot	تُنْد خُو
hot tempered	تُنْد خُو
huge/vast	کلان/ وسیع/ پهناور
hypocritical	دو رُو/ آدم ریاکار
ideal	ایده آل/ آرمان/ آرزو
idle	بیکار/ تنبل/ عاطل
ill (chronic)	مریض
impatient	بی طاقت/ بی حوصله/ ناشکیبا / بی صبر
important	مهم / با اهمیت
in a good mood	سردماغ بودن/ خوشحال بودن
incorrect	نا دُرست

Common adjectives (continued)

independent	آزاد/ مستقل
innocent	بی گناه
intelligent, clever	باهوش / هوشمند
intense	شدید
interesting	جالب / دیدنی
jolly, happy	خوشحال/ خجسته / فرخنده
kind	مهربان
languid	بی حال
last	آخرین
lazy	تنبل
liar	دُر و غگو
light	نور/ برق / روشن / روشنایی
living	زنده
lonely	تنها
long	طول
lost	گمشده
loud	بلند / پُر سر و صدا
magnificent	مُجَلَّل/ عالی/ عظیم
main	اصلی/ مهم
marvellous	حیرت آور/ جالب
miserable	بی نوا / بیچاره
modern	مدرن / جدید/ امروزی
much	بسیار
narrow	باریک
naughty	شریر/ سرکش
necessary, needed	لازم
necessary, unavoidable, obligatory	واجب
negative	منفی
new	نو/ تازه/ جدید
next to	بعد از / جنب
nice, pretty, likeable	قشنگ
noisy	پُر سر و صدا/ بلند
normal	نرمال / طبیعی
old	کهنه / قدیمی
obliged	مجبور/ ممنون
obstinate	لجوج
obvious	معلوم
old (former)	کهنه / قدیمی
only	تنها
open	باز (فروشگاه)
optimistic	خوش بین
original	اصلی/ ابتکاری

Common adjectives (continued)

other	دیگر
patient	صبور
peaceful	صلح آمیز / آرام
pessimistic	بدبین
pleasant, nice	مطبوع ، خوش
pleased (to meet you)	خوشوقتم از ملاقاتتان
polite (im-)	مؤدب ، با تربیت (غیر، بی)
poor	فقیر
popular	محبوب / متداول
positive	مثبت
practical	عملی / کاربردی
pretty	قشنگ ، زیبا
quiet	ساکت ، آرام / خموش
ready	آماده
real	حقیقی
reasonable	معقول / مُسْتَدَل
recent	تازه
reliable	قابل اعتماد / مورد اطمینان
responsible/in charge of	مسئول / عهده دار
rich	ثروتمند
sad	غمگین
safe	بی خطر / امن
same	یکسان / همان جور
scholar	پژوهشگر / دانشمند / محقق
selfish	خودخواه
sensational	شور انگیز / مهیج / احساساتی
serious	جدی
sharp	تیز
short	کوتاه
short (person)	قد کوتاه
shy	خجالتی
silent	خاموش / ساکت
silly	احمقانه / ابله / احمق
situated	واقع در
skilled	ماهر
slender, slim	نحیف / لاغر
slow	آهسته / کند
smart	شیک / باهوش
small	کوچک / تنگ
soft, smooth	نرم / ملایم / صاف
sorrowful, sad	اندوهناک
special	مخصوص / ویژه
splendid	پر زرق و برق / مجلل / باشکوه

Common adjectives (continued)

strange	عجیب / غریبه / بیگانه
strict	سخت گیر
strong	محکم / قوی
suitable	مناسب
surprised	متعجب / متحیر
tall	بلند
talkative	پر حرف / وراج / پُرگو
terrible	خیلی بد / وحشتناک / هولناک
thin, slim	لاغر / باریک اندام
timid	ترسو
tired	خسته
typical	معمول
ugly	زشت / بی قواره / بد قیافه
unfair	غیر منصفانه / نادرست
unhappy	ناخوش
unhealthy	ناسالم / بیمار
unique	بی نظیر / بی همتا / یگانه
unpleasant	ناگوار
useful	مفید / سودمند
useless	بیهوده / بی فایده
valuable	با ارزش / گرانبها / ارزشمند
various	مختلف / گوناگون
weak	ضعیف / بی حال
wealthy	پولدار / ثروتمند
well equipped	مجهز
well known	معروف / نیکنام / مشهور
well mannered	باتربیت
well off	مرفه
wet	بارانی
wise	دانا / خردمند
witty	شوخ
wonderful	حیرت آور / شگرف / شگفت انگیز
worried	ناراحت / نگران
worse	بدتر
worthless	بی ارزش
young	نورسته / برنا / جوان
younger	جوان تر

Common adverbs

(for) a long time	برای یک مدت طولانی
again	دوباره
almost	تقریباً
already	الساعه/ در همین زمان
also	بعلاوه/ نیز/ همچنین
altogether	روی هم رفته
always	همواره، همیشه
approximately	تقریباً
at least	دست کم/ حداقل
automatically	اتوماتیک/ خود به خود
badly	بطور بد/ بطور ناشایسته
below	پایین
better	بهتر
by chance	به طور اتفاقی
cheap(ly)	ارزان
completely	مطلقاً / کاملاً / به کلی
continually	پیوسته
down (there)	پایین
earlier	پیش از آن
early	زود/ پیش از وقت
especially	به خصوص
ever	همیشه/ هیچ وقت
everywhere	هر جا
fairly, quite	منصفانه
far	دور
fortunately (un-)	خوشبختانه
hardly	به سختی/ به شدت
here	اینجا
inexpensive(ly)	ارزان
later	بعد
loud(ly)	با صدای بلند
more or less	کم و بیش
naturally	به طور طبیعی
neither	هیچ کدام
never	هرگز
nobody	هیچ کس
nothing	هیچی
not yet	نه تا وقتی که/ نه هنوز
nowhere	هیچ جا
occasionally	گاهی
often	اغلب
only	فقط / تنها

Common adverbs (continued)

over there	آن ور / آن سو
perhaps	شاید
possible	ممکن
quickly	باسرعت/ تَند
rarely	به ندرت
rather	ترجیحاً / بیشتر / نسبتاً
recently	اخیراً
regularly	باقاعده
similarly	به طور مشابه
simply	به سادگی
slowly	آهسته، یواش
sometimes	بعضی اوقات/ بعضی وقت‌ها/ گاهی/ گاه به‌گاه
somewhere	یک جایی
soon	به زودی
still	هنوز هم
straight ahead	به سمت جلو/ مقابل
suddenly	ناگهان
there	آنجا
to here	تا اینجا
to there /up (there)	تا آنجا
together	باهم
too	هم / همچنین/ بیش از حد
usually	معمولاً
very	بسیار
very	خیلی
well	خوب
worse	بدتر

Prepositions

about	در باره‌ی
after	بعد
among	مابین
around	اطراف
at	بر/به/بنابر/ سر/ در
at (someone's house)	به/ در (خانه‌ای)
at the back	در پشت
before	قبل/ پیش
because of	چون/ به خاطر این که
behind	در عقب
below	زیر
between	بین / مابین
far from	بعید از/ دور از
from	از

Prepositions (continued)

in	در
in front of	در جلو / پیشاپیش
in the background	در عقب / پشت چیزی
in the foreground	در پیش زمینه
in the middle (of)	بین، در میان
near (to)	نزد
near (to)	نزدیک / قریب
next to	جنب / کنار
on	بر
onto	به سوی
opposite	بر عکس / مخالف
outside	خارج از / بیرون
through	از طریق / از میان / بواسطه
to	به / طرف / سوی
towards	به سمت
under	زیر / تحت / زیرین
until	تا زمان / تا وقتی که / تا اینکه
with	با

Colours

black	سیاه / مشکی
blue (dark)	آبی
brown	قهوه ای تیره
brown (eyes)	خرمایی
chestnut brown	خرمایی
colour	رنگ
dark	تاریک / تیره
green	سبز
grey	خاکستری
grey (hair)	موی سفید
light	روشن
light blue	آبی روشن / آبی کم رنگ
orange	نارنجی
pink	صورتی
purple	ارغوانی / زرشکی / بنفش
red	قرمز / سرخ
violet	بنفش
russet	حنایی / خرمایی / سنجابی
white	سفید
yellow	زرد

Numbers

1	یک
2	دو
3	سه
4	چهار
5	پنج
6	شش
7	هفت
8	هشت
9	نه
10	ده
11	یازده
12	دوازده
13	سیزده
14	چهارده
15	پانزده
16	شانزده
17	هفده
18	هجده
19	نوزده
20	بیست
21	بیست و یک
22	بیست و دو
23	بیست و سه
24	بیست و چهار
25	بیست و پنج
26	بیست و شش
27	بیست و هفت
28	بیست و هشت
29	بیست و نه
30	سی
31	سی و یک
32 etc...	سی و دو و غیره
40	چهل
50	پنجاه
60	شصت
70	هفتاد
80	هشتاد
90	نود
100	صد
101	صد و یک
120	صد و بیست
200	دویست

Numbers (continued)

1000	هزار
1001	هزار و یک
1953	هزار و نهصد و پنجاه و سه
1.000.000	یک میلیون
2.000.000 etc...	دو میلیون

Ordinal numbers

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

Quantities and measures

a bottle	بطری
a box	جعبه
a dozen	یک دوجین
a jar	شیشه / سبو
a few/a number of	تعدادی / چند تا
a kilo	یک کیلو
a litre	یک لیتر
a little	یک کم
a lot	یک عالم / کلی زیاد / خیلی زیاد
a packet	بسته / یک پاکت
a piece	قطعه
a slice	تکه / قاچ
about a hundred	حدود یک صد
centimetre	سانتی متر
enough	کافی / بسنده / بس
gramme	گرم
half	نیمه
kilometre	کیلومتر
less	کمتر / کوچکتر
majority	اکثریت / بیشترین
many/much	بسیاری / خیلی / زیاد

Quantities and measures(continued)

metre	متر
more	بیش/ بیشتر
percent(age)	درصد
quantity	مقدار/ چندی/ کمیت
quarter	ربع/ یک چهارم/ چارک
several	چند/ متعدد/ چندین
some/a little	اندکی/ تعدادی/ قدری/ کمی
third	سوم/ یک سوم/ سومین
too	هم/ همچنین
weight	وزن

Some useful connecting words

after	بعد از آن که
also	همچنین
although	اگرچه
and	و
as, since	چنانچه/ چون/ نظر به این که/ همچنانکه
at all	اصلاً
at first	در ابتدا/ در آغاز
at last	بالآخره
at present	فعلاً
bad	بد/ ناخوش آیند
because of	چون/ برای این که/ بخاطر این که / زیرا که/ چرا که
because of	به علت/ به دلیل
before	پیش از آن که
but/unless	اما / ولی / مگر
by	به وسیله/ توسط
by no means	به هیچ وجه
by reason of	به دلیل/ به علت
certainly	البته/ حتماً
even	حتی
even if	هرچند
finally	سرانجام/ بالاخره
first of all	اول / اول از همه
however	با این حال/ به هر حال/ امّا
if	اگر
in order to	به منظور
it is obvious	روشن است
in spite of/notwithstanding that	با این که/ با وجود این که
more over	علاوه بر این
neither... nor...	نه ... نه
or	یا

Some useful connecting words (continued)

perhaps	شاید
so	بنابراین
then	سپس
then, next	بعد/دیگر
therefore	بنا براین
this is, here is	این است/ این جا است
whether	آیا

Time expressions

after	بعد از/ پس از
already	هم اکنون
always	همیشه/ همواره
as soon as	به محض این که / همین که
at night	در شب
at the same time	در همان زمان
at the start	در آغاز
before	قبل، پیش
day	روز
day off	مرخصی
during	در طول/ در طی
early	اوایل
evening	شب
ever	اصلاً
every day	هر روز
fortnight	دو هفته
from	از
from time to time	گاه گاهی
hour	ساعت
how long?	چند وقت / چه مدت
immediately	فوراً
in the afternoon	هنگام بعد از ظهر
in the evening	در شب
in the morning	هنگام صبح
in the night	در شب
last night (during the night)	دیشب
last night (yesterday evening)	دیشب
late	دیر
later	بعد
midday	ظهر
midnight	نیمه شب
minute	دقیقه
morning	صبح
never	هرگز

Time expressions (continued)

night	شب
now	در حال حاضر / حالا
on time	سروقت
once	یک بار
since	از آنجا که / چون / از وقتی که
soon	زود
the day after tomorrow	پس فردا
the day before yesterday	پریروز
the day/evening before	روز / شب قبل
the next day, following day	روز بعد / فردا
time	زمان
today	امروز
tomorrow	فردا
twice	دوبار
week	هفته
weekend	آخر هفته
what is the time?	ساعت چنده؟
whenever	هرگاه / هر وقت
year/s	سال / سالها
yesterday	دیروز

Times of day

what is the time?	ساعت چنده؟
a.m.	پیش از ظهر
p.m.	بعد از ظهر
11:15 a.m.	سه ربع به ظهر مانده
11:45 p.m.	یک ربع به نصف شب مانده
12:15 p.m.	یک ربع از ظهر گذشته
it is quarter past nine	یک ربع از نه گذشته / نه و ربع
it is quarter to ten	ده ربع کم / یک ربع به ده
07:05	پنج دقیقه از هفت گذشته
02:05	دو و پنج دقیقه
it is ten to six	ده دقیقه به شش مانده
half past eight	هشت و نیم
five to eleven	یازده پنج دقیقه کم
half past nine	نه و نیم
ten past three	سه و ده دقیقه
ten to three	سه ده دقیقه کم

Days of the week

Saturday	شنبه
Sunday	یک شنبه
Monday	دوشنبه

Days of the week (continued)

Tuesday	سه شنبه
Wednesday	چهارشنبه
Thursday	پنج شنبه
Friday	جمعه
(on) Monday	روز دوشنبه
(on) Monday morning	صبح روز دوشنبه
(on) Monday evening	دوشنبه شب
on Mondays	در دوشنبه‌ها
every Monday	هر دوشنبه

Months and seasons of the year

month	ماه
January	ژانویه
February	فوریه
March	مارس / مارچ
April	آوریل / آپریل
May	مه / می
June	ژوئن / جون
July	ژولای / جولای / ژوئیه
August	اوت / آگوست
September	سپتامبر
October	اکتبر
November	نوامبر
December	دسامبر
season	فصل
autumn (in)	در خزان / پاییز
spring (in)	در بهار
summer (in)	در تابستان
winter (in)	در زمستان

Months of the year (Persian)

Farvardin	فروردین
Ordibehesht	اردیبهشت
Khordad	خرداد
Tir	تیر
Mordad	مرداد
Shahrivar	شهریور
Mehr	مهر
Aban	آبان
Azar	آذر
Day	دی
Bahman	بهمن
Esfand	اسفند

Question words

(at) what time?

کی؟ چه وقت؟

from where?

از کجا؟

how much, how many?

چند تا؟ چند می ارزد؟

how? how are you?

چگونه؟ / شما چطورید؟ / چطور؟

to there?

به آنجا؟

to where?

به کجا؟

what colour?

چه رنگ؟

what is?

چی؟

what like?

شبيه چي؟

what/which?

کدام؟

what?

چه؟ کدام؟ چی؟

when?

کی؟ چه وقت؟

whenever

هر موقع/ هر وقت

where?

کجا؟

wherever

هر جا

whichever

هر کدام

who is?

کیه؟

who?

چه کسی؟

why?

چرا؟

Other useful expressions

agree

موافقت کردن/ موافق بودن/ هم رای بودن

all the better

بهتر

be my guest

قابلی نداره

by all means

خواهش می‌کنم

doesn't matter

اشکالی ندارد/ مشکلی نیست

don't mention

این حرف‌ها چیه؟ / حرفش را هم نزن

don't worry

نگران نباشید

false (this is)

غلط/ دروغ/ مصنوعی

finally, ultimately

سرانجام/ بالاخره

formal (official)/informal (unofficial)

رسمی/ غیررسمی

good bye

خدا نگهدار

good luck

موفق باشید

great! excellent!

عالی!

happy birthday!

تولدتان مبارک!

have a nice time!

خوش بگذره!

here is/are

اینجا است

how come?

چطور مگه؟

how do I get (to)?

چگونه؟

how do you spell that?

ممکن است آن را هجی کنید؟

how often

هر چند وقت یک بار؟

I am grateful

متشکرم

I don't know

نمی‌دانم

Other useful expressions (continued)

I don't mind	برای من مهم نیست
I don't understand	نمی‌فهمم
I insist	اصرار می‌کنم/خواهش می‌کنم
I like it	خوشم می‌آید
I request	خواهش می‌کنم
I've had enough	سیر شدم/ به اندازه کافی داشتم
in any case	به هر حال/ به هر صورت
in my opinion	به اعتقاد من
in my view	به نظر من
it depends	بستگی دارد
it doesn't matter	مهم نیست
it makes me laugh	باعث خنده من می‌شود
it's all the same to me	برای من همه‌شان مثل هم هستند
it's OK	خوبه
may you be in good health	خسته نباشید/دست یا سر شما درد نکند/ سلامت باشید
much obliged	خیلی ممنون
never mind	عیب ندارد
nothing to write home about	تعریفی ندارد
of course	البته
oh dear!	ای وای!
okay (in agreement)	باشه/ خوب
once again	یک بار دیگر/ مکرر
one of the following	یکی از موارد زیر
personally	شخصاً
so, so	پنجاه پنجاه
thank you	دست شما درد نکنه / ممنون/ متشکرم
that doesn't interest me	فرقی ندارد/ برای من جذابیتی ندارد
that is very kind of you	لطف دارید
that's enough	کافی/ بس
there it is/are	بفرمایید
too bad! what a shame!	صد حیف!// خیلی بد شد
true (this is), OK	باشه
welcome	خوش آمدید
well done!	احسنت! آفرین!
what does that mean?	چه مطلبی؟/معنی آن چیست؟/یعنی چی؟
what is it like?	چطور است؟
with pleasure	با کمال میل
without a doubt	بدون شک
you are welcome!	خواهش می‌کنم
you can (one can)	می‌توانید
you must (one must)	بایست/ باید

Other high-frequency words

as, like	مانند
end	پایان / خاتمه / انتها
everybody	هر کسی
everything	همه چیز
except	جز / بجز / غیر از
figure (number)	عدد / شماره
for example	مثلاً
Miss	دوشیزه
Mr (also sir)	آقای
Mrs (also madam)	مادام / خانم
number (phone number)	شماره تلفن
opinion	عقیده / فکر / نظر
reason	سبب / دلیل
someone	شخصی / کسی
something	قدری / چیزی
that	آن
thing	قطعه / چیز
time (occasion)	مورد / موقع / بار
type (kind of)	نوع / جور
with	با
without	بدون / بی

Countries

Afghanistan	افغانستان
America	آمریکا
Armenia	ارمنستان
Australia	استرالیا
Austria	اتریش
Azerbaijan	آذربایجان
Belarus	بلاروس
Belgium	بلژیک
Canada	کانادا
Caucasia	قفقاز
China	چین
Cyprus	قبرس
Denmark	دانمارک
England	انگلستان
Egypt	مصر
France	فرانسه
Germany	آلمان
Great Britain	بریتانیای کبیر
Greece	یونان
Holland	هلند

Countries (continued)

India	هندوستان
Iran	ایران
Iraq	عراق
Ireland	ایرلند
Italy	ایتالیا
Japan	ژاپن
Jordan	اردن
Kazakhstan	قزاقستان
Kyrgyzstan	قرقیزستان
Lithuania	لیتوانی
Netherlands	هلند
Northern Ireland	ایرلند شمالی
Norway	نروژ
Pakistan	پاکستان
Poland	لهستان
Portugal	پرتغال
Russia	روسیه
Saudi Arabia	عربستان سعودی
Scotland	اسکاتلند
Spain	اسپانیا
Sweden	سوئد
Switzerland	سوئیس
Tajikistan	ازبکستان
Turkey	ترکیه
Turkmenistan	ترکمنستان
Ukraine	اوکراین
United Arab Emirates	امارات متحده عربی
United Kingdom of Great Britain and Northern Ireland	پادشاهی متحده بریتانیای کبیر
United States	ایالات متحده
Uzbekistan	ازبکستان
Wales	ولز

Continents

Africa	آفریقا
Asia	آسیا
Australia	استرالیا
Europe	اروپا
North America	آمریکای شمالی
South America	آمریکای جنوبی
Antarctica	قطب جنوب

Nationalities etc.

Afghan	افغانستاني
American	آمریکایی
Arab	عرب
Austrian	اتریشی
Belorussian	بلاروسی
Belgian	بلژیکی
British	انگلیسی
Canadian	کانادایی
Chinese	چینی
Danish	دانمارکی
Dutch	هلندی
English	انگلیسی
European	اروپایی
French	فرانسوی
German	آلمانی
Greek	یونانی
Indian	هندي
Iranian	ایرانی
Iraqi	عراقی
Irish	ایرلندی
Italian	ایتالیایی
Lithuanian	لیتوانیایی
Pakistani	پاکستانی
Pole (Polish)	لهستانی
Russian	روسی
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
Ferghana	فرغانه
Kermanshah	کرمانشاه
Khujand	خجند
Khuzestan	خوزستان
Razavi Khorasan	خراسان رضوی
West Azerbaijan	آذربایجان غربی

Places – towns

Ahvaz	اهواز
Arak	اراک
Babalsar	بابلسر
Bandar Abbas	بندر عباس
Bokhara	بخارا
Chalus	چالوس
Hamadan	همدان
Isfahan	اصفهان
Karaj	کرج
Kashan	کاشان
Kerman	کرمان
Khorasan	خراسان
Kish	کیش
Kurdistan	کردستان
Mahabad	مهاباد
Mashhad	مشهد
Nishapur	نیشابور
Qazvin	قزوین
Qom	قم
Rasht	رشت
Sanandaj	سنندج
Saveh	ساوه
Shiraz	شیراز
Somaraqand	سمرقند
Tabriz	تبریز
Tehran	تهران
Yazd	یزد
Zahedan	زاهدان
Zanjan	زنجان

Mountains/seas/rivers/deserts

Alburz	(رشته کوه) البرز
Alvand	(رشته کوه) الوند
Amu	رودخانه آمو
Caspian Sea	دریای خزر
Damavand mountain	(قله) دماوند
Dasht-e-Kavir	دشت کویر
Gulf of Oman	خلیج عمان
Hindu Kush	(رشته کوه) هندوکش
Hormuz Island	جزیره هرمز
Karkheh	رود کرخه
Karun	رود کارون
Khuzestan	خوزستان

Mountains/seas/ivers/deserts (continued)

Lake Urmia	دریاچه ارومیه
Lut Desert	کویر لوت
Pamir	پامیر
Persian Gulf	خلیج فارس
Sepiddast Lorestan	لرستان
Syr Darya	سیردریا
Tigris	دجله
Zagros mountain	(رشته کوه) زاگرس
Zayandeh river	رودخانه زاینده رود

Social conventions

(I'm) sorry (informal/formal)	متأسفم
best wishes	بهترین آرزوها
by all means	چشم
bye!	خدا حافظ!
cheers!	(به) سلامتی
could you say that again, please?	لطفاً تکرارش کنید
don't mention it	این حرف‌ها چیه! / قابلی نداره
good evening/good afternoon	شب بخیر / عصر بخیر
good morning	صبح بخیر
goodbye	خدا حافظ
goodnight	شب بخیر/شب خوش
have a good journey	خوش بگذره
hello	الو/سلام
hello (on the telephone)	الو/سلام
help!	کمک!
hi!	سلام
how are you?	چطور هستید؟
I beg your pardon? pardon?	ببخشید/ معذرت می‌خواهم
it's a pleasure	باعث افتخار است
I wish	ای کاش
meeting; meeting place	نشست/ جلسه/ محل ملاقات
much obliged	خیلی ممنون
nightmare!	کابوس!
no problem	عیب نداره
no thank you	نه، متشکرم
of course	البته
please	لطفاً
sorry	متأسفم
thank you (very much)	متشکرم
that doesn't matter/that's ok	مهم نیست
what is (your) name?	اسم شما چیه/ چیست؟
what can I do for you?	چه فرمایشی دارید؟

Language used in dialogues and messages

address	آدرس
area code	کد منطقه
call me (informal/formal)	تماس بگیرید
email	ایمیل
I'll be right back	برمی‌گردم / زود برمی‌گردم
I'm listening	دارم گوش می‌دم
message	پیام
mobile phone	تلفن همراه
moment	لحظه
on line	آنلاین
on the line/speaking	روی خط / در حال حرف زدن
please repeat that	لطفا تکرارش کنید
postcode	کد پستی
receiver	گوشی
sender	فرستنده
hold the receiver	گوشی را نگهدارید
telephone	تلفن
text	پیامک / پیام
tone	لحن
voice mail	پیام صوتی / پیام تلفنی
wait	صبر کن / منتظر ماندن
wrong number	شماره اشتباه

Section 2 – Topic-specific vocabulary

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

Foundation tier

apple	سیب
bakery	نانوایی
banana	موز
beans	لوبیا
beef	گوشت گاو
beer	آبجو
beetroot	چغندر
bill	قبض
birthday party	جشن تولد
biscuit	بیسکویت
bottle	بطری / شیشه
bread	نان
breakfast	صبحانه
butter	کره
cabbage	کلم پیچ
café	کافه، قهوه خانه
cake	کیک
carrot	هویج / زردک
caviar	خاویار
champagne	شامپاین
cheese	پنیر
chicken	مرغ، جوجه، گوشت مرغ
chips	سیب زمینی سرخ شده،
chocolate (drinking chocolate)	شکلات (نوشیدنی شکلاتی)
closed	بسته
cocoa	کاکائو
coffee(pot)	(قوری) قهوه
confectioner	قناد
crisps	چیپس / سیب زمینی سرخ شده
cucumber	خیار
cup	فنجان
custom	عادت / رسم
customer	خریدار
daily	روزانه / روزمره
delicious	لذیذ
dessert	دسر
diet	رژیم
dining room	اطاق ناهار خوری
dish	ظرف / بشقاب

Foundation tier (continued)

drink	مشروب/ آشامیدنی/ نوشابه/ نوشیدنی
egg	تخم / تخم مرغ
enjoy your meal!	از غذایتان لذت ببرید
Euro	یورو
evening meal, dinner	شام، عصرانه
everyday	هر روز، روزانه
fast food	فست فود/ غذای حاضری
first course/starter	پیش غذا
fish	ماهی
fizzy water	آب گازدار
flavour	طعم / مزه
fork	چنگال
fresh	تازه
food	غذا، خوراک
foodstuffs	غذا
fruit	میوه
fruit juice	آب میوه
glass	شیشه، لیوان
grapefruit	دارابی
grapes	انگور
ham	گوشت پشت ران خوک
hot chocolate	شکلات داغ
ice cream	بستنی
ice-cream parlour	سالن بستنی
jam	مربا
juice	آب میوه
kebab	کباب
knife	چاقو
lemon	لیمو
lemonade	لیموناد/ شربت لیمو
lettuce, salad	کاهو
life	زندگی
lunch	ناهار، غذای نیمروز
marmalade	مارمالاد
meal	وعده های غذایی/اغذیه، خوراکی ها
meat	گوشت
menu	منو، فهرست غذا
milk	شیر
milkshake	میلک شیک/ شیر طعمدار
mineral water	آب معدنی

Foundation tier (continued)

minced-meat kebab	چلوکباب کوبیده
money	پول
mushroom	قارچ
nut	گردو / فندق / پسته / بادام / آجیل
oil	روغن
omelette	املت
onion	پیاز
orange	پرتقال
packet	بسته
pancakes	پنکیک / کیک تابه‌ای
party	مهمانی / پارٹی / جشن
pasta	ماکارونی
peach	هلو / شفتالو
pear	گلابی
peas	نخود
pepper	فلفل
pizza	پیتزا
pizzeria, pizza restaurant	رستوران پیتزایی / پیتزایی
plate	بشقاب
pork	گوشت خوک
porridge	پوره / فرنی
portion	قسمت / بخش
potato	سیب زمینی
price (pound)	قیمت (پوند)
restaurant	رستوران / غذاخوری
rice	برنج
salad	سالاد
salt	نمک
sandwich	ساندویچ
sauce	سس
service	سرویس / خدمت
smell	بو / عطر
snack	غذای سبک و سریایی / تنقلات
snack bar	میز غذای سبک یا ساندویچ
soup	سوپ / آش
sour	ترش
special offer	تخفیف ویژه
spinach	اسفناج
spoon	قاشق
spring-chicken kebabs	جوجه کباب
starter	پیش غذا
steak	استیک / گوشت ران بریان شده
still water	آب راکد / آب معمولی

Foundation tier (continued)

strawberry	توت فرنگی
sugar	شکر
supermarket	فروشگاه مواد غذایی
supper	شام
sweet	شیرینی
sweet (tasting)	شیرین
sweet course, dessert	دسر
table	میز
tasty	خوش مزه
tea (pot)	(قوری) چای
to have breakfast, lunch, dinner	صبحانه/ ناهار/ شام خوردن
tomato	گوجه فرنگی
vegetables	سبزیجات
vinegar	سرکه
vitamins	ویتامین
waiter/waitress	پیشخدمت
water (tap)	آب شیر
watermelon	هندوانه
wine	شراب
yoghurt	ماست

Higher tier

appetite	اشتها
choice	انتخاب
cooked	پخته
cream	خامه، سر شیر
duck	مرغابی
fried egg	تخم مرغ نیمرو
garlic	سیر
homemade	خانگی
honey	عسل
jar	خمره شیشه‌ای/ شیشه دهن گشاد
lamb	بره
main course	غذای اصلی
mayonnaise	سس مایونز
medium	متوسط
mince	قیمه/ چرخ شده
mixed	مختلط
mustard	خردل
natural, organic food	غذای ارگانیک
noodles	رشته فرنگی
nuts	آجیل
pineapple	آناناس
pork	گوشت خوک

Higher tier (continued)

raspberry	تمشک، توت قرمز
roll (bread)	نان ساندویچی
salmon	ماهی سالمون
saucer	نعلبکی
sea food	غذای دریایی
self-service	سلف سرویس
sideboard, dresser	میز پا دیواری / میز کناری / میز دم دستی
table cloth	رومیزی / سفره
tip (money)	انعام
towel	حوله
turkey	بوقلمون
vegetarian	گیاه خوار

Identity and culture: what my friends and family are like

Words relating to dress and style

Foundation tier

belt	کمر بند
blouse	بلوز، پوشش نازک نیم تنه
boots	چکمه / بوتین
bracelet	دستبند
cap	کلاه لبه دار
clothes	لباس
clothes shop	لباس فروشی
coat/overcoat	ژاکت / پالتو / بارانی
dress	لباس زنانه
fashion	سلیقه / روش / مُد
fashionable	مُد روز
flower	گل
footwear	پاپوش / کفش
glove	دستکش
handbag	کیف دستی
hat	کلاه
hairdresser's	آرایشگر مو، سلمانی
jacket	ژاکت / کاپشن
jeans	شلوار جین
jumper	بالا پوش
make	مارک / ساخت
makeup	گریم / آرایش
pants, briefs	ساق پوش / زیر شلواری / شلوار
pyjamas	پای جامه / پیژامه / لباس راحت
ring	حلقه / انگشتر

Foundation tier (continued)

rucksack	کوله‌پشتی
scarf	روسری
shirt	پیراهن
shoe (a pair of shoes)	کفش (یک جفت کفش)
shorts	شلوار کوتاه / شورت
size	اندازه
skirt	دامن
small	کوچک، تنگ
smart	خوش‌تیپ / زیبا
socks	جوراب
sportsman	ورزشکار
sportswoman	زن ورزشکار
style	روش / استیل/سبک
suit	(یک دست) کت و شلوار، (یک دست) کت و دامن
sweater	پلوور/ژاکت
swimming costume	لباس شنا/ مایو
t-shirt	تی شرت
tie	کراوات
tights	جوراب تمام قد زنانه/ جوراب شلواری
trainers	کفش‌های ورزشی
trousers	شلوار
umbrella	چتر
uniform	یونیفورم/ لباس فرم/ روپوش
veil	چادر
vest	جلیقه
watch	ساعت مچی

Higher tier

brand, label	مارک/نام تجاری
cardigan	پارچه ژاکت
cotton (made of cotton)	پارچه کتانی
heel	پاشنه
leather	چرم/ چرمی
lipstick	روژ لب، ماتیک
loose (i.e. too big)	گشاد
neat	تمیز/مرتب/نصسته و رفته
perfume	عطر/ ادکلن
raincoat	پالتو/ کت بارانی
slippers	دم پایی
tattoo	خال سوزنی/ خال کوبی

Words on relations, relationships, personal and physical characteristics

Foundation tier

adult, grown-up	بالغ
age	سن
alcohol	الکل
arm, hand	بازو
armchair	صندلی راحتی
at home	در خانه
at my/our house	در خانه‌ی من/ما
aunt	عمه / خاله
back	عقب / پشت
bald	گل / کچل
bashful	کم رو
bath	وان
bathroom	حمام
beard	ریش
bearded	با ریش / ریش‌دار
beautiful	زیبا
bed	بستر، تخت
bed(linen)	ملافه
bedroom	اتاق خواب
bedside cabinet	کمد کنار تخت
bird	پرند
birthday	روز تولد
birthplace	جای تولد / محل تولد
block (of flats)	بلوک (آپارتمان)
blond/e	موی بلوند
body	بدن / تنه / جثه / جسد / هیکل
boy	پسر
brother	برادر
brothers and sisters, siblings	برادران و خواهران
brunette	دارای موی مشکی یا خرمایی
cat	گربه
cat (tom)	گربه (تام)
chair	صندلی
character, personality	شخصیت
charming, nice	جذاب / فریبا
child	کودک / طفل / بچه
children	کودکان / اطفال
clothes	لباس
comfortable (house, furniture)	راحت و گرم و نرم / راحت
cousin	پسریا دختر عمه/عمو/خاله

Foundation tier (continued)

curly	مجعد/ فرفری
curtains	پرده
cottage	کلبه / خانه روستایی
daily routine	روزمره، روزانه
dad	پدر، بابا
date of birth	تاریخ تولد
daughter	دختر
diet	خوراک
dog	سگ
door	در
ear/s	گوش(ها)
energetic	فعال/ جدی/ دارای انرژی
enthusiasm	جدیت/ اشتیاق/ شور و ذوق
eye	چشم
face	صورت
family	خانواده
father	پدر
fiance	نامزد
first name	اسم کوچک، نام اول
flat, apartment	آپارتمان
friend (m/f)	دوست
friendly	دوستانه، رفاقت‌آمیز
furniture	اثاثیه/ اسباب خانه
garage	گاراژ/ پارکینگ
garden	باغ
girl (older)	دوشیزه/ زن جوان
girl (young)	دختر/ دختر بچه
glasses	عینک
goldfish	ماهی قرمز
granddaughter (f)	نوه دختری
grandson (m)	نوه پسری
grandchild (f/m)	نوه، نواده
grandfather, grandad	بابا بزرگ/ پدر بزرگ
grandmother, grandma,	مامان بزرگ/ مادر بزرگ
grandparents	پدر و مادر بزرگ
granny	مامان بزرگ
guest	مهمان
guinea pig	موش آزمایشگاهی/خوکچه هندی
hair	مو
handsome	خوش تیپ
head	سر
health	بهداشت و درمان/ سلامت
horse	اسب

Foundation tier (continued)

house	خانه
ideal	ایده آل / دلخواه / هدف زندگی
identity	هویت
intelligent	باهوش
kind	مهربان
kitchen	آشپزخانه
lamp, light	چراغ
leg, foot	ساق پا
life	زندگی
living room, front room	اتاق نشیمن
man	مرد / آقا
mother	مادر
mouse	موش
moustache	سبیل
mouth	دهان
mum	مامان
neck	گردن
neighbour	همسایه
nice, pleasant	قشنگ / خوب
normal	نرمال / طبیعی
nose	بینی
old	کهنه / قدیمی
oldest (brother/sister)	بزرگترین / پیرترین
only child	تنها بچه / تک فرزند
parents	والدین
party	جشن / مهمانی / پارٹی
pen friend (f/m)	دوست مکاتبه‌ای
people	مردم
person	آدم، نفر
pet	حیوان خانگی
picture	تصویر / نقاشی
plant	گیاه
present, gift	هدیه
public holiday	تعطیل عمومی
rabbit	خرگوش
refrigerator	یخچال
relationship	رابطه
religion	مذهب
sauna	حمام بخار / سونا
serious	جدی
sister	خواهر
slim	نحیف / لاغر
snake	مار

Foundation tier (continued)

sofa, settee	نیمکت/ کاناپه
son	پسر/ فرزند پسر
stomach	شکم / معده
straight (hair)	(مو) صاف
study (room)	اتاق مطالعه
surname	اسم فامیل/ نام خانوادگی
table	میز
talented	مستعد/ خوش قریحه/ با استعداد
teenager, youth	نوجوانان
terrace	تراس/ ایوان
throat	گلو
to be healthy, fit	سالم بودن/ تندرست/ خوش بنیه
to look (e.g. angry/happy etc)	عصبانی/ خوشحال به نظر رسیدن
tooth	دندان
tropical fish	ماهی استوایی
ugly	زشت/ کریه/ بی قواره
uncle	عمو/ خالو/ دایی
visit	بازدید/ دیدار
wife	همسر (زن)
woman/lady	بانو/ زن
younger	جوان تر
youth	نوجوانان

Higher tier

acquaintance	آشنا
alone	تنها
argument	بحث / مشاجره/ بگو مگو
belief	اعتقاد/ باور
brave, adventurous	دلاور/ دلیر/ پرماجر/ ماجراجو
career	مقام / شغل/ حرفه
carpet	فرش / قالی
celebrity	شخص نامدار/ ستاره یا شخصیت برجسته
character (in film, etc)	نقش (در فیلم یا تئاتر)
character, nature	شخصیت/ طبیعت شخص
discrimination/differentiation	تبعیض/ فرق گذاری
elbow	آرنج
elderly	مسن
example	مثال
faith (religious)	ایمان (دینی)
famous	مشهور/ معروف
feeling	احساسات/ حس
furnished	مبله
gender, sex	جنس/ جنسیت
guy, dude, bloke	مرد / فرد/ شخص

Higher tier (continued)

habit/temperament	عادت/ خو
hall (in house)	سالن/ تالار
honest	صادق/ راستگو
husband	شوهر
invitation	دعوت
knee	زانو
lazy	تنبل
lively	سرزنده/ با روح
loft	سقف/ اطاق زیر شیروانی
loyal, faithful	با وفا/ وفادار/ وظیفه شناس/ ثابت
married	متاهل/ عروسی کرده
meeting	ملاقات
member of the family	عضو خانواده
mirror	آینه
mood	حالت/ مزاج/ خاطر
old age	کهنسال/ پیر
old people's home	خانه سالمندان
old fashioned	سبک قدیمی/ قدیمی از مد افتاده
optimistic	خوش بین
pensioner	مستمری بگیر/ باز نشسته
pessimistic	بد بین
place of residence	محل اقامت/ محل سکونت
racist	نژاد پرست
reasonable	معقول/ مناسب/ مستدل
relationship	تعلق/ ارتباط/ خویشاوندی/ وابستگی
relative, relation	فامیل/ نسبت فامیلی
reliable	معتبر/ قابل اعتماد
self (myself, yourself etc)	خود/خودش/ خویش
selfish	خودخواه
sense of humour	حس شوخ طبعی/ حس مزاح
sensitive	حساس
similar	یکسان
study, office	اتاق مطالعه / دفتر کار
survey	نظرسنجی/ بررسی
thin/slender	نحیف / لاغر
to babysit	بچه داری کردن
to do the washing up	شستنشو کردن
to get on (well) with	به خوبی کنار آمدن با
to move house	منزل عوض کردن/ اسباب کشی کردن
to support	پشتیبانی کردن/ حمایت کردن
understanding	توافق/ ادراک/ فهم
unemployed	بی کار
wages	مزد/ دستمزد/ حقوق

Higher tier (continued)

wanted
way of life, lifestyle

تحت تعقیب/ خواسته
روش زندگی

Identity and culture: cultural life

Foundation tier

adventure film

فیلم ماجراجویی

aerobics

ایروبیک

art gallery

گالری هنر/ نگارخانه هنری

athletics

ورزش قهرمانی

badminton

بدمینتون

ball

توپ بازی

ballet

رقص باله

band/group

ارکستر/ دسته نوازندگان

basketball

بسکتبال

book

کتاب

boxing

بوکس

camera

دوربین

camping

اردو رفتن

caravan

کاروان

cards (playing)

ورق‌های بازی

cartoon

کارتون/ کاریکاتور/ فیلم‌های نقاشی شده

cat

گربه

CD (compact disc)

سی دی

celebration

جشن

chess

شطرنج

choir

گروه کر

Christmas

کریسمس/ میلادحضرت مسیح

cinema (medium)

سینما

clarinet

کلارینت/ قره نی

classical, classic

کلاسیکی

club

کلوب، باشگاه، انجمن

collect

جمع کردن/متراکم کردن

collection

کلکسیون/ مجموعه/جمع آوری

comedy

کمدی / خنده دار

computer game

بازی رایانه‌ای

concert

کنسرت / نمایش آوازوموسیقی

cultural

فرهنگی

culture

فرهنگ

cycling

دوچرخه سواری

dance

رقص

detective/police (story)

کارآگاه/ پلیس

Foundation tier (continued)

disco (place)	دیسکو
documentary	مستند
drum	دھل/طبل
Easter	عید پاک / وفات مسیح
event	موقعیت/ رویداد
festival	عید/ جشنواره
film	فیلم
flute	نی، فلوت
football	فوتبال
free time	وقت آزاد
game	مسابقه
guitar	گیتار
gymnastics	ژیمناستیک
happy anniversary!	سالگرد ازدواج مبارک!
happy birthday!	تولد مبارک!
happy new year!	سال نو مبارک!
hobby, leisure activity	سرگرمی
hockey	چوگان بازی با اصول فوتبال/هاکی
horror film	فیلم ترسناک
ice skating	اسکیت روی یخ / پاتیناژ
idea	فکر / اندیشه/ایده
instrument	وسیلہ/ ابزار موسیقی
interest	دلچسپی/علاقه
life	زندگی
lottery	قرعه کشی/ بخت آزمایی/قرعه
magazine	مجله
method	طریق/ اسلوب/روش
mobile phone	تلفن همراه
MP3 player	دستگاه پخش ام پی 3
music	موسیقی / موزیک
musical (show)	نمایش به همراه موسیقی و آواز/ نمایش آهنگین
New Year	سال نو
New Year's day (Iranian 1st Farvardin)	نوروز
news	خبر
nightclub	کلوب شبانه
occasion	مناسبت
opera	اپرا
orchestra	دسته نوازندگان/ارکستر
party	میهمانی
photo(graph)	عکس
piano	پیانو
ping pong	پینگ پونگ
player	بازیکن

Foundation tier (continued)

pocket money	پول توجیبی
pop music	موسیقی پاپ
programme, broadcast	برنامه
rap	رپ
rock music	موسیقی راک
role	نقش
role model	الگو/ سرمشق
romantic	عاشقانه
rugby	راگبی
saxophone	ساکسوفون
science-fiction film	فیلم علمی تخیلی
sculpture	مجسمه
series	سریال
show (theatre etc)	نمایش/ تئاتر
show, performance	اجرا/ برنامه
skate boarding	اسکیت بورد
skiing	اسکی
socialising	رفت و آمد کردن/ با دوستان و آشنایان وقت گذراندن/ معاشرت
sport	ورزش
sports centre/ground	ورزشگاه / زمین ورزش
sporty	ورزشی
spy film	فیلم جاسوسی
squash	اسکواش
surfing	موج سواری
swimming	شنا کردن
team	تیم/ گروه
television (medium)	تلویزیونی
tennis	تنیس
theme	موضوع/ تم
theme park	پارک تفریحات
thriller	هیجان انگیز
to adore	پرستش کردن/عشق ورزیدن
to celebrate	عیدگرفتن/ جشن گرفتن
to dance	رقصیدن/ رقص کردن
to do sport	بازی کردن/ ورزش کردن
to get married	عروسی/ ازدواج کردن
to take part (in)	سهیم شدن/ شرکت کردن
toy	اسباب بازی
(TV) channel	کانال تلویزیون
video camera	دوربین فیلمبرداری
video/computer game	بازی رایانه‌ای
violin	ویولن

Foundation tier (continued)

volleyball
windsurfing
youth club

والیبال
موج سواری
کلوپ جوانان/ باشگاه جوانان

Higher tier

accordion
amusement
audience
author
boat
bowling (tenpin)
ceremony
championship
Christmas tree
competition
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

آکوردئون
تفریحات
حاضرین / مخاطب
نویسنده/ گردآورنده
قایق
بازی بولینگ
رسم/ جشن/ مراسم
مسابقه قهرمانی/ قهرمانی
درخت کریسمس
مسابقه
نمایش، درام
تفریح
ششمشیر بازی
رقص روی یخ
دوستانه / رفاقت آمیز
نوع/ جور/ ژانر
مقصود/هدف
معرفت/ آگاهی/دانش
انجمن / اتحادیه/لیگ
آسودگی/ فرصت/ فراغت
صدای موسیقی نوا/نغمه
دوچرخه کوهستانی
کوهنوردی
نمایش/ تأثر
لذت/ خوش وقتی/ انبساط خاطر
جایزه
داور
مرور/ مرور کردن/ انتقاد کردن
سواری
اسکیت چرخ دار
قایق بادبانی سواری
آواز خوان/ خواننده
اسکی
اسکی چوب
سریال های کوتاه تلویزیونی
سرود
ورزشگاه
وهله/ سطح/ صحنه نمایش
زیرنویس

Higher tier (continued)

table tennis	تنیس روی میز
to create	خلق کردن/ ایجاد کردن
to do gymnastics	ژیمناستیک کردن/ انجام ورزش ژیمناستیک
to fish/go fishing	ماهیگیری کردن
to hike, ramble	پیاده روی
to occupy oneself, do	مشغول شدن/ انجام دادن
to participate	مشارکت کردن/ شرکت کردن
to roller-skate	اسکیت کردن
to sail	کشتی بادبانی راندن
to score a goal	امتیاز گرفتن/ نمره گرفتن / گل زدن
to skateboard	اسکیت کردن
to train	تربیت کردن/ تعلیم دادن
tournament	مسابقه
training	تربیت / تعلیم
trumpet	بوق/شپیور
unforgettable	فراموش نشدنی
viewer	تماشاچی/ تماشاگر/بیننده
writer	نویسنده
Xbox	ایکس باکس/ کنسول بازی کامپیوتری

Identity and culture: using social media

Foundation tier

advantage	فایده/ برتری
blog	وبلاگ
chatroom	چت روم
computer	کامپیوتر، رایانه
computer game	بازی رایانه‌ای
disadvantage	اشکال/ضرر/ عیب
disk	سی دی/ لوح فشرده
email	ایمیل/ نامه الکترونیکی
internet	اینترنت
laptop	لپ تاپ
new technology	تکنولوژی جدید
page	صفحه
password	رمز عبور
programme	برنامه
risk	احتمال زیان و ضرر/ ریسک/خطر
screen	صفحه‌ی رایانه/ پرده سینما/صفحه تلویزیون
social/mass media	رسانه‌های اجتماعی/ گروهی
technology	تکنولوژی
to chat online	گفتگو به صورت آنلاین
to download	دانلود کردن

Foundation tier (continued)

to erase, delete	حذف کردن
to load	بارگذاری کردن
to save/store	انبار کردن / ذخیره کردن
to surf (the net)	جستجو کردن
to type	تایپ
to upload	آپلود
to use	استفاده کردن
use of technology	استفاده از فن آوری
virtual	مجازی
virus	ویروس
web	وب
web page	صفحه وب
webcam	وبکم / دوربین رایانه
website	وب سایت / تارنما

Higher tier

connection	اتصال
features/specifications	خصوصیات / ویژگی‌ها
homepage	صفحه اصلی
social network	شبکه‌های اجتماعی

Local area, holiday and travel

Foundation tier

accommodation	محل اقامت
adult	بالغ / بزرگ
air	هوا / باد
airport	فرودگاه
aquarium	آکواریوم
area (in town)	منطقه
art gallery	گالری هنر / نقاشی
atlas	کتاب نقشه جهان
balcony	بالکن / ایوان
baker's shop	نانوایی
bank	بانک
bar	بار، میله
barbecue	کباب کردن
bath	حمام / وان
bathroom	حمام
beach	ساحل / کنار دریا
bed	بستر / تخت‌خواب
bicycle/bike	دو چرخه
boat	قایق
bridge	پل

Foundation tier (continued)

brochure	کتابچه اطلاعاتی / بروشور
building	عمارت / ساختمان
bus (by bus)	اتوبوس
bus stop	ایستگاه اتوبوس
bus/coach station	ایستگاه اتوبوس
business	تجارت / حرفه
café	کافه، قهوه خانه
camp	اردو
campsite	اردوگاه / محل اردو
capital city	پایتخت
car	ماشین
car, automobile	اتومبیل
cathedral	کلیسای جامع
centre	مرکز
chemist	داروخانه
cheque book	دسته چک بانکی
church	کلیسا
cinema (building)	سینما
circus	سیرک
closed	بسته شده
club	باشگاه
coach	مربی
coast	ساحل
concert	کنسرت
country (i.e. nation)	ملک / کشور
countryside	دهات، بیرون شهر
credit card	کارت اعتباری
department (in a shop)	بخش / شعبه / قسمت
department store	فروشگاه بزرگ
destination	مقصد / هدف
direct	مستقیم / راست
direction	جهت، سمت
disco	دیسکو
door	در / درب
entrance	ورودی
exit	خروج، خروجی (از بزرگراه)
experience	تجربه
factory	کارخانه
farm	مزرعه، کشتزار
festival	جشنواره
flight	پرواز
flight tickets	بلیت پرواز
floor (1st, 2nd)	طبقه (اول، دوم)

Foundation tier (continued)

form	فرم، شکل
ground floor	طبقه همکف
guest	مهمان
guided tour	تور با راهنما/ راهنمای تور گردشگری
help	کمک
historic	تاریخی
historical relics	آثار باستانی
holiday cottage	کلبه‌ی تعطیلات
holidays	تعطیلات
hospital	بیمارستان
hotel	هتل
ice rink	محوطه پاتیناژ/ زمین اسکی روی یخ
identification	برگ شناسایی
information office	دفتر اطلاعات
incident	اتفاق/ حادثه/ رویداد
journey (short)	سفر کوتاه
journey	مسافرت
key	کلید
lake	دریاچه
leaflet	دفترچه
library	کتابخانه
lift	بالا بر/ آسانسور
local area	منطقه محلی
lost-property office	اداره‌ی اموال گمشده
luggage	بار و بنه‌ی سفر/ جامه دان
map	نقشه
market	بازار
means of transport	وسایل نقل و حمل
microwave	مایکرو ویو
monument	بنای یادگاری/ لوحه تاریخی
mosque	مسجد
motorbike	موتورسیکلت
mountain	کوه
museum	موزه
newspaper stall	دکه روزنامه فروشی
night club	باشگاه شبانه
occupied/taken	اشغال / گرفته شده
office	دفتر
on foot	پای پیاده
on the left	در سمت چپ
on the right	در سمت راست
open	باز
palace	کاخ

Foundation tier (continued)

paper	کاغذ
park	پارک
passenger	مسافر
passport	گذرنامه
passport control	کنترل پاسپورت
petrol	بنزین / نفت
place	جا / محل
plane	هواپیما
platform	سکو
police officer	افسر پلیس مرد/ زن
port	لنگرگاه/ بندر
post office	اداره پست/ پستخانه
postcard	کارت پستال
poster	پوستر/ عکس دیواری
priority	اولویت / ترجیح
problem	مشکل
public	عمومی/ عموم/ عوام
public transport	وسایل ایاب و ذهاب عمومی/ وسایل نقلیه همگانی
radio	رادیو
railway	خط راه آهن
region, area	منطقه/ ناحیه
region, district	محله
return ticket	بلیت دوسره/ بلیت دو طرفه
river	رود / رودخانه
road	جاده
room	اتاق
room (in hotel)	جا / مکان
rucksack	کوله پشتی
sea	دریا
season	فصل
shop	مغازه/ دکان
shopping	خرید کردن
shopping centre	بازار/ مرکز خرید، مجتمع فروش
show	نمایش/ ارائه/ جلوه
shower	دوش، رگبار باران
sight, tourist attraction, place to see	مناظر دیدنی/ جاذبه های گردشگری
single ticket	بلیت یک سره/ بلیت یک طرفه
snack bar	بیسکویت یا کیک کوچک
buffet/café (on a train)	بوفه/ کافه
souvenir	سوغات
sports centre	ورزشگاه
square (in town)	میدان، میدانگاه
stadium	ورزشگاه

Foundation tier (continued)

station (mainline railway)	ایستگاه
station (metro)	ایستگاه (مترو)
street	خیابان
suburb, outskirts of town	بیرون شهر
suitcase	چمدان
summer camp	اردوگاه تابستانی
surname	نام خانوادگی
swimming pool	استخر شنا
synagogue	کنیسه
taxi	تاکسی
teenager	جوانان
television set	دستگاه تلویزیون
tennis court	زمین بازی تنیس
tent	خیمه/ چادر
theatre	تئاتر/ نمایش
amusement park	پارک تفریحات
ticket tram, bus or metro	بلیت
ticket office	دفتر فروش بلیت
till, cash desk	صندوق پول/ میز پرداخت
to photograph	عکس گرفتن/ عکسبرداری کردن
toilets	مستراح/ توالت
tour	گشت، تور
tourism	جهانگردی/ گردشگری
tourist	جهانگرد/ گردشگر
tourist attractions	جاذبه‌های توریستی/ گردشگری
tourist information office	دفتر جهانگردی
town	شهر (کوچک) شهرک
town centre	مرکز شهر
train	قطار
traffic	ازدحام وسایل نقلیه/ ترافیک
tram	تراموا/ قطار خیابانی
travel agent	آژانس مسافرتی
traveller	مسافر
trip, outing	سفر/ گردش
underground railway	قطار زیرزمینی
underground station	ایستگاه قطار زیرزمینی
vacations/holidays	تعطیلات
valley	دره
village	دهکده
way out/exit	خروج
welcome	خوش آمدید
window	پنجره
winter holidays	تعطیلات زمستان

Foundation tier (continued)

yard, courtyard

حیاط

youth hostel

مهمانسرای جوانان

zoo

باغ وحش

Higher tier

accident

حادثه، تصادف

abroad

خارج از کشور

accommodation

مسکن / جا

adolescent

نوجوان

agricultural

زراعتی/کشاورزی

air conditioning

تهویه مطبوع

air hostess

مهماندار (زن) هواپیما

arrival

ورود

ATM

دستگاه خود بردار / عابر بانک

bank card

کارت بانک

basement

زیرزمین خانه

border

سرحد / مرز

brand/make

ساخت/مارک

calm/peaceful

آرام/صلح آمیز

canal

آبراه / کانال

car park

پارکینگ

castle

قلعه

change

عوض کردن/تغییر دادن

comfortable

راحت

commercial

تجاری

compartment (train)

محفظه (قطار) / کوپه قطار

cooker

اجاق گاز

corner

گوشه

crossroads

چهارراه

departure

خروج

diesel (fuel)

دیزل / گازوئیل

double room

اتاق دو نفره

driver

راننده

driving licence

گواهی نامه رانندگی

entertainment

سرگرمی

event

واقعه/رویداد

exhibition

نمایش گاه

ferry

کشتی

fireworks

آتش بازی

flight

پرواز

forbidden to

ممنوع

foreigner

خارجی / اجنبی

fortress

قلعه

fountain

فواره

Higher tier (continued)

free (available, vacant)	خالی / در دسترس
full (hotel etc.)	انباشته/ پُر شده/ پُر
games room	اتاق بازی
garage, service station, petrol station	گاراژ، ایستگاه‌های خدمات، پمپ بنزین
heating	گرمایش
helicopter	هلی کوپتر
hill	تپه
hire of/hiring	برای استخدام
holiday (public)	تعطیلات عمومی
hospitality	مهمان نوازی
in advance	پیشاپیش
included	شامل
industrial	صنعتی
industry	صنعت
inhabitant	ساکن
inside	داخل
landscape	چشم انداز
launderette	رخت شویی
line (underground)	خط قطار
list	فهرست
litter	زباله، آشغال
lively	سرزنده/با سرور و شعف
local	محلی
lorry	تریلی/کامیون
lost-property office	اداره اشیای گم شده
luxurious	لوکس، مجلل
nature	طبیعت
no parking	توقف ممنوع، پارکینگ ممنوع
noise	سروصدای بلند
open air	رو باز، در هوای آزاد
outside	بیرونی
package tour	پکیج مسافرتی- بسته مسافرت
park	پارک، محل گشت و گذار
pavement	پیاده رو
pedestrian	عابر پیاده
pedestrian area	منطقه عابر پیاده
pedestrian crossing	محل عبور عابر پیاده
picturesque	خوش منظره/زیبا
pillow	متکا/بالش
playground	میدان بازی/ زمین بازی
police station	پاسگاه/ اداره پلیس
police officer	مأمور پلیس
procession	حرکت دسته جمعی/ راهپیمایی/ تظاهرات

Higher tier (continued)

public holiday	تعطیل عمومی
receipt	رسید
reception	پذیرش
receptionist	منشی
reduction	کاهش
registration/booking in	نام نویسی/اسم نویسی
resort	مأمن/محل استراحت/ محل تفریح
route	مسیر/ راه
rush hour	ساعت شلوغی/وقت شلوغی ترافیک
seat belt	کمربند ایمنی
ship	کشتی
sign	علامت / نشانه
single room	اتاق یک نفره
situated	واقع در
ski resort	محل اسکی
skiing	اسکی کردن
sleeping bag	کیسه خواب
sleeping car (in a train)	واگن خواب
soap	صابون
speed	سرعت
speed limit	سرعت مجاز
star	ستاره/ ستاره سینما
summer camp	کمپ تابستانی/ اردوی تابستانی
ticket inspector	مامورکنترل بلیت
timetable	برنامه زمان بندی
to overtake	جلو زدن/سبقت گرفتن
to pack (cases)	بسته بندی کردن
to send (set off)	فرستادن
to spend the night	گذراندن (شب)
to unpack (cases)	باز کردن بسته
to validate a ticket (e.g. train, tram)	معتبر ساختن/تنفیذ کردن/قانونی کردن
toilet paper	کاغذ توالت، دستمال توالت
toothbrush	مسواک
toothpaste	خمیر دندان
tower	برج
trade	تجارت
traffic	ترافیک/ راه بندان
traffic jam	راه بندان/ازدحام وسایل نقلیه
traffic lights	چراغ راهنما
travel	سفر / مسافرت
traveller	مسافر
twin-bedded room	اتاق دو نفره
waiting room	اتاق / سالن انتظار
wash room	اتاق شستشو
winter holiday	تعطیلات زمستانی

Phrases associated with weather

Foundation tier

bad	بد / ناخوش آیند
climate	آب و هوا، جَو
cloud	ابر
cloudy	(آسمان) ابری
cold	سرد
degree (temperature)	درجه حرارت
fog/foggy	مه/ غبار مه آلود
frost	یخبندان
heat	گرما
hot	داغ/ داغ کردن
humid	مرطوب/ نمناک / شرجی
ice	یخ
in the east	در شرق
in the north	در شمال
in the south	در جنوب
in the west	در غرب
it is chilly	سرد است
it is freezing	در حال انجماد است/ یخ می زند
it is raining	باران می آید
it is snowing	برف می بارید
it is windy	باد می وزد
lowest temperature	پایین ترین درجه
mist	مه/ غبار
moderate	مدارا/ معتدل
overcast	گرفته/ ابری/ پوشیده از ابر
rain/rainy	باران / بارانی
season	موسم/ فصل
shower	رگبار باران
snow	برف
storm	توفان
sky	آسمان
sun	آفتاب
sunny	آفتابی
the sun is shining	خورشید در حال درخشیدن است
varied	گوناگون
warm	گرم
weather	آب و هوا
weather forecast	پیش بینی آب و هوا
wind	باد

Higher tier

average temperature

درجه حرارت متوسط

bright

آفتابی / روشن / درخشان

changeable

متغیر / تغییر پذیر

downpours

بارندگی زیاد

dry

خشک

hail

تگرگ

heat

گرما

high temperature

درجه حرارت بالا

it is frosty

یخبندان است

it is lightning

رعد و برق می زند

lightning

رعد و برق / تندر

low temperature

دمای پایین

misty

مه دار

thunder

تندر / رعد و برق

to be expected

انتظار داشتن / توقع داشتن

Asking for directions

are you going in a car?

آیا با ماشین می روید؟

are you going on foot?

پیاده می روید؟

at (place)

در (محل)

at the back

در عقب / پشت چیزی / جای

at the bottom

ته

at the front

در جلو / پیشاپیش

at the house of

در خانه ی

at the top

در بالای / در فوق

as far as

تا آنجایی که

continue

دنبال کردن / ادامه دادن

cross (over)

عبور

far

دور

go straight on

مستقیم برو

high street/main street

خیابان اصلی

how do I get to?

چگونه برسم؟

it is 100 metres away

صد متر فاصله دارد / آن طرف تر است

it is very close

نزدیک است

not far

دور نیست

on the left

در سمت چپ

on the right

در سمت راست

straight on

مستقیماً بر روی

take the first road on the left

جاده اول در سمت چپ

turn left

بپیچید دست چپ

turn right

بپیچید دست راست

Dealing with problems

Foundation tier

address	آدرس / نشانی
bill	قبض / صورت حساب
colour	رنگ
customer	مشتری / خریدار
customer service	خدمات مشتری
email address	آدرس ایمیل / آدرس نامه الکترونیکی
form	فرم / شکل
guarantee	گارانته / ضمانت
part	قسمت / بخش
purse	کیف پول
size	اندازه
telephone number	شماره تلفن
to work, function	کار کردن (وسایل)
wrong	اشتباه

Higher tier

broken	شکسته
complaint	شکایت
crime	جرم / جنایت
criminality	جنایتکاری
fault	خطا / اشتباه
fine	جریمه
improvement	بهبود
instructions	دستور استفاده
insurance	بیمه
mistake	غلط / اشتباه
progress	پیشرفت
quality	کیفیت
quantity	مقدار
reduction	کاهش
repair	تعمیر
theft	دزدی / سرقت
thief	سارق / دزد
to bring back	برگرداندن
to exchange	عوض کردن
to guarantee	ضمانت کردن
to insure	بیمه کردن
wallet	کیف بغلی / کیف پول

School

Foundation tier

answer	جواب ، پاسخ
art, drawing	هنر ، نقاشی
biology	زیست شناسی ، بیولوژی
board (blackboard, whiteboard etc)	تخته (سیاه/سفید)
book	کتاب
break	وقفه/ فرصت/ زنگ تفریح
business studies	مطالعات تجاری
calculator	ماشین حساب
calendar	تقویم
canteen	کانتین ، / نهارخوری
chemistry	شیمی
choir	گروه گر
circle, club	انجمن، باشگاه
class	کلاس مدرسه
class test	امتحان کلاسی
classroom	اتاق کلاس درس
college	دانشکده/کالج
copy	کپی/ نسخه
corridor	راهرو
cupboard	گنجه
desk	میز تحریر
dining room	اتاق غذا خوری
drama (school subject)	درام/ نمایش
DT (design technology)	دی تی/ تکنولوژی طراحی
English	انگلیسی
event (at school)	رویداد
examination	امتحان
exchange	تبادل
exercise	تمرین
exercise book	کتابچه تمرین
experiment	آزمایش
foreign languages	زبان های خارجی
French(language)	فرانسه
future plan	طرح آینده/برنامه برای آینده
geography	جغرافیا
German (language)	آلمانی
gym	باشگاه ورزشی / بدنسازی
head teacher	مدیر مدرسه
history	تاریخ
holidays (school)	تعطیلات
homework	تکلیف / مشق شب

Foundation tier (continued)

ICT	فن‌آوری رایانه‌ای/ انفورماتیک
Italian (language)	ایتالیایی
laboratory	آزمایشگاه
journalist	روزنامه‌نگار
languages	زبان‌ها
Latin (language)	لاتین
lesson	درس
librarian	کتابدار
library	کتابخانه
literature	ادبیات
lunch	ناهار
lunch break	وقتِ نهار
mark	نمره
maths	ریاضیات
music	موسیقی
occupation	شغل
P.E.	درس ورزش
pen	قلم
pen (ball point)	خودکار
pencil	مداد
pencil case	جعبه‌ی مداد/جا مدادی
Persian (language)	فارسی
physics	فیزیک
pilot	خلبان
plan	طرح
practical	عملی
pressure	فشار
prize	جایزه
professional	جرفه‌ای
progress	پیشرفت
projector	پروژکتور
question	سوال
religion, religious studies	تعلیمات دینی
result	نتیجه
rubber	مداد پاک‌کن
rule	ضابطه/قانون
ruler	خط‌کش
Russian (language)	زبان روسی
school	مدرسه
school activities	فعالیت‌های مدرسه
school bag	کیف مدرسه
school exchange	تبادل شاگرد میان مدارس
school hall	سالن اصلی مدرسه

Foundation tier (continued)

school playground	زمین بازی مدرسه
school trip	سفر مدرسه
schoolchild (f/m)	دانش آموز / بچه مدرسه‌ای
science	علم / علوم
secondary school	مدرسه متوسطه
section	بخش
sociology	جامعه‌شناسی
Spanish	اسپانیایی
spellings	املاء / دیکته
sports hall, gym	سالن ورزش، باشگاه
staffroom	اتاق کارکنان
stress	فشار عصبی / استرس / نگرانی
Student/pupil	دانش آموز / شاگرد / دانشجو
studious	درس‌خوان
study	تحصیل / مطالعه
subject	موضوع / رشته
success	موفقیت
summer holidays	تعطیلات تابستان
team	تیم / دسته / گروه
technology	تکنولوژی
term	ترم / دوره سه‌ماهه سال تحصیلی
test	تست / آزمون / امتحان
text	متن
textbook	کتاب درسی
the future	آینده
the past	گذشته
tie	کراوات
timetable (school)	برنامه کلاس
type	نوع
university	دانشگاه
uniform	اونیفرم / روپوش
year	سال

Higher tier

able	زرنگ / قادر / لایق / با استعداد / توانا
art	هنر
assessment	ارزیابی
attention	توجه
ballpoint pen	قلم خودکار
boarding school	مدرسه شبانه روزی
briefcase	کیف دستی
clever	زرنگ / باهوش
circle, club	دایره / باشگاه / کلاب
compulsory subject	درس اجباری

Higher tier (continued)

core subjects	موضوعات اصلی
degree (university qualification)	مدرک دانشگاهی
dictionary	فرهنگ لغت / واژه نامه
discipline	انضباط/ نظم
discussion	بحث/ مناظره / مذاکره/ مباحثه
do badly, fail an exam	رد شدن
drama group, acting group	گروه تئاتر
economics	اقتصاد
education	آموزش و پرورش
essay	مقاله
fountain pen	خود نویس
glue	چسب
hardworking	سخت کوش
kindergarten	کودکستان/مهد کودک
locker	قفسه قفل دار / کمد قفل دار
mark, grade	نمره
meeting	جلسه
mixed	مختلط
nursery school	کودکستان
optional (subject)	اختیاری
oral	زبانی
pad of paper	دسته‌ی کاغذ
page	ورق/ صفحه
parents' evening	ملاقات پدر و مادر با آموزگار
permission	اجازه
pressure	فشار/ زور
primary school	مدرسه ابتدایی / دبستان
private school	مدرسه خصوصی
project	پروژه
pronunciation	تلفظ
punctual	وقت شناس
punishment	مجازات/ تنبیه/ پاداش
qualification	مدرک
R.E.	تعلیمات دینی
report	خبر/ گزارش
school leaving certificate	مدرک فارغ التحصیلی
school report	گزارش مدرسه
school textbook	کتاب درسی مدرسه
scissors	قیچی
secondary school	مدرسه متوسطه/ دبیرستان
sharpener	مداد تراش
shelf	تاقچه/ قفسه
sociology	جامعه شناسی

Higher tier (continued)

sports ground	میدان بازی
staff room	اتاق کارکنان
state	کشور دولتی / استان
strict	سخت گیر
strong, good at (subject)	محکم / قوی
studies	تحصیل
success	موفقیت
successful	موفق
survey	نظر سنجی
to calculate	شمردن / محاسبه کردن
to correct	اصلاح کردن / تصحیح کردن
to pass (exam)	قبول شدن
to pay attention	توجه کردن
to practise	ممارست کردن / تمرین کردن
to pronounce	ادا کردن / تلفظ کردن
to revise	تجدید نظر کردن / دوره کردن
to sit an exam	امتحان دادن
to skive/to skip/bunk lessons	ترک تحصیل / عدول کردن
to work hard	سخت کار کردن
translation	ترجمه
unfair	بی انصاف / غیر منصفانه / ناعادلانه
vocational school; technical college	هنرستان فنی حرفه ای / دانشکده فنی
waste of time	اتلاف وقت
weak, bad at (subject)	ضعیف

Future aspirations, study and work

Foundation tier

actor	هنر پیشه
actress	هنر پیشه زن
advertisement	تبلیغ / آگهی
air hostess	مهماندار هواپیما
ambition	هدف / آرزو
architect	معمار / طراح
aspiration	آرمان و آرزو
assistant	دستیار
banker	بانکدار
beyond (the classroom)	خارج از کلاس
builder	کارگر ساختمانی / بنا / خانه ساز
business	کسب و کار / بازرگانی
career	حرفه
cashier	صندوقدار / تحویل دار
coffee break	زمان استراحت برای نوشیدن قهوه

Foundation tier (continued)

colleague	همکار
company	شرکت
computer	کامپیوتر / رایانه
computer operator	اپراتور کامپیوتر
computer science	علم کامپیوتر
cook	آشپز
degree	دیپلم یا درجه تحصیل
dentist	دندان پزشک
designer	طراح
doctor	دکتر
driver	راننده
electrician	مهندس برق
employment	استخدام
engineer	مهندس
farmer	کشاورز / دهقان
farm worker	کارگر مزرعه
fashion	مد
file	پرونده
fireman	آتش نشان / مأمور آتش نشانی
folder	پوشه
form	فرم
future	آینده
interview	مصاحبه
job	کار
journalist	روزنامه نگار
language	زبان
lawyer	وکیل
lecturer	معلم
male nurse	پرستار (مرد)
manager	مدیر
marketing	بازاریابی
mechanic	مکانیک
member	عضو
musical	موسیقی / موزیک
musician	نوازنده
nurse	پرستار
organisation	سازمان
per hour	در ساعت
plan	طرح
poet	شاعر
printer	چاپگر
profession	حرفه / شغل
programmer	برنامه نویس

Foundation tier (continued)

project	پروژه
reporter	خبرنگار
sales assistant	فروشنده
shop	فروشگاه/مغازه
soldier	سرباز
student	دانش آموز/ شاگرد
teacher	معلم
technician	تکنسین
telephone	تلفن
to apply for a job	درخواست برای کار/ تقاضای کار
to organise	سازمان دادن/ تشکیل دادن/ ترتیب دادن
training (sport)	تربیت بدنی
travel agency	آژانس مسافرتی
university	دانشگاه
vet	دامپزشک
volunteer	داوطلب
waiter/waitress	پیشخدمت
work	کار
work experience	تجربه کاری

Higher tier

aim, goal	هدف/ مقصد/ مقصود
ambition	جاه طلبی/ آرزوهای بزرگ داشتن
artist	هنرمند
badly paid	دستمزد خیلی کم
civil servant	مستخدم دولتی/کارمند
conference	کنفرانس
database	پایگاه داده
dream	رویا
driver	راننده
educational	آموزشی
employer	کارفرما
enclosed	به پیوست فرستادن
experienced	با تجربه
hard disk	هارد دیسک
higher education	آموزش عالی
impression	نفوذ/تاثیر
in aid of	در کمک به/ برای کمک به
internship	کار آموزی
job advert	تبلیغ کار/ آگهی کار
keyboard	صفحه کلید
law (study of the subject)	قانون
link	لینک

Higher tier (continued)

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

پزشکی
مدل / نمونه
ماوس کامپیوتر
نیمه وقت / پاره وقت
لوله کش
حرفه
برنامه نویس
چشم انداز
مدرک تحصیلی
واجد شرایط
دستمزد
امضا
چیره دستی / کاردانی / مهارت
جامعه
جراح
شرایط استخدام
پیوستن / الحاق کردن / پیوست کردن
فرم پر کردن
کسی را معرفی کردن
چاپ کردن
تلفن کردن / تلفن زدن
کار آموز
داوطلب شدن
بی کاری
پست خالی
داوطلبانه
کار داوطلبانه
ایمیل / پست الکترونیکی
شغل پردرآمد
بدون پرداخت

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

Foundation tier

access to
against
animal
campaign
championship
charity

دسترسی به
در مقابل / در برابر
حیوان
کمپین
قهرمانی
موسسه خیریه

Foundation tier (continued)

country	سرزمین/کشور
earth	زمین
ecological	زیست محیطی
ecology	محیط زیست شناسی/ بوم شناسی
effect	نتیجه/اثر
electricity	برق/ الکتریسیته
energy	انرژی
environment	محیط زیست
environmental issues	مسائل زیست محیطی
festival	جشنواره
for	برای
forest	جنگل
gas	گاز
good cause	کار خوب/ اثر مفید
global	جهانی
green	سبز
hunger	گرسنگی
hurricane	توفان
illegal	غیر قانونی
international	بین المللی
international dimension	ابعاد بین المللی
legal	قانونی
music festival	جشنواره موسیقی
musical event	رویدادهای موسیقی/ برنامه های موسیقی
natural resources	منابع طبیعی
ocean	اقیانوس
oil	نفت
Olympic Games	بازی های المپیک
organisation	سازمان
people	مردم
planet	سیاره
political	سیاسی
politician	سیاستمدار
politics, policy	سیاست
refugee	پناهنده
sporting event	رویداد ورزشی
tiger	ببر
to recycle	سطل
world	جهان
World Cup (football)	جام جهانی (فوتبال)
(the) United Nations	سازمان ملل

Higher tier

advantages	مزایا/فواید
alcohol	الکل
atomic	اٲمی / هسته‌ای
climate (adjective)	آب و هوا
coal	زغال سنگ
developed countries	کشور توسعه یافته
disadvantages	معایب
disaster	فاجعه
drinking water	آب آشامیدنی
drought	خشک سالی
drugs	مواد مخدر
earthquake	زمین لرزه/زلزله
elephant	فیل
environment	محیط زیست
enmity	دشمنی
fair trade	تجارت عادلانه
famine	قحطی/کمبود
field	زمینه
flood, flooding	سیل
global warming	گرم شدن کره زمین
hunger, famine	گرسنگی، قحطی
indirect	غیر مستقیم
instrument	دستگاه/ ابزار موسیقی
island	جزیره
lack (of)	عدم / نبود
natural resources	منابع طبیعی
nature	طبیعت
office (department)	اداره
pesticide	حشره کش
peace	صلح
planting trees	درخت کاری
plastic	پلاستیک
pollution	آلودگی
poverty	فقر
protection	حفاظت
recycling	بازیافت
reliance	اتکاء/ اعتماد
rights of man; human rights	حقوق بشر
rubbish	زباله/ آشغال/ پسمانده
security	امنیت
solar power	انرژی خورشیدی
society	اجتماع
species	گونه

Higher tier (continued)

sports event	رویداد ورزشی
spying	جاسوسی
starving	گرسنه
threat	تهدید
to contaminate	آلوده کردن / پخش کردن آلودگی
to pollute	آلوده کردن
to preserve/to protect	حفظ کردن / مراقبت کردن / نگهداری کردن
to recycle	بازیافت کردن
to save, economise	صرفه جویی کردن / کم مصرف کردن
to save, rescue	نجات دادن
to sort/separate (e.g. rubbish)	جدا کردن / تفکیک کردن
to stay in contact	در تماس ماندن
to survive	زنده ماندن
to threaten	تهدید کردن
undeveloped	عقب مانده
violence	خشونت
volcano	آتش فشان
war	جنگ
waste products	ضایعات
world(-wide)	در سراسر جهان / به صورت جهانی

Appendix 4: The context for the development of this qualification

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

We have developed and designed this qualification by:

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

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

^[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

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

From Pearson's Expert Panel for World Class Qualifications

May 2014

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

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

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

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

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

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

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

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

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.

^[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

^[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

^[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	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.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	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.	The QN for this qualification is: 603/2670/0
Subject codes	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.	GCSE – 1PN0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 1PN0/01 Paper 2: 1PN0/02 Paper 3: 1PN0/03 Paper 4: 1PN0/04

*www.gov.uk/government/publications/2018-performance-tables-discount-code

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