

Oxford Cambridge and RSA Examinations

OCR GCSE IN DUTCH (1921), PERSIAN (1922), PORTUGUESE (1923) AND TURKISH (1924)

Key Features

- Single Tier of entry covering grades A* to G.
- All skills externally assessed.
- A Minimum Core Vocabulary list available.
- Excellent support available from Subject Officers.
- Only offered by OCR.

Support and In-Service Training for Teachers

- A programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications department (telephone 0870 8706622; fax 0870 8706621).
- Past question papers and mark schemes, available from the Publications department (telephone 0870 8706622; fax 0870 8706621).
- A report on the examination, compiled by senior examining personnel after each examination session.

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Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

 Citizenship

 ICT

 Key Skills

CO - Communication

N - Application of Number

IT - Information Technology

WO - Working with Others

LP - Improving own Learning and Performance

PS - Problem Solving

OCR GCSE IN DUTCH (1921)/PERSIAN (1922)/PORTUGUESE (1923) /TURKISH (1924)

SECTION A: SPECIFICATION SUMMARY

TIERS

The scheme of assessment consists of one tier covering the whole of the ability range grades G to A*. Candidates achieving less than the minimum mark for grade G will be ungraded.

COMPONENTS

Component	Title	Duration	Weighting
1	Listening	45 mins approx	25%
2	Speaking (Externally Assessed)	12-15 mins	25%
3	Reading	60 mins	25%
4	Writing	75 mins	25%

QUESTION PAPERS

Listening

Candidates hear everything in the target language twice. The passages may include instructions, messages, announcements, monologues, dialogues, discussions, factual material, narrative and expressions and justifications of points of view, all of varying length. There is progression as higher grades are targeted. Candidates give their answers mainly using objective-type items or in the target language,. However, up to 20% of the marks for Listening may be for answers in English.

Speaking

Candidates perform three Role-plays, deliver a prepared Presentation and take part in a Discussion and a Conversation. The conversation topics are chosen from a limited and accessible range. All conversations are tape-recorded.

Reading

The passages may include signs, instructions, messages, emails, faxes, postcards, letters, articles, brochures and narratives, all of varying length. There is progression as higher grades are targeted. Candidates give their answers mainly using objective-type items or in the target language. However, up to 20% of the marks for Reading may be for answers in English.

Writing

Candidates write answers targeted at different grades ranging from a postcard/message/fax to a more extended text of 150 words. There is progressive opportunity for them to demonstrate increasing sophistication in their writing.

WEIGHTING OF ASSESSMENT OBJECTIVES

The four Assessment Objectives are weighted equally at 25% each.

ENTRY OPTIONS

None

INTERNAL ASSESSMENT

None

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

This specification rests on the following principles:

- the principle of providing a meaningful and enjoyable educational experience for candidates;
- the principle of providing known and achievable but challenging goals for candidates of all abilities;
- the principle of providing a useful level of linguistic competence for candidates;
- the principle of providing a suitable waystage in a culture of life-long learning;
- the principle of providing useful experience of the means of language acquisition;
- the principle of enabling personal awareness to develop by reference to other cultures.

Additionally, testing will build on previous practice using the following principles:

- the principle of using mainly target-language testing, with limited amounts of English;
- the principle of using English where experience suggests candidates may have difficulty understanding the task rather than the language used;
- the principle of a broad range of test types so that candidates are not unduly disadvantaged by performance in any one test type;
- the principle of test types being selected for their effectiveness in allowing candidates to show what they know and can do.

This specification makes a distinctive contribution to national provision by

- providing a Defined Content vocabulary list for all grades.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE in Dutch/Persian/Portuguese/Turkish.

1.3 LEVEL OF QUALIFICATION

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A* will have achieved an award at Intermediate Level.

Two GCSEs at grade G to D and two GCSEs at grade C to A* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

1.4 RECOMMENDED PRIOR LEARNING

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 programme of study within the National Curriculum.

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a distinction at Entry Level within the National Qualifications Framework.

1.5 PROGRESSION

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation Level within the National Qualifications Framework or could proceed to Intermediate level. Candidates who are awarded mainly grades C to A* at GCSE would be well prepared for study at Advanced Level within the National Qualifications Framework.

1.6 OVERLAP WITH OTHER QUALIFICATIONS

None

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE specification with the certification title Dutch/Persian/Portuguese/Turkish in the same examination series.

Candidates who enter for this GCSE **may** however also enter for any GNVQ specification with the certification title Dutch/Persian/Portuguese/Turkish in the same examination series. They may also enter for any NVQ qualification.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification codes for these specification are:

Dutch 5630

Persian 6150

Portuguese 5730

Turkish 6110.

1.8 CODE OF PRACTICE REQUIREMENTS

These specifications will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

2 Specification Aims

The specification is designed to give students opportunities to:

- develop understanding of the spoken and written forms of Dutch/Persian/Portuguese/Turkish in a range of contexts, including materials from countries and communities where Dutch/Persian/Portuguese/Turkish is spoken;
- develop the ability to communicate effectively in Dutch/Persian/Portuguese/Turkish through both the spoken and the written word using a range of vocabulary and structures;
- develop knowledge and understanding of the grammar of Dutch/Persian/Portuguese/Turkish and the ability to apply it;
- apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity;
- develop knowledge of countries and communities where Dutch/Persian/Portuguese/Turkish is spoken;
- develop positive attitudes to modern foreign language learning;
- provide a suitable foundation for further study of Dutch/Persian/Portuguese/Turkish or for the practical use of Dutch/Persian/Portuguese/Turkish.

3 Assessment Objectives

There are four assessment objectives

AO1 understand and respond to spoken language

AO2 communicate in speech, showing knowledge of and applying accurately the grammar and structures prescribed in the specification

AO3 understand and respond to written language

AO4 communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification

The four assessment objectives will be weighted equally, each carrying 25% of the marks.

4 Scheme of Assessment

4.1 TIERS

The scheme of assessment consists of one tier covering the whole of the ability range grades G to A*. Candidates achieving less than the minimum mark for grade G will be ungraded.

4.2 COMPONENTS

Component	Title	Duration	Weighting
1	Listening	45 mins approx	25%
2	Speaking (Externally Assessed)	12-15 mins	25%
3	Reading	60 mins	25%
4	Writing	75 mins	25%

4.3 QUESTION PAPERS

All papers are based on contexts in the context list. (See Section 5)

No dictionaries are allowed in any part of this examination.

Paper 1: Listening (approximately 45 minutes)

Candidates are allowed 5 minutes to read the question papers before the tape is started.

Candidates hear all spoken materials twice.

Exercises are intended to test comprehension and do not test the quality of any language produced by the candidate as long as communication is achieved. The candidate's responses should be sufficiently clear to be understood by a sympathetic native speaker of the language.

Rubrics are in the required language of response, although more complex rubrics may be in English.

Section 1**(targeted grades G, F, E)**

This section is marked out of 15.

Candidates listen for, identify and note main points and extract some details from short spoken texts containing simple language spoken clearly and deliberately. These passages may include instructions, messages, announcements, monologues and dialogues of varying length.

Up to four exercises consist of short recordings containing factual information. Rubrics are in the target language. Comprehension is tested by a variety of verbal and non-verbal test types, and there may also be a requirement to choose and copy words in the target language.

Section 2**(targeted grades D, C)**

This section is marked out of 10.

Candidates listen for, identify and note main points and extract details and points of view from language spoken clearly and at near normal speed. The range of spoken material includes past, present and future events. The passages are drawn from a variety of topics using familiar language. There may be some re-phrasing and hesitation.

There are up to 3 exercises.

There is a variety of spoken texts of increasing complexity which may include instructions, messages, announcements, monologues, dialogues, and discussions. They contain factual material and expressions of points of view.

Section 3**(targeted grades B, A, A*)**

This section is marked out of 15.

Candidates listen for, identify and note main points and extract details from longer and more complex language extracts spoken clearly and at normal speed. There may be limited background noise and some re-phrasing and hesitation. Candidates may be required to listen for gist. They can recognise points of view, attitudes and emotions and are able to draw conclusions from what they hear. The passages are drawn from a variety of topics.

There will be up to 4 exercises.

Some exercises may require the candidates to write responses in the target language.

There is a variety of spoken texts of increasing complexity which may include messages, radio extracts, monologues, dialogues, discussions. They contain factual material and expressions and justifications of points of view.

Paper 2: Speaking

This paper is externally assessed by OCR. All tests are recorded on cassette.

This paper consists of Role Plays and General Conversation, lasts 12-15 minutes, and is marked out of 50.

Three variants of each role play are supplied in Dutch/Persian/Portuguese/Turkish. A randomisation sheet ensures maximum variety, unpredictability and security.

No dictionaries are allowed.

Role Play 1

(targeted grades G, F, E)

This role play is marked out of 8 for communication.

Candidates carry out four activities following instructions in English.

Role Play 2

(targeted grades D, C)

This role play is marked out of 4 for communication.

Candidates carry out four activities following instructions in English. One of the tasks will contain an unpredictable element.

Role Play 3 (Narrative)

(targeted grades B, A, A*)

This role play is marked out of 8 for communication, and should last no longer than 3 minutes.

Candidates narrate events using past tenses following a verbal and visual stimulus. The stimulus material is grouped, with the main points indicated. As well as following the outline in their stimulus, candidates may develop the story, and gain credit for their ability to respond to interruption, and their ability to express and justify their emotions and opinions.

General Conversation

(all grades)

This is marked out of 10 for communication, and should last no longer than 7 minutes.

The Conversation should cover three contexts, with the teacher choosing questions to allow the candidate to show what he/she knows and can do. The exact questions must not be known by the candidate in advance, though it is permissible to practise areas of discussion with the candidate before the examination.

The Conversation **must** cover **three** topics chosen from the following seven:

- home life
- school life
- self, family and friends
- free time
- your local area
- careers, work, work experience
- holidays

The teacher's version of the Role Play 2 card will list 4 of the 7 topics, and the teacher must choose three of them. The three chosen topics **must not** be known to the candidate in advance.

Overall linguistic assessment 20 marks

(all grades)

All elements of the test are assessed for overall linguistic quality, which includes the range and variety of vocabulary, tenses and syntax as well as the ability to apply the grammar of the target language.

Paper 3: Reading (60 minutes)

No dictionaries are allowed.

Reading exercises are intended to test comprehension. Assessment of Reading does not include evaluation of the quality of any language produced by the candidate as long as communication is achieved. The candidate's response should be sufficiently clear to be understood by a sympathetic native speaker of the language.

Rubrics are in the required language of response, although more complex rubrics may be in English.

Section 1

(targeted grades G, F, E)

This section is marked out of 15.

Candidates read texts, identify and note main points and extract some details from short passages containing simple language. These passages may include signs, instructions, messages, emails, faxes, postcards, letters, internet sources, articles and brochures of varying length.

Up to three exercises consist of short texts containing factual information. Comprehension is tested by a variety of verbal and non-verbal test types, and there may also be a requirement to choose and copy words in the target language.

Section 2**(targeted grades D, C)**

This section is marked out of 10.

Candidates identify and note main points and extract details and points of view from a variety of texts, including ICT-based sources. The range of material includes past, present and future events, and expressions of points of view. The passages are drawn from a variety of topics using familiar language.

There are up to 3 exercises.

There is a variety of texts of increasing complexity which may include signs, instructions, messages, emails, faxes, postcards, letters, articles and brochures of varying length.

Section 3**(targeted grades B, A, A*)**

This section is marked out of 15.

There are up to 3 exercises.

Some exercises may require the candidates to write responses in the target language.

Candidates identify and note main points and extract details and points of view from a variety of texts, including ICT-based sources. The range of material includes past, present and future events, and expressions and justifications of points of view. Candidates are also able to read for gist. They can recognise points of view, attitudes and emotions and are able to draw conclusions from what they read. The passages are drawn from a variety of topics.

There is a variety of texts of increasing complexity which may include instructions, messages, emails, faxes, postcards, letters, brochures, articles and narratives of varying length.

Paper 4: Writing (75 minutes)**Section 1****(targeted grades G, F, E)**

This section is marked out of 30.

There are three exercises, consisting of a list, some gap filling and some simple connected writing such as a message, email, fax or postcard. Candidates are required to communicate certain points.

Section 2**(targeted grades D, C)**

This section is marked out of 20.

There is a choice of two questions.

Using sentences, candidates write a letter, fax or email of 90 - 100 words, with certain points to communicate. These include familiar topics and experiences including, present, past and future events and involving the use of different tenses. Candidates are required to express opinions.

Section 3**(targeted grades B, A, A*)**

This section is marked out of 30.

Candidates write an essay, a report or an article of 140 - 150 words.

There is a choice of two questions.

Candidates are required to communicate certain points. They give factual information, narrate events, and express and justify points of view.

They use an appropriate register. Their sentences, which often contain a subordinate clause or another verbal construction, have generally accurate spelling and grammar, and a broad range of vocabulary, idiom, tenses and structure.

4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Single Tier

	AO1	AO2	AO3	AO4	Total
Paper 1	25%				25%
Paper 2		25%			25%
Paper 3			25%		25%
Paper 4				25%	25%

4.5 ENTRY OPTIONS

All candidates take all four papers.

4.6 INTERNAL ASSESSMENT

None

4.7 ASSESSMENT OF WRITTEN COMMUNICATION AND ICT

Candidates are expected to read and respond to texts from ICT-based sources.

4.8 DIFFERENTIATION

Differentiation is achieved by targeting examination tasks at an appropriate range of levels of ability allowing all candidates to demonstrate what they know, understand and can do.

In Speaking, differentiation is by task and by outcome.

4.9 AWARDING OF GRADES

The papers will have a total weighting of 100%.

A candidate's mark for each of the components taken will be combined in the appropriate weighting to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

4.10 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Grade F

Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed.

Candidates take part in simple conversations showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and although there may be grammatical inaccuracies, the main points are communicated.

Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.

Candidates write short sentences and respond to written texts by substituting words and phrases. Although there may be mistakes in spelling and grammar, the main points are communicated.

Grade C

Candidates identify and note main points and extract details and points of view from language spoken at normal speed. The spoken texts include past and future events. They are drawn from a variety of topics which include familiar language in unfamiliar contexts.

Candidates develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language.

Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.

Grade A

Candidates understand gist and identify main points and detail in a variety of types of authentic spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions.

Candidates initiate and develop conversations and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Candidates understand gist and identify main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.

Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structure and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

SECTION C: SPECIFICATION CONTENT

5 Specification Content

CONTEXTS

Candidates will be required to show knowledge of the following five contexts and sub-contexts, which are based on the National Curriculum Orders for Modern Foreign Languages.

1 Everyday activities

   C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

- (a) home life
- (b) school life
- (c) eating and drinking
- (d) health and fitness

2 Personal and social life

  C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

- (a) people – the family and new contacts
- (b) free time (social activities, sports, personal interests, weekends and days off school, entertainment)
- (c) making appointments
- (d) special occasions

3 The world around us

   C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

- (a) local and other areas
- (b) shopping and public services
- (c) environment
- (d) going places

4 The world of work

   C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

- (a) jobs and work experience
- (b) careers and life-long learning

5 The international world

 C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

- (a) the media
- (b) world issues, events and people
- (c) tourism and holidays
- (d) tourist and holiday accommodation

GRAMMAR AND LINGUISTIC STRUCTURES

Candidates are required to show knowledge of a nationally agreed list of grammar and linguistic structures. There are separate lists for each language, to be found in Appendix B.

They should also know key words and phrases used in rubrics, which are listed in Appendix D.

VOCABULARY

A Minimum Core Vocabulary list is available separately for each language.

Knowledge of words outside the list is not needed to answer questions in Listening and Reading, although other words may be found in the papers. Occasionally, some items will be glossed to aid candidates.

TASK LIST

Questions set will be based on the task list.

The Task List is in Appendix A.

SECTION D: COURSEWORK

6 Coursework Tasks

Coursework is not available in this specification.

7 Regulations for Internal Assessment

There is no internal assessment in this specification.

SECTION E: FURTHER INFORMATION

8 Opportunities for Teaching

8.1 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Dutch/Persian/Portuguese/Turkish.

The assessment of this course requires candidates to read and respond to texts from ICT-based sources. In Paper 4 (Writing), candidates may be required to draft faxes and emails, but this will be done on the examination paper using pen and ink.

This section offers guidance on opportunities for using ICT during the course. These opportunities are also indicated within the content of Section 5 by a  symbol. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills. Where such opportunities do contribute, they are identified by the use of the  symbol.

ICT Application/Development	Opportunities for Using ICT during the Course
Read ICT-based material in the target language.	Find and print out suitable material from CDs, the internet, intranet.
Word-process in the target language.	Draft and write at various lengths in the target language.
Proof-read own work.	Improve drafts.
Produce DTP versions of work for publication or display.	Use DTP to enhance work where linguistic quality has been checked.

8.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Section 5 by a  symbol.

It is recognised that the limited level of mastery of a modern foreign language will affect Candidates' performance in all the above activities.

Citizenship Programme of Study	Opportunities for Teaching Citizenship Issues during the Course
1g the importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion	Context 5a – the media
1i the United Kingdom's relations in Europe, including the European Union	Context 5b – world issues, events and people
1j the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21	Context 3c – environment Context 5b – world issues, events and people
2a research a topical political, spiritual, moral, social or cultural issue, problem, or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics	Context 5b – world issues, events and people
2b express, justify and defend orally and in writing a personal opinion about such issue, problems or events	Context 5b – world issues, events and people The expression and justification of points of view are required throughout the specification.
2c contribute to group and exploratory class discussion, and take part in formal debates	The expression and justification of points of view are required throughout the specification.
3a use imagination to consider other people's experiences and be able to think about, express and critically evaluate views that are not their own	The expression and justification of points of view are required throughout the specification. The ability to consider other people's experiences and points of view pervades Listening and Reading texts.

8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development.

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their own strengths and weaknesses, and their will to achieve.

The study of a modern foreign language permits all of these facets to develop.

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong, and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others.

The study of a modern foreign language permits all of these facets to develop.

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national, global) and an ability to relate to others and to work with others for the common good.

The study of a modern foreign language permits all of these facets to develop. As the use of language is a social activity, skill at conducting various relationships is fostered by the study of a modern foreign language.

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences.

The study of a modern foreign language permits all of these facets to develop. Throughout the contexts there is constant scope for developing pupils' cultural awareness, most especially where the target language is used in more than one country.

8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

The following contexts used in this specification are particularly relevant to health, safety and environmental issues:

1c eating and drinking

1d health and fitness

3 The world around us, especially

3c environment

5b world issues, events and people

8.5 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content.

All of the contexts in this specification can be taken to support the European Dimension.

Teachers of languages spoken outside Europe will use their discretion as to how much weight to accord to the European Dimension in their teaching.

9 Key Skills

Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of a  symbol in Section 5. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills unit exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓		✓	✓	✓	
Level 2	✓		✓	✓	✓	

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published in 2001.

Although the Key Skill of Communication is central to the study of Modern Foreign Languages, the communication specification requires the evidence to be produced in English, Welsh or Irish as the mother tongue. MFL, therefore, offers opportunities for developing, rather than producing evidence, this Key Skill.

10 Arrangements for Candidates with Special Needs

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (tel 01223 552505) as early as possible during the course.

11 Support and In-Service Training for Teachers

- A programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications department (telephone 0870 8706622; fax 0870 8706621).
- Past question papers and mark schemes, available from the Publications department (telephone 0870 8706622; fax 0870 8706621).
- A report on the examination, compiled by senior examining personnel after each examination session.

Appendix A: Task List

The Language Tasks listed below amplify and illustrate the Context List.

Tasks are relevant to the four assessment objectives as and when appropriate. For example, where information or views are to be given, described or explained, Speaking (AO2) and Writing (AO4) are the relevant objectives; but where information is to be sought, although the above skills may be required in order to elicit information, the skills of Listening (AO1) and Reading (AO3) are involved in understanding the response.

GENERAL TASKS

These general tasks are applicable in many or most contexts.

- Use and understand common formulas of polite conversation
- Use and understand common formulas such as lack of comprehension and requesting clarification or repetition
- Use and understand common classroom language
- Give and seek information about what is available or what is possible
- Agree and disagree
- Accept or refuse items and suggestions
- Express feelings and emotions, such as interest, liking, enthusiasm, excitement, amusement and their opposites
- Express and seek views and opinions. Explain and give reasons for these opinions
- Give a straightforward account of an event or period of time
- Identify attitudes and emotions from what is said or written
- Draw conclusions from what is said or written
- Act as intermediary or interpreter
- Give an extended account or report of a period of time or sequence of events
- Summarise or report views, attitudes or emotions
- Suggest possible changes in a given context and assess what might happen as a result
- Discuss the advantages and disadvantages of aspects of a topic
- Compare and contrast aspects of a topic

1 EVERYDAY ACTIVITIES

   C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

1a Home Life

- Give and seek general information about people's homes
- Give and seek information about household routine
- Give descriptions of and seek information about rooms
- Express, seek and explain views and opinions about features of the home
- Give an account of a period of time the candidate spent or plans to spend at home
- Discuss the good and bad points of the candidate's home and home life
- Suggest possible changes in the home and evaluate the effects these would produce

1b School Life

- Give and seek general information about people's schools or colleges
- Give and seek information about subjects studied and about likes and dislikes
- Express, seek and explain views and opinions about features of school
- Give an account of a period of time the candidate spent or plans to spend at school
- Explain and discuss the reasons for liking or disliking school/college, such as the subjects studied, people, atmosphere and the degree of freedom
- Suggest possible changes in the school/college and evaluate the effects these would produce

1c Eating and Drinking

- Give and seek information about dislikes, likes and preferences among foods and drinks
- In a café or restaurant, explain preferences and requirements to the staff
- In a café or restaurant, modify requirements depending on personal preferences and what is not available
- In a café or restaurant, point out problems or errors and deal with payment
- Give an account of a typical or special meal in the past or being planned
- In the café or restaurant explain problems and request that appropriate action be taken
- Explain and discuss the advantages and disadvantages of particular health regimes and of the typical diet or cuisine in other countries
- Suggest possible changes in the candidate's eating and drinking patterns, and evaluate the effects these would produce

1d Health and Fitness

- Give and seek information about symptoms, including for how long symptoms have been felt
- Give and seek information about injuries such as cuts, sprains and broken bones
- Give and seek information about what people eat and do to keep healthy
- Request and understand the instructions for medicines or remedies
- Give an account of a period of time when someone sustained an injury or was unwell
- Give an account of an injury which was treated by the health services, discussing the causes and the consequences and estimating who was to blame for the occurrence
- Discuss the benefits and dangers to health of taking medicines and drugs
- Suggest possible changes in diet and lifestyle patterns and evaluate the effects these would produce
- Describe the sorts of diet and exercise that help people stay healthy

2 PERSONAL AND SOCIAL LIFE

  C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

2a People – The Family and New Contacts

- Give and seek information about family members
- Give and seek general information about family members and friends
- Describe family members (including pets), friends and other persons, mentioning their appearance and temperament
- Use and understand the language associated with being introduced to new contacts
- Use and understand language associated with invitations and suggestions about various activities
- Explain or justify decisions and preferences in response to invitations or in respect of friends and family
- Discuss the good and bad points of life in the family or in another culture
- Suggest possible changes to life in the family and evaluate the effects these would produce

2b Free Time

- Give and seek information about people's interests, pastimes and leisure activities in the home and in town
- Describe a free time activity, event or performance
- Express, seek and explain views and opinions about free time activities or performers
- Give an account of a period of free time in the past or still being planned
- Discuss the good and bad points of leisure time, activities, performances, performers and the free time facilities in the candidate's area
- Suggest possible changes to free time facilities and evaluate the effects these would produce
- Discuss what activities the candidate might pursue or suggest if time, opportunity and finances permitted

2c Making Appointments

- Give and seek information about where and when to meet
- Use and understand the language involved in accepting, rejecting, modifying and confirming different possibilities for meeting
- Recognise and evaluate views and attitudes

2d Special Occasions

- Give and seek information about special events
- Give and seek information about festivals or special events in the candidate's own area or in cultures where the target-language is spoken
- Express, seek and explain views and opinions about special events and festivals
- Discuss and compare features of target-language cultures with those of the candidate's own area.

3 THE WORLD AROUND US

   C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

3a Local and other Areas

- Give and seek information about the candidate's local area
- Give an account of an area the candidate has visited or plans to visit
- Express, seek and explain views and opinions about the candidate's area or other places
- Discuss and compare features of the candidate's own area with that of other areas
- Suggest possible changes and evaluate the effects these would produce

3b Shopping and Public Services

- Seek information about different shops, departments, post offices, and banks
- In a shop find out what is available
- Find out about cost and if there are reductions or special offers
- Specify requirements, for example colour, size and material, and the weights, measures or packages
- Modify requirements as necessary, for example requesting alternative colours and sizes
- Use and understand the language associated with rejecting, choosing, confirming and making payment
- Express, seek and explain views and opinions about clothing, fashions, souvenirs and foods
- Give an account of a period of time in the shops, either in the past or still being planned
- In the Post Office find out the cost of sending items
- Request an appropriate number of stamps and deal with payment
- In a bank or other money exchange explain how much money is to be changed and in what way
- Seek information about such aspects as rates of exchange, commission and the location of the cash-desk
- When telephoning understand the instructions in a phone box and find out a required number
- Use appropriate language when answering the phone and to obtain the appropriate person when calling
- To a suitable authority explain that something has been lost and describe such aspects as the appearance of the item, any contents and where and when it was lost
- In a shop explain problems or make complaints about an item and request that appropriate action be taken
- Discuss the shops and shopping habits in the candidate's area and in countries where the target language is spoken
- Discuss what clothing or other items the candidate might buy if finance permitted, and explain the reasons for the choice

3c The Environment

- Give and seek information about the weather
- Give and seek information about problems affecting the environment, whether man-made or natural
- Give and seek information about remedial measures such as conservation and recycling
- Express, seek and explain views and opinions about issues affecting the environment and about different features of the weather
- Give and seek information about weather conditions some time in the past or a forecast for a time in the future
- Discuss what different activities might be possible depending on different weather conditions
- Assess what are the most urgent issues affecting the environment
- Suggest possible changes and evaluate the effects these would produce

3d Going Places

- Give and seek directions on how to get to places on foot
- Give and seek information about the best way to reach a destination by car or by public transport, including how long the journey might take
- Give and seek information about a regular journey to school/college or to work
- Give and seek information about availability of public transport to a given destination
- Check whether a course of action is appropriate, for example whether it is the right bus, road, platform or time
- Give and seek information about times and timetables, including the need to change if necessary
- Understand information in road, traffic and transport bulletins
- Use and understand the language associated with buying or reserving tickets
- Give an account of a journey, either in the past or still being planned
- Give a basic account of an accident or transport problem or an item lost, describing actions taken
- When travelling by car when there are mechanical problems briefly outline the problem, describe the location of the car and ask where help can be obtained
- Deal with an element of the unexpected in travel, for example delays, breakdowns or cancellations
- Discuss and explain views on the advantages and disadvantages of different forms of transport
- Give an account of an accident, explain what happened, describe actions taken and discuss causes, blame and consequences

4 THE WORLD OF WORK

   C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

4a Jobs and Work-Experience

- Give and seek information about any job or work done by the candidate or by the candidate's friends or family
- Give and seek information about any pocket money the candidate receives
- Use and understand the language necessary to find out information about a job and to make an application for a job
- Give and seek information about how the candidate spends money received either from work or as pocket money
- Express, seek and explain views and opinions about aspects of a job such as the hours, pay, conditions and people
- Discuss the advantages and disadvantages of having a job, considering such aspects as time, money and personal development
- Suggest possible changes to a particular job and evaluate the effects these would produce

4b Careers and Life-long Learning

- Give and seek information about preferences for work or for further study
- Express, seek and explain views and opinions about different types of further education and different types of career
- Discuss the advantages and disadvantages of different opportunities for further study and of different careers

5 THE INTERNATIONAL WORLD

   C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

5a The Media

- Give and seek information about features of the different media
- Give and seek information about habits for listening, viewing and computing
- Express, seek and explain views and opinions about the media
- Discuss preferences amongst different media and also amongst, for example, different magazines or different types of television programme
- Suggest possible changes in the media and evaluate the effects these would produce

5b World Issues, Events and People

- Give and seek information about major stories, events and individuals in the news
- Express, seek and explain views and opinions about events and people
- Discuss reasons and motives behind events, people and ideas in the news
- Give an account of an event, real or imaginary, such as might be reported in the media

5c Tourism and Holidays

- Give and seek information about the tourist possibilities of the candidate's own area and of other aspects such as climate, accommodation, events and places of interest
- Give and seek information about a typical holiday
- Give an account of a period of time on holiday, either in the past or still being planned
- Express, seek and explain views and opinions about different aspects of holidays
- Discuss preferences for different types of holiday and for different aspects of holidays
- Compare and contrast holidays in the UK with those in other cultures
- Discuss the advantages and disadvantages of tourism
- Describe the holiday the candidate would take if time and finances were no object

5d Tourist and Holiday Accommodation

- **Before starting a journey**, seek information about possible accommodation including such aspects as availability, cost, meals and facilities
- Give information about requirements for accommodation
- **On arrival**, give and seek information when checking in at the accommodation either having reserved or asking about availability
- Seek information about such matters as facilities, meals and regulations
- Accept or refuse as necessary and modify requirements in response to what is possible or available
- **During the stay**, give and seek information about problems such as noise or items missing
- **At a youth hostel**, give and seek information about hiring equipment and about duties required
- **On departure**, deal with payment, including pointing out errors where necessary
- Discuss the advantages and disadvantages of different types of accommodation on holiday
- Describe the accommodation of a holiday in the past explaining how features of the accommodation affected the holiday for good or ill
- Describe the candidate's ideal holiday accommodation

Appendix B: Grammar and Linguistic Structures

DUTCH

Contents

PART A – CANDIDATES AIMING TO ACHIEVE UP TO GRADE C

- I – VERBS
- II – NOUNS
- III – ADJECTIVES AND ADVERBS
- IV – ARTICLES
- V – PRONOUNS
- VI – NEGATIVES
- VII – NUMBERS, QUANTITY AND TIME
- VIII – PREPOSITIONS
- IX – CONJUNCTIONS

PART B – CANDIDATES AIMING TO ACHIEVE ABOVE GRADE C

- I – VERBS
- II – NOUNS
- III – CONJUNCTIONS

The list of structures and grammar is provided in order to give a clear indication of the grammatical knowledge expected of candidates in the examination. It is not intended to be restrictive and able pupils should be encouraged to progress beyond the list.

All structures and grammar listed for Candidates aiming to achieve up to grade C are also expected of candidates aiming to achieve above grade C.

Note: (R) = receptive use only

Part A – Candidates Aiming to Achieve up to Grade C

I – VERBS

A Regular and Special Verbs

- 1 common regular, orthography-changing (eg, reizen, kopen), radical-changing (eg, zijn) and irregular verbs (ie strong) (eg, lopen)
- 2 reflexive verbs, eg, zich herinneren
- 3 impersonal verbs, eg, regenen
- 4 separable verbs, eg, binnenlopen
- 5 directives, eg pas op, achter uitstappen

B Voice and Person

a voice

active voice

b person

1 infinitive replacing second person in polite imperative use, eg, bij de portier melden

2 differentiation between polite and informal use of second person pronoun, singular and plural

C Infinitive Forms

infinitive, including use as a noun

D Past Participle

common regular and irregular past participles

E Indicative

1 present, eg, ik hoop

2 preterite and imperfect, eg, ik hoopte

3 perfect with hebben and zijn, eg, ik heb gewacht, ik ben gekomen

4 future aspect using present tense, eg, ik kom met je mee

F Conditional

causative use of laten, eg, dat laat ik doen

II – NOUNS

A Gender

1 common gender and neuter

2 diminutive formation with -je and spelling changes, eg, meisje

B Singular and Plural

- 1 normal -en ending and -s and -eren endings in common words, eg, handen, ooms (and all diminutives), kinderen
- 2 spelling changes according to regular phonetic rules, eg, mannen, huizen, namen
- 3 vowel changes in the plurals of common words, eg, stad/steden and all nouns ending in -heid
- 4 (R) differentiation of meaning according to the plural form, eg, kleden, kleren
- 5 the use of singular and plural forms of measures, eg, drie jaar, twee minuten

C Genitive

- 1 (R) Genitive use in compounds and to indicate the meaning every or during, eg, stadsbus, 's zomers

III – ADJECTIVES AND ADVERBS

- 1 ending in -e when following the definite article of neuter nouns, definite and indefinite articles of common gender nouns and all plurals, eg, het nieuwe huis, een grote stad, nieuwe huizen/steden
- 2 no inflection following a noun or preceding a neuter noun with the indefinite or no article, eg, de zon is warm, een nieuw huis, vorig jaar
- 3 spelling changes according to regular phonetic rules, eg, lief/lieve
- 4 comparative and superlative formations with -er and -st, and the irregular forms for goed, veel and weinig
- 5 used substantively, eg, het beste, de blinden
- 6 adverbs have the same form as adjectives, but some adverbs are formed with the diminutive of the adjective, eg, netjes, zachtjes
- 7 the superlative adverb with het, eg, het liefst

IV – ARTICLES

- 1 een, het, de
- 2 use of definite article for certain locations, eg, de Sintjanskerk and with the independent possessive pronoun, eg, dit is de mijne
- 3 deletion of the article before nationality or religion, eg, ik ben Engels, katholiek and before profession/occupation, eg, hie is arts/student

V – PRONOUNS

A Personal Pronouns

- 1 subject first person
ik, je/u, ze/hij, we, jullie/u, ze (emphatic: jij, wij, zij)
- 2 object and indirect
me, je/u, haar/hem, ons, jullie/u, ze/hen (emphatic mij, jou)
- 3 possessive
mijn, je/uw, haar/zijn, ons/onze, jullie/uw(e), hun
- 4 reflexive
me, je/u, zich, ons, je/u, zich
- 5 use with personal names, eg, dat is Klaas z'n (zijn) jas
- 6 (R) spoken form d'r for haar
- 7 independent usage, eg, dat is de/het mijne, dat is van mij

B Demonstratives and Indefinites

- 1 deze, dit
die, dat
elk, ieder
enig, wat
sommige
iets, niets
alle(s), allen, allemaal
iemand/niemand
iedereen
men
- 2 the use of al and elision with de, eg, al de > alle
- 3 (R) the genitive adjective following wat, eg, wat interessants
- 4 (R) the use of het/dat before a copula introducing the referent, eg, het/dat zijn aardige mensen
- 5 word order in sentences using a demonstrative, eg, dat weet ik niet

C Relative Pronouns

die, dat

wie

wat

welk(e)

waar

hier/daar/er (adverbial)

ergens (adverbial)

nergens (adverbial)

D Interrogative Pronouns

wie

wat

welk

wat voor (een)

hoe

E The Use of Deze, Dit, Het, Die, Dat, Wat with Prepositions

The use of these pronouns with a preposition requires a conversion of the pronoun to its corresponding adverbial pronoun followed by the preposition: hierop, hierbij, eronder, daarmee (met), daarover, waartussen etc. The adverbial pronoun must be separated from the following preposition where required, eg, waar heb je het mee gedaan? Hier hebben we het over gehad

VI – NEGATIVES

1 niet

geen

nooit (the negative of wel eens rather than ooit)

2 the position of niet in the sentence, eg, dat is mijn boek niet, hij is niet thuis

3 the use of geen instead of niet (een), eg, er is geen melk, dat is geen boom and before adjectives, eg, er zijn geen zwarte rozen

VII – NUMBERS, QUANTITY AND TIME

A Numerals

- 1 cardinals from zero to miljoenen
after prepositions, voor zessen (6 o'clock)
(R) met z'n drieen
units precede tens, eg, 136, honderd zes en dertig
(R) approximations, eg, een week of vijf
- 2 ordinals
from eerste to laatste
(R) voorlaatste
de hoeveelste is het vandaag?

B Expressions of Weight, Quantity and Capacity

gram, ons, kilo, hoeveelheid
tiental, aantal, bedrag, kwantiteit
lengte, breedte, inhoud, liter, kilometer

C Dates, Days, Time and Frequency

24 hour clock, kwart over, half, kwart voor, vijf voor/over half
's morgens, 's middags, 's avonds, 's nachts
om tien uur, tegen achten, op woensdag (over een week/over veertien dagen)
om hoe laat?, sinds wanneer?, vanaf ... tot
op het ogenblik/dit moment, om de drie weken, af en toe

VIII – PREPOSITIONS

- 1 op, onder, in, uit, binnen, buiten, met, zonder, voor, achter, boven, onder, van, naar, langs, naast, na, om
- 2 with pronouns (see above), waar kom je vandaan?, waar ga je naartoe?
(R) waar ga je heen?

IX – CONJUNCTIONS

- 1** co-ordinating conjunctions
en, maar, want, dus, (R) daarom,
word order after co-ordinating conjunctions (inversion)
- 2** subordinating conjunctions
dat, omdat, wanneer, toen, voordat, nadat, of, als, waarom, hoe, waar, wat, die (relative pronoun)
word order in subordinate clauses

Part B – Candidates Aiming to Achieve above Grade C

I – VERBS

A Voice and Person

(R) passive voice

Impersonal idiomatic statements, eg, dat zal wel, dat mag

B Infinitive Forms

(R) used as imperative, eg, opschieten!

(R) used in a passive sense, eg, dat is niet te geloven

C Indicative

(R) continuous/frequentative present and past tenses using aan het or staan/zitten (etc) te
pluperfect with had(den), was/waren

II – NOUNS

A Singular and Plural

(R) the use of the apostrophe in the plural of nouns ending in certain vowels, eg, piano's

B The Use of Deze, Dit, Het, Die, Dat, Wat with Prepositions

iets and niets with preposition become ergens/nergens over etc

C Conditional

causative use of doen, eg, dat laat ik doen, dat doet me denken

III – CONJUNCTIONS

co-ordinating conjunctions

inmiddels, ondertussen

PERSIAN

The list of structures and grammar is provided in order to give a clear indication of the grammatical knowledge expected of candidates in the examination. It is not intended to be restrictive and able pupils should be encouraged to progress beyond the list at the highest level, although this knowledge would not be tested.

The list is divided into two sections corresponding to the requirements for grades G–C (Section 1) and for grades B–A* (Section 2). All structures required for Section 1 are also expected of Section 2 candidates.

SECTION 1

Simple verbs, e.g. خوردن؛ دیدن
 Compound verbs, e.g. حرف زدن؛ تلفن کردن
 Regular verbs, e.g. خوردن (خور)؛ خریدن (خر)
 Irregular verbs, e.g. رفتن (رو)؛ دیدن (بین)
 Present stem
 Past stem
 Past participle, e.g. رفته؛ دیده
 Used as gerund, e.g. از دیدنتان خوشحالم.

- | | |
|----------------------|------------------|
| 1 Present simple | می خورم |
| 2 Present continuous | (دارم) می خورم |
| 3 Present perfect | خورده‌ام |
| 4 Past simple | خوردم |
| 5 Past continuous | (داشتم) می خوردم |
| 6 Future simple | خواهم خورد |
| 7 Past perfect | خورده بودم |

e.g. (I'm sitting.) نشسته‌ام.
 (S/he's standing.) ایستاده است.
 (S/he's lying on the bed.) روی تخت دراز کشیده است.
 (We're wearing ...) پوشیده‌ایم.

SECTION 2

I - VERB
A - INFINITIVE

Short infinitive, e.g. رفت و آمد
 Present participle, e.g. درخشان

B - INDICATIVE

8 Past narrative زندگی می‌کرده است

C - VERBS OF STATE

Expressed in different tenses in
 Persian and English

SECTION 1

باید (must); شاید (might); شدن (to be possible);
توانستن (to be able); بودن (to be); خواستن (to want)

Passive infinitives formed with شدن (to become)
e.g. بسته شدن (to be closed)

1 Possible, present/future

اگر او را ببینم، به او می‌گویم. اگر او را دیدی، به او بگو.

2 Impossible, present

اگر می‌توانستم، می‌آمدم.

3 Impossible, past

اگر او را می‌دیدید / دیده بودید ...

1 Addressing second person(s), e.g. بیا. (Come.)

2 Addressing third person(s), e.g.

بیاد. (Let him/her come.)

3 Addressing all (including speaker), e.g.

بریم. (Let's go.)

With derivatives of هیچ (none):

هیچ چیز (nothing), etc. هیچ وقت (never);

SECTION 2

D - AUXILIARY VERBS

E - PASSIVE VOICE

F - CONDITIONALS

4 Possible, past

اگر او را دیده باشی ...

5 Actual, present

اگر می‌دانی، چرا نمی‌گویی؟

6 Actual, past

اگر عکس‌ها را آورده‌ی، آنها را به ما نشان بده.

G - IMPERATIVE

H - NEGATIVES

With تا (unless, until):

تا شما نیاید من نمی‌روم.

(I shall not go unless you come.)

SECTION 1

Yes/no questions

Wh-questions

Present:

After auxiliary verbs

After main verbs

After conjunctions:

تا (by the time; until)

که/تا (so that; in order to)

قبل / پیش از اینکه / آنکه (before)

بدون اینکه (without)

بجای اینکه (instead of)

Verbs:

رسیدن ← رساندن / رسانیدن

خواهید ← خواباندن / خوابانیدن

گذشتن ← گذراندن / گذرانیدن

I - INTERROGATIVE FORMS

J - SUBJUNCTIVE FORMS

K - CAUSATIVE

L - EXPRESSING WISHES

SECTION 2

With آیا (Question marker)

After conjunctions:

مگر اینکه (unless)

غیر از اینکه / جز اینکه (except)

به شرطی که (provided that)

مبادا / نکند (lest; for fear that)

In causative sentences, e.g.:

داده‌ام کامپیوترم را تعمیر کنند.

(I am having my computer repaired.)

Past:

باید او را دیده باشید. (You must have seen him.) vs

باید او را می‌دیدید. (You should have seen him.)

Sentence:

هفته پیش دادم کامپیوترم را تعمیر کردند.

(I had my computer repaired last week.)

می‌خواهم بدهم کامپیوترم را تعمیر کنند.

(I'm going to have my computer repaired.)

ایکاش می‌تونستم. (I wish I could.)

SECTION 1

II - NOUNS

Formation of nouns with suffixes

Verbal nouns (gerunds)

Simple and compound nouns

Abstract nouns & concrete nouns

Ezafe used as a possessive / genitive link

Ezafe used as an adjectival link

Ezafe used as a preposition maker

Plural markers (Persian)

Simple adjectives

Demonstrative adjectives

Interrogative adjectives

Adjectives of colour

Position of adjectives

Used as adverbs

Used as nouns

SECTION 2

Ezafe used to express distance from, e.g.

در ۵ کیلومتری تهران

Arabic plural forms used in Persian, e.g.

حیوان/حیوانات؛ نوع/انواع؛ علم/علوم؛ وسیله/وسایل؛ خلیفه/خلفا

Diminutives, e.g.

پسر/پسرک/پسره؛ باغ/باغچه

III - ADJECTIVES

Compound adjectives, e.g.

سنگدل؛ بد اخلاق؛ سر بلند؛ بیکار؛ تندرو؛ پولدار

SECTION 1

Simple adverbs (frequency, manner)
 Adverbial expressions of time
 Adverbial expressions of place
 Position of adverbs

Regular comparative forms
 Irregular forms, e.g. بهتر (better)
 از = than

All - including irregulars, e.g. بهترین (best)

Definite - including use of را (definite, direct
 object marker)
 Indefinite
 Partitive, e.g. تمامی، بعضی از

General
 Emphatic (کتاب خودم)

e.g. همه؛ تمام؛ فلان؛ سایر؛ بعضی؛
 کم، کمی؛ اندک، اندکی؛ بسیار، بسیاری

SECTION 2

IV - ADVERBS

Compound adverbs, e.g.
 به سختی، به تدریج، کم کم، رفته رفته

V - COMPARISON OF ADJECTIVES &
ADVERBS

تا = than

در بیمارستان، بیشتر دکتر بود تا بیمار!

VI - SUPERLATIVE ADJECTIVES &
ADVERBS

VII - ARTICLES

VIII - POSSESSIVES

Unmarked: خود (own): رفت. کتاب خود را برداشت و رفت.

IX - INDEFINITE ADJECTIVES, NOUNS
AND PRONOUNS

SECTION 1

Subject personal pronouns
 Object personal pronouns
 Omission of را + inversion of object and verb, e.g. دیدمش.
 Reflexive pronouns
 Possessive pronouns
 Interrogative pronouns

All cardinal & ordinal numbers
 Fractions, decimals
 Percentage
 Recurring numerals:
 بار هفته‌ی یک (once a week)
 بار هر دو ماه یک (once every two months)
 روز درمیان یک (every other day)
 ساعت به سه ساعت (every three hours)
 Approximate numbers:
 روز دو سه (two or three days)
 Classifiers used with numbers:
 بچه سه تا (three children)
 زن سه نفر (three women)
 کت و شلوار یک دست (a suit)
 مرغ هشت دانه تخم (eight eggs)

SECTION 2

X - PRONOUNS

XI - NUMBERS, QUANTITY AND TIME

A - NUMBERS

Addition
 Division
 Multiplication
 Subtraction

Classifiers used with numbers:

قلم چهار عدد (four pens)
 کتاب پنج جلد (five books)
 هواپیما ده فروند (ten aeroplanes)
 آپارتمان دویست دستگاه (two hundred flats)
 تفنگ سه قبضه (three rifles)

SECTION 1

Length, width, height
Distance, weight

e.g. چند؛ چندین؛ تعدادی؛ مقداری

Telling the time
Days of the week
Months of the year
Seasons of the year
Expressing age

e.g. روی، در کنار، در طرفِ چپ

e.g. تا/که، چون، اگر، مگر، هر وقت

e.g. آفرین، به‌به، حیف، راستی

Verb/noun/adjective + preposition
e.g.: (happy with) راضی از

SECTION 2**B - MEASURES****C - QUANTIFIERS****D - DATES AND TIME**

24-hour clock

XII - PREPOSITIONS & PREPOSITIONAL PHRASES**XIII - CONJUNCTIONS****XIV - INTERJECTIONS****XV - COLLOCATIONS**

noun + noun, e.g.: تسکینِ درد (pain relief)

adjective + noun, e.g. عواقبِ وخیم (grave/dire consequences)

SECTION 1

Simple
Compound

XVI - SENTENCE

XVII - REPORTED SPEECH

XVIII - PRONUNCIATION AND INTONATION

Persian phonological system:
Focus on sounds and sound distributions
unfamiliar to English speakers.
Persian syllable structure
Word stress
Sentence stress
Contrastive stress
Rising tone in yes/no questions
Falling tone in statements and wh-questions
Tashdid: double consonant (gemination) in
Persian

SECTION 2

Complex:
Adjectival clauses, e.g.
مردی که تلفن کرد عمومی من است.
Adverbial clauses, e.g.
وقتی که تلفن کرد داشتم شام می‌خوردم.
Noun clauses, e.g.
او گفت که احمد خیلی خسته است.

(Person and) tense unchanged, e.g.
گفت امشب خسته‌ام، نمیتونم پیام.

Prosodic features of Persian:
Pitch movements:

Falling: دیروز دیدمش.

Rising: راستی؟

Flat: از شوخی گذشته ...

Rhythm:

Syllable-timed:

اگه هوا خنک بشه میریم بیرون.

Stress-timed:

این کلمه چه معنی میده؟

SECTION 1

XIX - GRAMMAR OF COMMUNICATION

Rules governing the production (and perception) of socially and culturally appropriate language

1 Polite forms:

Pronouns, e.g.

تو / شما
او / ایشان

Use of titles, e.g.

آقای (Mr); خانم (Ms); دکتر (Dr);
(Engineer) مهندس

بفرمایید. میوه میل کنید. e.g.

2 Polite formulas/rituals: *ta'arof*
(used by hosts & guests)

Honorific verbs, e.g.

تشریف آوردن (to come)
عرض کردن (humbly to say)
فرمودن (to say)

Honorific nouns & adjectives, e.g.

جناب (Excellency)
جناب عالی (you)
عالی جناب (Your Excellency)

چرا اینقدر تعارف می‌کنید؟ e.g.
قابلی نداره. قابل شما نیست.

SECTION 2

PORTUGUESE

Contents

PART A – CANDIDATES AIMING TO ACHIEVE UP TO GRADE C

- I – VERBS
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- III – ADJECTIVES AND ADVERBS
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- V – PRONOUNS
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- VIII – NUMBERS, QUANTITY AND TIME
- IX – PREPOSITIONS
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PART B – CANDIDATES AIMING TO ACHIEVE ABOVE GRADE C

- I – VERBS
- II – PRONOUNS
- III – NEGATIVES
- IV – NUMBERS, QUANTITY AND TIME
- V – PREPOSITIONS
- VI – CONJUNCTIONS

The list of structures and grammar is provided in order to give a clear indication of the grammatical knowledge expected of candidates in the examination. It is not intended to be restrictive and able pupils should be encouraged to progress beyond the list.

All structures and grammar listed for candidates aiming to achieve up to grade C are also expected of candidates aiming to achieve above grade C.

Note: (R) = receptive use only

Part A – Candidates Aiming to Achieve up to Grade C

I – VERBS

A Regular and Special Verbs

- 1 all the verbs included in the Vocabulary Lists
- 2 reflexive verbs, where applicable, eg, sentar-se, levantar-se
- 3 progressive with estar, andar, ir, vir
- 4 common idiomatic expressions with ter, haver and other verbs used periphrastically, eg, tem de estudar
- 5 verbs followed by an infinitive (with or without a preposition) eg, quero comer

B Voice and Person

a voice

active voice

(R) passive voice

b person

first and third person endings, singular and plural second person, using third person verb ending, singular and plural; eg, você gosta, vocês gostam

(R) second person singular, eg, tu gostas

(R) omission of subject denotator, eg, gosta, gostas, gostam

C Infinitive Forms

1 infinitive

2 (R) inflected or personal infinitive

D Past Participle

common regular and irregular past participles

(R) past participle in the passive voice

E Gerund

F Indicative

1 present

2 preterite

(R) imperfect

(R) reported speech, eg, disse que comprava

3 periphrastic forms with ir, vir, haver de, instead of the future, eg, vou comprar, hei de comprar

4 (R) imperfect and periphrastic haver de, instead of conditional, eg, gostava, comprava, havia de comprar

G Commands

1 command and request forms using third person present subjunctive, singular and plural, eg, venha, sirvam-se

2 (R) commands and requests using imperative second person singular, eg, olha

H Subjunctive

- 1 (R) present in common expressions, eg, espero que não chova
- 2 (R) future of verbs listed in common expressions, eg, quando chegarem, se puder
- 3 (R) imperfect of verbs listed in common expressions, eg se pudesse
- 4 (R) perfect subjunctive with ter, eg, espero que tenha chegado

II – NOUNS

A Gender

- 1 gender of all nouns listed in the vocabulary list
- 2 gender endings of all nouns listed in the vocabulary list
- 3 (R) common feminine and masculine diminutives and augmentatives, eg, pãozinho, casarão
- 4 alternative meanings of common nouns depending on gender, eg, a caixa – o caixa
- 5 masculine verbal noun, eg, o trabalhar

B Singular and Plural

- 1 plural of all nouns listed and referred to in the Introduction and, where applicable, their feminine equivalents
- 2 change of stressed closed to open vowel, eg, ovos
- 3 plural of noun+de+noun, eg, quartos de casal
- 4 plural of common compound nouns, diminutives and augmentatives , eg, couves-flores, guarda-chuvas, pãezinhos, cafezinhos
- 5 masculine plural covering both genders, eg, os filhos
- 6 feminine plural including both genders, eg, as crianças

III – ADJECTIVES AND ADVERBS

A Formation and Position of Adjectives and Adverbs

- 1 adjectives and past participles used adjectivally:
 - (a) agreement in gender, eg, casaco branco
 - (i) gender endings of all adjectives listed and referred to in the Introduction.
 - (ii) change of stressed closed to open vowel, eg, novo, nova
 - (b) agreement in number, eg, casacos brancos
 - (i) plural endings of all adjectives listed and referred to in the Introduction, including, where applicable, their feminine forms
 - (ii) change of stressed closed to open vowel, eg, novos
 - (c) position of adjectives
noun + adjective
Common exceptions, eg, bom dia
- 2 adverbs
 - (a) everyday usage, eg, bem, mal, devagar, assim
 - (b) formation with –mente, eg, igualmente
 - (c) common adverbial phrases, eg, de repente, de novo
 - (d) position of adverbs

B Comparatives and Superlatives

- 1 tão ... como; tão ... quanto; mais ... do que; menos ... do que
- 2 muito ...; pouco ...
(R) –íssimo/a/os/as
facílimo, difícilimo
- 3 o mais ...; o menos ...
- 4 irregular comparatives and superlatives including maior, menor, melhor, pior
(R) superior, inferior, máximo, mínimo

C Intensifiers and Emphatic Expressions

common examples: ainda, claro, mesmo, pois não, também, apenas, bastante, com certeza, demais, imenso, naturalmente, ora, próprio

IV – ARTICLES

- 1 definite: o, a, os, as
agreement with noun
- 2 indefinite: um, uma, uns, umas
agreement with noun
- 3 additional use of definite article
 - (a) with a toponym or name of country, eg, o Porto, o Brasil
 - (b) with name of a person, eg, a Ana
 - (c) with possessive, eg, o meu passaporte
 - (d) with nouns used in a general sense, eg, a fruta está cara
 - (e) other uses of article, eg, 5 euros o quilo
- 4 omission of indefinite article before noun denoting
 - (a) origin, eg, sou inglês
 - (b) profession, occupation, eg, sou estudante
 - (c) possession, eg, tem carro
 - (d) marital status, eg, ela é casada
 - (e) affiliation, religion, eg, ele é católico

V – PRONOUNS

A Personal Pronouns

- 1 subject personal pronouns
 - (a) first person: eu – nós
second person: tu // você // o sr / a sra – vocês // os srs / as sras
third person: ele/ela – eles/elas
 - (b) definite article + proper noun for second person, eg, o João
 - (c) other common second person denotators, eg, o pai

- 2 direct and indirect person pronouns
- (a) me – nos; te – (R)vos; o/a // você – os/as // vocês; lhe – lhes
 - (b) with preposition, eg, para: para mim; ti; si; para você; o sr/a sra; ele/ela; o/a+ proper noun
respective plurals
 - (c) with preposition com:
comigo; contigo; consigo
com você; o sr/a sra; ele/ela; o/a + proper noun
respective plurals
 - (d) (R) indirect object pronoun instead of possessive, eg, roubaram-lhe a carteira
- 3 reflexives
me; te; se; nos
- 4 position of direct and indirect pronouns, including reflexives
after the verb, hyphenated
before the verb

B Demonstratives and Indefinites

isto, isso, aquilo
cada
tudo
nada
alguém, ninguém
este, esse, aquele
o mesmo, o outro
algum, nenhum
todo
tanto
vários
agreement
used adjectivally

C Possessives

- 1 first person: (o)meu(s); (a)minha(s); (os)nosso(s); (as)nossa(s)
second person: (o)teu(s); (a)tua(s); (o)seu(s); (a)sua(s)
third person: (o)seu(s); (a)sua(s)
used adjectivally

- 2 possession expressed with de ...
dele/dela; de você // do sr/da sra // do/a + (proper) noun
respective plurals
- 3 omission of possessive, eg, lavar as mãos

D Relatives

- 1 que, quem
(R) cujo, quanto
- 2 word order

VI - INTERROGATIVES

- 1 questions
 - (a) with same word order as in statement, eg, A praia fica longe?
 - (b) with é que, eg, Quando é que o barco parte?
 - (c) With an interrogative pronoun or adjective, eg,
O quê?
(O) que é isto?
Quais prefere?
Que sapatos prefere?
De quem é a mala?
Com quem vai?
Quanto custa?
Qual é o seu?
 - (d) which start with a different question-word, eg, Como se chama?
- 2 question and reiterative reply, eg, É perto? É.

VII - NEGATIVES

- 1 não for 'no'
não for a verb in the negative, eg, Não tenho
nunca, nem ... nem
- 2 (R) double negatives:
não ... nada
não ... nenhum
não ... ninguém
não ... nunca
- 3 word order in negative sentences, eg, Ela não se chama Rita

VIII - NUMBERS, QUANTITY AND TIME

A Numerals

- 1 cardinals
from 'zero' to 'milhões'
mais de, menos de
agreements where applicable
- 2 ordinals
from 'primeiro/a' to 'vigésimo/a'
último/a
(R) penúltimo/a
agreements
- 3 proportional
duplo
dobro
meio
metade
um terço
um quarto
- 4 collective
par
dezena, década
dúzia
centena
milhar
- 5 position of ordinals
ordinal + noun, eg, terceiro andar

B Expressions of Weight, Quantity and Capacity

dúzia

metade

um quarto

meia dose

um par

duzentos gramas

um litro de uma garrafa de

(R) dezena, quinzena, centena, milhar

(R) um terço, dobro, demasiado, a mais, a menos

basic measurements and distance

eg, meio metro

dez quilómetros

a quinze quilómetros

C Dates, Days, Time and Frequency

Including months

days of the week

oito dias, quinze dias

Primavera, Verão, Outono, Inverno,

12 hour clock and 24 hour clock reading

(R) zero horas

da manhã, da tarde, da noite

ontem à noite, amanhã de manhã

hoje, logo à tarde, logo à noite

dentro de, daqui a

há

(R)há (main verb in the Present) eg. estou aqui há 5 minutos

(R)há (verb in the Preterite) eg. cheguei há 15 dias

(R)anteontem, de hoje a

antes, depois

próximo, que vem, passado

anterior, seguinte

sempre, nunca

vez, às vezes, muitas vezes, poucas vezes

(R)de três em três horas

IX - PREPOSITIONS

- 1 de, em, a, com, sem, até, por, entre, contra, desde
- 2 contracted forms:
 - (a) with definite article, eg, ao, da, no, pelo
 - (b) (R) with indefinite article, eg, numa
 - (c) with other words, eg, disto, daqui, donde,
- 3 (R) other commonly used prepositional phrases, eg, ao lado de, ao pé de, etc.

X – CONJUNCTIONS

- 1 co-ordinating conjunctions
e, ou, mas, também, nem, portanto
(R) por isso, porém, contudo, não só ... mas também
and other commonly used conjunctions
- 2 subordinating conjunctions
que, porque, pois, se, quando, como
- 3 word order in subordinate clauses

Part B – Candidates Aiming to Achieve above Grade C

I – VERBS

A Voice and Person

person

- (a) undefined subject, using third person verb ending + no subject denotator, eg, disseram-me
- (b) (R) third person conjugated reflexively instead of the passive voice, eg, fala-se inglês, aceitam-se cheques

B Infinitive Forms

(R) used as a noun, eg, o trabalhar

C Indicative

Perfect with ter, eg, tenho estado

Future

(R) future in pronominal and reflexive conjugations, eg, lavar-se-á
pluperfect with ter and (R) with haver, eg, tinha comprado, havia visto

II – PRONOUNS

A Personal Pronouns

- 1 direct and indirect personal pronouns
contracted forms, eg, mo(s)
(R) contracted forms, eg, no-las(s)
- 2 position
comprá-lo(s), vendê-la(s), compram-na(s)
(R) intercalated: comprá-lo-ei, vendê-la-ia

B Demonstratives and Indefinites

algo, certo, cada, diverso
qualquer, quaisquer
tal, tais
(R) um tão, um tal

C Possessives

vosso

D Relatives

- 1 o qual, os quais
- 2 common idiomatic expressions, eg, foi isto que, fui eu quem, foi ele quem me disse

III – NEGATIVES

(R) não lhas comprou

IV – NUMBERS, QUANTITY AND TIME

A Numerals

- 1 any cardinal numbers not listed in section a
- 2 ordinals in common use from ‘vigésimo primeiro/a’ onwards

B Dates, Days, Time and Frequency

da madrugada

common adjectives derived from seasons, eg, primaveril

(R) Estio

véspera

VI – PREPOSITIONS

contracted forms:

noutro

(R) a + personal infinitive, eg, ao sairmos

VII – CONJUNCTIONS

1 co-ordinating conjunctions

Quer...quer

2 subordinating conjunctions

para que; embora; enquanto; logo que; desde que; bem como; a não ser que;

já que; mesmo que; contanto que; visto que; ainda que; posto que; apesar de

que; de maneira que; talvez que

(R) por + adj + que

3 use of subjunctive in subordinate clauses, eg logo que for possível

word order in more complex subordinate clauses

TURKISH

GRAMMAR AND LINGUISTIC STRUCTURES

TURKISH

All structures and grammar listed for candidates aiming to achieve up to Grade C are also expected of candidates aiming to achieve above Grade C.

Part A: Candidates aiming to achieve up to Grade C

NOUN - AD

Proper noun - Özel ad: İstanbul, Kemal...
Common noun - Titr ad: İnsan, hayvan, bitki...
Concrete noun - Soyut ad: Masa, kız...
Abstract noun - Somut ad: Bağımsızlık, özgürlük...
Singular noun - Tekil ad: Kalem, dolap...
Plural noun - Çoğul ad: Kuzular, bebekler...

CASE - AD DURUMU

Nominative - Yalın durum: ev
Accusative - Belirtme durumu: evi
Dative - Yönelme durumu: eve
Locative - Kalma durumu: evde
Ablative - Çıkma durumu: evden
Genitive - Tamlayan durumu: Kedi masanın altında.

Yapılarına göre adlar:

Simple noun - Yalın ad: Oda, kitap
Derived noun - Türemiş ad: Başlık, başkanlık
Compound noun - Bileşik ad: Balıkadam, devetabanı...

PRONOUN - ADIL (ZAMİR)

Personal pronoun - Kişi adılı: Ben, sen, o...
Reflective pronoun - Dönüşlü adıl: Kendi, kendin...
Demonstrative pronoun - Gösterme adılı: Bu, şu, bunlar...
Indefinite pronoun - Belgisiz adıl: Kimseye, hiçbirine...
Interrogative pronoun - Soru adılı: Kim, ne, nereye...

Adıl gibi kullanılan ekler:

Possessive suffix - İyelik eki: Benim, kitabınızı...
Personal ending - Kişi eki: Geldim, gelmişim, gideyim, gitsin...
Pronominal suffix - İlgî eki: Ondaki, seninki...

ADJECTIVE- ÖNAD (SIFAT)

Qualificative adjective - Niteleme önadı: Uzun, kısa, zengin...
Determinative adjective - Belirtme önadı:
Demonstrative adjective - Gösterme önadı: Bu, şu, o...
Interrogative adjective - Soru önadı: Kaç, ne kadar, hangi...
Numeral adjective - Sayı önadı: İki, birer, birinci, yüzde bir...
Indefinite adjective - Belgisiz önad: Birçok, birkaç...

Yapılarına Göre Önadlar:

Simple adjective - Yalın önad: Beyaz, uzun
Compound adjective - Bileşik önad: Yurtsever, zeytinyağlı..
Derived adjective - Türemiş önad: Kuvvetli, çalışkan....
Intensive adjective - Pekıştirmeli önad: Bembeyaz, kıpkırmızı....

ADVERB - BELİRTEÇ (ZARF)

Adverb of time – Zaman belirteci: Bugün, yazın....
Adverb of place – Zaman belirteci: İleri, dışarı.....
Adverb of quantity – Ölçü belirteci: Az, çok...
Eşitlik belirteci: Ben de o kadar zenginim.
Üstünlük belirteci: Ben daha zenginim.
En üstünlük belirteci: Sınıfın en çalışkan öğrencisidir.
Adverb of quality – Niteleme belirteci: İstemeye istemeye uyudu. Tertemiz, mutlaka...
Interrogative adverb - Soru belirteci: Niçin, neden..

Yapılarına göre belirteçler:

Simple adverb - Yalın belirteç: İyi, dün...
Bileşik belirteç: akşamüstü, ilkönce...
Öbekleşmiş belirteç: Sabah sabah, yarın akşam...
Derived adverb – Türemiş belirteç: ilkin, sabahleyin...

PARTICLE – İLGEÇ: Gibi, için, kadar, ile, -a ait, a-bile, -a doğru, -e göre, -ın için, -den başka...

CONJUNCTION - BAĞLAÇ

Aksi halde, yoksa, ama , ayrıca, üstelik, dahi, bu nedenle, çünkü, demek ki, eğer, oysa, halbuki, veya, yine de, ki, hem...hemde, ne...ne, de...de, ya...ya, ve...

INTERJECTION - ÜNLEM

Aferin! Ah! Ay! Aman! Eyvah! Haydi! Eh! Yok Canım! Yaşasın! Yazık! Vah! Yahu! Sakın!

CONJUGATION – EYLEM ÇEKİMİ**INDICATIVE - BİLDİRME KİPLERİ**

Past definite- Belirli geçmiş zaman: Aldım...
 Past indefinite- Belirsiz geçmiş zaman: Almışım...
 Present continuous - Şimdiki zaman: Alıyorum
 Aorist - Geniş zaman: Alırım
 Future - Gelecek zaman: Alacağım.

SUBJUNCTIVE – İSTEME KİPLERİ

Optative - İstek kipi: Alayım..
 Desiderative - Dilek koşul kipi: Alsam.....
 Necessitative - Gereklilik kipi: Almalıyım..
 Imperative - Emir kipi: Alsın, almasın.....

COMPOUND TENSE- BİLEŞİK ZAMAN

Imperfect - hikaye bileşik zaman:
 Belirli geçmiş zaman kipiyle yapılan hikaye bileşik zaman: Geldiydim...
 Belirsiz zaman kipiyle yapılan hikaye bileşik zaman: Gelmiştim...
 Şimdiki zaman kipiyle yapılan hikaye bileşik zaman: Geliyordum...
 Geniş zaman kipiyle yapılan hikaye bileşik zaman: Gelirdim...
 Gelecek zaman kipiyle yapılan hikaye bileşik zaman: Gelecektim...
 İstek kipiyle yapılan hikaye bileşik zaman: Geleydim...
 Dilek koşul kipiyle yapılan hikaye bileşik zaman: Gelseydim...
 Gereklilik kipiyle yapılan hikaye bileşik zamanı: Gelmeliydim...

CONDITIONAL- KOŞUL BİLEŞİK ZAMANI

Belirli geçmiş zaman kipiyle yapılan koşul bileşik zamanı: Geldiysem...
 Belirsiz geçmiş zaman kipiyle yapılan koşul bileşik zamanı: Gelmişsem...
 Şimdiki zaman kipiyle yapılan koşul bileşik zamanı: Geliyorsam...
 Geniş zaman kipiyle yapılan koşul bileşik zamanı: Gelirsem...
 Gelecek zaman kipiyle yapılan koşul bileşik zamanı: Geleceksem...
 Gereklilik kipiyle yapılan koşul bileşik zamanı: Gelmeliysem...

VOICE - EYLEMDE ÇATI

Active verb – Etken eylem: Gelmek, gitmek...
 Passive verb – Edilgen eylem: Sevilmek, alınmak...
 Reciprocal verb – İsteş eylem: Koşuşmayın, dövüşmüşler...
 Reflexive verb – Dönüşlü eylem: Yıkanmak, sevinmek...

VERBALIA – EYLEMSİ

Infinitive - Eylemlik: Aldırmak, görünüş...gitme zamanı, yerleşmeye, gidişine

Participle - Ortaç: -acak, -miş (susamış çocuk), -en (gelen adam), -an (kırılan bacağı), -mez, maz (tükenmez kalem)...

Gerund - Ulaç: -a (on kala uyanırım), (-acağı yerde), -acağından, -eli beri., sessizce...

PART B Candidates aiming to achieve above Grade C

NARRATIVE - RİVAYET BİLEŞİK ZAMANI :

Belirsiz geçmiş zaman kipiyle yapılan rivayet bileşik zamanı: Gitmişmişim...

Şimdiki zaman kipiyle yapılan rivayet bileşik zamanı: Gidiyormuşum...

Geniş zaman kipiyle yapılan rivayet bileşik zamanı: Gidermişim...

Gelecek zaman kipiyle yapılan hikaye bileşik zamanı: Gidecekmışiz...

Gereklilik kipiyle yapılan rivayet bileşik zamanı: Gitmeliymişim...

Istek kipiyle yapılan rivayet bileşik zamanı: Gideymişim...

Dilek koşul kipiyle yapılan rivayet bileşik zamanı: Gitseymişim...

VOICE

Factitive Verb – Ettirgen eylem: Açtırmak, diktirmek, okutturmak...

Participle - Ortaç: -ası(eli kırılısıca), -dık (tanıdık yüz)

Gerund - Ulaç: -a.....(-e.....-e) (Kendini öve öve bitiremiyor.), -acağına (Perhiz yapacağına ne bulsa yiyor.) Hasta olduğu halde okula gitti. Evlendi evleneli buraya gelmez oldu. Odanı istediğin biçimde düzeltebilirsin.

Anacoluthon - Devrik Tümce: Ağır ağır çıkacaksın bu merdivenlerden...

Parenthesis sentence – Ara tümce: İsterse, ummam ya, sana yardım edebilir.

Appendix C: Target Language Test Types

INTRODUCTION

The following target language test types may be found in examination papers for this specification. This list is not exhaustive, but is intended to illustrate the range of exercises which OCR uses. Teachers should also consult the specimen materials produced by OCR to accompany this specification.

1 Listening (AO1) and Reading (AO3)

Objective Question Types

- Multiple choice + visuals
- Multiple choice + verbal options
- True/false + third option (tick correct box only)
- Grid completion (eg who holds which opinion/who has which intention)
- Table completion (response via box ticking)
- Matching (response via ticking correct box or writing appropriate letter), Stimuli could include visuals, for example matching drawings/signs to correct person
- Visual transfer techniques (for example candidates draw in appropriate symbols on a map or plan)
- Questionnaire completion (box ticking, adding figures, etc)
- Choosing correct word from a box of possible answers.

Non-objective question types

- Questions requiring answers in English or in the target language.
- Note completion
- Table completion requiring verbal response.

2 Speaking (AO2)

- Closed role-play with very predictable outcomes
- Open role-play containing an unpredictable element and with scope for candidate to use some imagination
- Extended open role-play with scope for candidate to use imagination to expand on a framework common to all candidates, to express points of view and to justify them.
- Verbal and visual stimuli.
- Free Conversation based on a selection from a known list of topics.

3 Writing (AO4)

- Lists
- Manipulation of language in response to verbal or visual stimuli.
- Blank filling
- Diary entries
- Messages
- Emails
- Faxes
- Postcards
- Letters, both formal and informal
- Essays
- Reports
- Articles

Appendix D: Examination Rubrics

TARGET-LANGUAGE EXAMINATION RUBRICS

The following lists are not exhaustive or prescriptive. They are intended to illustrate the sorts of target-language settings and instructions that candidates are likely to meet in the examinations.

OCR's intention is always to explain the task to the candidate in the simplest possible terms, and in the examination each new task-type is illustrated by an example.

The list is given here in English, but will be in the individual target language.

A GENERAL RUBRICS NOT SPECIFIC TO ANY ONE COMPONENT

Question words	Here is...
The following questions/sentences	She is speaking/writing about...
Read	Look at
Write	Copy
Tick	Ring
Choose	Match
Answer	Fill in
in English	in Dutch/Persian/Portuguese/Turkish
in numbers	...in the list
true or false	Example
Not mentioned	Answer the questions
For each person/sentence...	Look at the notes/grid/drawings
Fill in the table	Fill in the blanks
Fill in the details	Choose the description which corresponds best
Look for/Find the words	Tick the correct boxes/words
Tick only FOUR boxes	Ring ONE of the three words
Write the corresponding letter	You will not need all the letters

B RUBRICS SPECIFIC TO PARTICULAR COMPONENTS

Listening

You are going to hear... ...talking about ...

Listen (to)

...conversation/dialogue

...broadcast

Listening and Reading

...a message/conversation ...an extract/adverts

...magazine/text/e-mail ...interview/newspaper

Writing

You are sending... Describe (what)

Write... Ask (what)...

...list/letter Tell him/her (what)...

...postcard/article Explain (what)...

Ask a question... Give your impressions

Give your opinion and your reasons Write in full sentences

Write about 100 words Mention...

C RUBRICS SPECIFIC TO INDIVIDUAL LANGUAGES

DUTCH

The following lists are not exhaustive or prescriptive. They serve in conjunction with the specimen papers to illustrate the instructions and settings likely to be encountered in the examination rubrics. Individual items which will be specific to particular examinations are not included in these lists, which are intended to be generic in nature.

Rubrics will be simple or more complex in proportion to the increasing complexity of language used throughout the papers. However, the intention at all levels will be to explain the task set to the candidate in the simplest possible terms. OCR's aim is that rubrics in the target language must not disadvantage the candidate in the completion of a task.

The lists begin with a collection of items common to all papers and then go on to list items more likely to be specific to each component.

All papers

Eerst

First

Nu

Now

In het Nederlands

In Dutch

In het Engels

In English

In cijfers

In numbers

Juist

True

Onjuist

False

Voorbeeld

Example

De volgende antwoorden

The following answers

Enkele vragen/zinnen etc

Some questions/sentences etc

Voor elke vraag/persoon/klant

For each question/person/customer

Hij/zij praat/schrijft over

He/She is speaking/writing about...

Question words such as: Waar, Wie, Wanneer, Wat, Hoe, Hoe laat, Hoeveel

A.U.B omslaan

Turn over

Lees de vragen/de lijst/ de aantekeningen etc

Read the questions/the list/the notes etc

Schrijf de letter/het nummer...

Write the letter/number...

Vul het antwoord in...

Write the answers...

Beantwoord de vragen
Answer the questions

Vul de tafel in
Fill in the table

Zoek naar woorden/zinnen etc
Find the words/sentences etc

Maak aantekeningen
Make notes

Vul het Juiste woord in
Fill in the blanks

Bekijk de aantekeningen/tekeningen/tabel/plattengrond etc
Look at the notes/drawings/grid/map etc

Combineer...
Match up...

Kruis het hokje bij het juiste antwoord aan
Tick the appropriate boxes

Kruis slechts vijf letters/hokjes aan
Tick only five letters/boxes

Omcirkel het juiste antwoord
Circle the correct answer

Corrigeer dan de bewering...
Then correct the statement...

Vul de juiste letter in...
Write the letter which corresponds/matches...

Kies de beschrijving die (hier) het best past...
Choose the description that best fits...

Je hebt niet alle letters nodig
You will not need all the letters

Beantwoord de vragen in het Nederlands of kruis het hokje bij het juiste antwoord aan
Answer in Dutch or tick the boxes

Schrijf in het kort op wat
Answer briefly

Beslis waar ze het over hebben
Decide/ indicate what... is/are about

Kies uit de gegeven mogelijkheden
Choose from the possibilities available

Schrijf achter iedere bewering de passende naam/namen
For each statement write the appropriate name/s

Listening

Luister naar het voorbeeld
Listen to the example

Je gaat luisteren naar...
You are going to listen to...

een boodschap/gesprek/dialogue/programma/bericht/op de radio/
...a message/conversation/dialogue/programme/report/ on the radio/

een interview op de televisie etc
interview on television etc

Je krijgt nu even tijd om... door te lezen
You now have time to read

Bekijk eerst
First look at

Luister nu naar

Now listen to

Voordat je het gesprek hoort

Before you hear the conversation

Twee mensen praten over/twee mensen bespreken

Two people are talking about/two people are discussing

Zij spreekt met...

She is talking to...

Je krijgt het gesprek twee keer te horen met pauzes

You are going to hear the conversation twice without pauses

Luister aandachtig

Listen carefully

Reading and writing

Hier onder vind je...

Here is...

...een lijst/wat informatie/een kaart/wat reclame/een tekst

...a list/some information/a postcard/some adverts/a text

eem fragment uit de krant/het tijdschrift etc

an extract from a newspaper/magazine etc

Lees de tekst aandachtig door

Read the text carefully...

Lees de (onderstaande) tekst

Read the text (below)

Je stuurt

You are sending...

Schrijf...

Write...

een lijst/een kaart/een brief/een artikel/een bericht/een e-mail/de dingen etc

...a list/a postcard/a letter/an article/a report/an e-mail/the things etc

Vul het formulier in etc

Fill in the form etc

Beschrijf...

Describe...

Vertel hem/haar wat je hebt...

Tell him/her what you have...

Leg uit

Explain

Stel vragen over...

Ask questions about...

Schrijf ongeveer ... woorden

Write about ... words

Beantwoord alle vragen

Answer all questions

Beantwoord één vraag

Answer one question

Kies één van de...

Choose one of

Gebruik de volgende gegevens

Use the following information

PERSIAN

The following lists are not exhaustive or prescriptive. They are intended to illustrate the sorts of target-language settings and instructions that candidates are likely to meet in the examinations.

OCR's intention is always to explain the task to the candidate in the simplest possible terms, and in the examination each new task-type is illustrated by an example.

A General rubrics not specific to any one component

Question words	کلمه‌های سؤالی
The following questions/sentences	سؤال‌ها / جمله‌های زیر
Read	بخوانید
Write	بنویسید
Tick	علامت (✓) بگذارید
Choose	انتخاب کنید
Answer	جواب / پاسخ بدهید
in English	به (زبان) انگلیسی
in numbers	به عدد / به رقم / با اعداد
true or false	درست یا غلط
Not mentioned	ذکر نشده است
For each person, sentence ...	برای هر شخص / نفر، جمله
Fill in the table	جدول (زیر) را پر / کامل کنید
Fill in the details	جزئیات را بنویسید / کامل کنید
Look for/Find the words	کلمات / کلمه‌ها را پیدا کنید
Tick only FOUR boxes	فقط در چهار مربع علامت (✓) بگذارید
Write the corresponding letter	حرف مربوط / مربوطه را بنویسید
Here is ...	در اینجا ... (را) می‌بینید (یا) در اینجا ... هست / وجود دارد
She is speaking/writing about ...	او در باره ... صحبت می‌کند / می‌نویسد
Look at ...	به ... نگاه کنید

- از ... نسخه برداری کنید (یا) عین ... را بنویسید Copy ...
- دور ... خط / دایره بکشید Ring ...
- جور کنید Match ...
- ... را پر / کامل کنید Fill in ...
- به (زبان) فارسی in Persian ...
- ... در فهرست / لیست ... in the list
- مثال Example ...
- سؤال‌ها را جواب بدهید (یا) به این سؤال‌ها پاسخ دهید Answer the questions ...
- به این یادداشت‌ها / جدول / نقاشی‌ها نگاه کنید Look at the notes/grid/drawings ...
- جاهای خالی را پر کنید Fill in the blanks ...
- مناسب‌ترین توصیف را انتخاب کنید Choose the description which corresponds best ...
- کلمه‌های درست را با علامت (✓) نشان دهید Tick the correct words ...
- در مربع‌های مناسب علامت (✓) بگذارید Tick the appropriate boxes ...
- دور یکی از سه کلمه را خط بکشید Ring ONE of the three words ...
- همه حروف را احتیاج نخواهید داشت You will not need all the letters ...

B Rubrics specific to particular components

Listening

- شما ... (را) خواهید شنید (یا می‌شنوید) You are going to hear ...
- به ... گوش کنید Listen to ...
- ... مکالمه / گفتگو / گفت و گو ... conversation/dialogue
- ... برنامه (رادیویی / تلویزیونی) ... broadcast
- ... در باره ... صحبت می‌کند / می‌کنند ... talking about ...

Listening and Reading

- ... یک پیام (یا) پیغام / مکالمه (یا) گفتگو ... a message/conversation
- ... مجله / متن / ایمیل / گزارش ... magazine/text/e-mail/report
- ... بخشی از ... an extract from ...
- ... مصاحبه / روزنامه / آگهی ... interview/newspaper/advertisement

Writing

You are sending ...	... (را) بفرستید
Write ...	... (را) بنویسید
... list/letter	... فهرست / نامه
... postcard/article	... کارت پستال / مقاله
Ask a question	... یک سؤال پرسید
Give your opinion and your reasons	... نظر و دلیل‌های خود را بیان کنید
Write about 100 words.	... در حدود ۱۰۰ کلمه بنویسید
Describe ...	... را توصیف / تشریح کنید
Ask ...	... پرسید / سؤال کنید
Tell him/her (what) ...	... به / برای او بگویید (چه)
Explain (what) ...	... شرح دهید (یا) تعریف کنید (چه)
Give your impressions	... برداشت خود را بیان کنید / شرح دهید
Write in full sentences	... با (یا) به صورت جمله‌های کامل بنویسید
Mention ...	... ذکر کنید
Complete / Fill in the form.	... فرم را تکمیل / پر کنید
Use the following information	... از اطلاعات زیر استفاده کنید

PORTUGUESE

A General rubrics not specific to any one component

Metropolitan Portuguese will be used in all rubrics.

Tu and the second person singular form of verbs may be used where appropriate.

The word *questão* / *questões* may be used where *pergunta(s)* is not suitable.

Question words

Aqui está ... - Here is...

As seguintes perguntas / frases - The following questions/sentences

Ela está a falar / escrever sobre ... - She is speaking/writing about...

Ela está falando / escrevendo

Leia - Read

Atente no/na or Observe o/a- Look at

Escreva - Write

Copie - Copy

Assinale / marque com um sinal de certo - Tick

Assinale / marque com um círculo - Ring

Escolha - Choose

Faça corresponder - Match

Responda - Answer

Em inglês - in English

Em português - in Portuguese

Em números - in numbers

... na lista - ...in the list

verdadeiro ou falso - true or false

Sem informação - Not mentioned

Exemplo - Example

Para cada pessoa/frase - For each person/sentence...

Atente nos apontamentos/na grelha/nos desenhos - Look at the notes/grid/drawings (see Look at above)

Responda às perguntas - Answer the questions

Preencha os espaços - Fill in the blanks

Preencha com os detalhes - Fill in the details

Preencha a tabela - Fill in the table

Procure/Encontre as palavras - Look for/Find the words

Marque / Assinale com um sinal de certo os quadrados correctos / as palavras correctas - Tick the correct boxes/words

Marque / Assinale com um sinal de certo só QUATRO quadrados - Tick only FOUR boxes

Marque / Assinale com um círculo UMA das três palavras - Ring ONE of the three words

Escreva a letra que corresponde - Write the corresponding letter

Escolha a descrição que corresponde melhor - Choose the description which corresponds best

Você não vai precisar de todas as letras - You will not need all the letters

B Rubrics specific to particular components

Listening

Você vai ouvir... - You are going to hear...

... a falar / falando sobre ... - ...talking about ...

Ouçã (a/o) - Listen (to)

... conversação/diálogo - ...conversation/dialogue

... transmissão - ...broadcast

Listening and Reading

... uma mensagem/conversação - ...a message/conversation

... um extracto/anúncios - ...an extract/adverts

... revista/texto/e-mail - ...magazine/text/e-mail

... entrevista/jornal - ...interview/newspaper

Writing

Você está a enviar / enviando... - You are sending...

Escreva... - Write...

...lista/carta - ...list/letter

...postal/artigo - ...postcard/article

Descreva (o que) - Describe (what)

Pergunte (o que)... - Ask (what)...

Diga ao/à (o que)... - Tell him/her (what)...

Explique (o que) ... - Explain (what)...

Faça uma pergunta... - Ask a question...

Apresente as suas impressões - Give your impressions

Apresente a sua opinião e as suas razões - Give your opinion and your reasons

Escreva em frases completas - Write in full sentences

Escreva cerca de 100 palavras - Write about 100 words

Mencione... - Mention...

TURKISH

The following lists are not exhaustive or prescriptive. They are intended to illustrate the sorts of target language settings and instructions that candidates are likely to meet in the examinations.

OCR's intention is always to explain the task to the candidate in the simplest possible terms, and in the examination each new task-type is illustrated by an example.

A General rubrics not specific to any one component

Question words

Okuyun	Read
Bakın	Look at
Yazın	Write
Kopya edin	Copy
İşaretleyin	Tick
Yuvarlak içine alın	Ring
Daire içine alın	Circle
Seçin	Choose
Eşleştirin	Match
Yanıtlayın	Answer
Doldurun	Fill in
İngilizce	In English
Türkçe	In Turkish
Sayı olarak	In numbers
.....listede	...in the list

Dođru ya da yanlış	true or false
Örnek	example
Notlara / cetvele / çizimlere bakın	Look at the notes / grid / drawings
Soruları yanıtlayın	Answer the questions
Boşlukları doldurun	Fill in the blanks
Ayrıntıları / verilen bilgiyi yazın	Fill in the details
Tabloyu doldurun	Fill in the table
Tümcelemi tamamlayın	Complete the sentences
Kelimeleri arayın / bulun	Look for / Find the words
Dođru kutuları / kelimeleri / tümcelemi	Tick the correct boxes / words / sentences
İşaretleyin	
Sadece DÖRT kutuyu işaretleyin	Tick only FOUR boxes
Üç kelimedenden birini yuvarlak içine alın	Ring ONE of the three words
Mektubu yanıtlayın	Write the corresponding letter
En uygun tanımlı seçin	Choose the description which corresponds best
Uzun yanıt vermeniz gerekmez	You are not required to give full answers

B Rubrics specific to particular components

Listening

...dinleyeceksiniz	You are going to hear
... hakkında konuşuyorlar	... talking about
Dinleyin	Listen (to)
Konuşmayı	... conversation / dialogue
Yayını	....broadcast
Anonsu	..announcement

Mesajı	... a message
Görüşmeyi	... an interview
Reading	
Parçayı / ilanı	.... an extract / advert
Makaleyi	... article
Dergiyi / yazıtı / e- postasını /gazeteyi	....magazine / text / e-mail / newspaper
Write three details	Üç ayrıntıyı yazın
Writing	
... gönderiyorsunuz	... You are sending
... yazın	Write...
... liste / mektup	... a list / a letter
... kartpostal / makale / yazı	... postcard / article
.... tanımlayın .	Describe (what)
.... sorun	Ask (what)
.... ona söyleyin	Tell him /her....
Açıklayın	Explain.....
Fikrinizi nedenleriyle belirtin	Give your opinion and reasons
İzlenimlerinizi anlatın	Give your impressions
Tüm tümceler kurarak yazın	Write in full sentences
Yaklaşık 100 kelime yazın	Write about 100 words
Aşağıdakileri içeren	Mention the following....