

# GCSE

## Modern Foreign Languages

OCR GCSE in Dutch	J733
OCR GCSE in Gujarati	J734
OCR GCSE in Persian	J735
OCR GCSE in Portuguese	J736
OCR GCSE in Turkish	J737
OCR GCSE in Dutch; spoken language (Short Course)	J033
OCR GCSE in Gujarati; spoken language (Short Course)	J034
OCR GCSE in Persian; spoken language (Short Course)	J035
OCR GCSE in Portuguese; spoken language (Short Course)	J036
OCR GCSE in Turkish; spoken language (Short Course)	J037
OCR GCSE in Dutch; written language (Short Course)	J133
OCR GCSE in Gujarati; written language (Short Course)	J134
OCR GCSE in Persian; written language (Short Course)	J135
OCR GCSE in Portuguese; written language (Short Course)	J136
OCR GCSE in Turkish; written language (Short Course)	J137

**May 2011**

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The specification has been updated. Vertical black lines indicate a significant change to the previous printed version. Changes can be found on pages 27 and 28.

# 1 About these Qualifications

This booklet contains OCR's GCSE (Short Course) and GCSE specifications in Dutch, Gujarati, Persian, Portuguese and Turkish for teaching from September 2009.

These specifications are based on the following principles:

- A meaningful and enjoyable educational experience for all candidates
- Known and achievable but challenging goals for candidates of all abilities
- All candidates achieving a useful level of linguistic competence
- A suitable waystage in a culture of life-long language learning
- Useful experience of language acquisition
- Enabling personal awareness to develop by reference to other cultures.

Assessment is based on the following principles:

- Using English instructions so that understanding the task is straight forward and not made unnecessarily complex by the language used
- A broad range of test types so that candidates are not disadvantaged by performance in any one test type
- Selecting test types for their effectiveness in allowing candidates to show what they know and can do.

## 1.1 GCSE (Full Course)

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From September 2009 the GCSE is made up of the **four** mandatory units. These units are externally assessed. These **four** units are:

A801/A811/A821/A831/A841: *Listening (Dutch/Gujarati/Persian/Portuguese/Turkish)*;

A802/A812/A822/A832/A842: *Speaking (Dutch/Gujarati/Persian/Portuguese/Turkish)*;

A803/A813/A823/A833/A843: *Reading (Dutch/Gujarati/Persian/Portuguese/Turkish)*;

A804/A814/A824/A834/A844: *Writing (Dutch/Gujarati/Persian/Portuguese/Turkish)*.

## 1.2 GCSE (Spoken Language Short Course and Written Language Short Course)

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The GCSE (Short Courses) are both 'stand-alone' qualifications and also half of the corresponding GCSE. The GCSE (Short Courses) are assessed at the same standard as the corresponding two year GCSE course.

From September 2009 there are **two** GCSE (Short Courses) available. Candidates may enter for either 'Short Course Spoken Language' which is made up of the Units for Speaking and Listening **or** 'Short Course Written Language' which is made up of the units for Reading and Writing.

These are externally assessed.

## 1.3 Qualification Titles and Levels

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These qualifications are shown on a certificate as:

- OCR GCSE in Dutch/Gujarati/Persian/Portuguese/Turkish.
- OCR GCSE (Short Course) in Dutch/Gujarati/Persian/Portuguese/Turkish Spoken Language.
- OCR GCSE (Short Course) in Dutch/Gujarati/Persian/Portuguese/Turkish Written Language.

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A\* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

## 1.4 Aims and Learning Outcomes

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GCSE specifications in modern foreign languages should encourage candidates to derive enjoyment and benefit from language learning and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Candidates should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language. GCSE specifications in modern foreign languages should prepare candidates to make informed decisions about further learning opportunities and career choices.

The aims of these specifications are to:

- Derive enjoyment and benefit from language learning by following a coherent, satisfying and worthwhile course of study
- Develop understanding of the language in a variety of contexts
- Develop knowledge of the language and language learning skills
- Develop the ability to communicate effectively in the language
- Develop awareness and understanding of countries and communities where the language is spoken
- Recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language.

## 1.5 Prior Learning/Attainment

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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.

# 2 Summary of Content

## 2.1 GCSE Units

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Unit 1 *Listening* (Dutch A801/Gujarati A811/Persian A821/Portuguese A831/Turkish A841)  
Unit 2 *Speaking* (Dutch A802/Gujarati A812/Persian A822/Portuguese A832/Turkish A842)  
Unit 3 *Reading* (Dutch A803/Gujarati A813/Persian A823/Portuguese A833/Turkish A843)  
Unit 4 *Writing* (Dutch A804/Gujarati A814/Persian A824/Portuguese A834/Turkish A844)

## 2.2 GCSE (Short Course) Units

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### Spoken Language Units

Unit 1 *Listening* (Dutch A801/Gujarati A811/Persian A821/Portuguese A831/Turkish A841)  
Unit 2 *Speaking* (Dutch A802/Gujarati A812/Persian A822/Portuguese A832/Turkish A842)

### Written Language Units

Unit 3 *Reading* (Dutch A803/Gujarati A813/Persian A823/Portuguese A833/Turkish A843)  
Unit 4 *Writing* (Dutch A804/Gujarati A814/Persian A824/Portuguese A834/Turkish A844)

## 2.3 Topic Areas

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Each topic provides contexts where learners explore the target-language countries and communities.

### Topic Area 1 Home and local area

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- Life in the home; friends and relationships
- Local area, facilities and getting around.

### Topic Area 2 Health and sport

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- Sport, outdoor pursuits and healthy lifestyle
- Food and drink as aspects of culture and health.

### Topic Area 3 Leisure and entertainment (includes online)

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- Socialising, special occasions and festivals
- TV, films and music.

### Topic Area 4 Travel and the wider world

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- Holidays and exchanges
- Environmental, cultural and social issues.

### Topic Area 5 Education and work

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- School life in the UK and in the target language country or community
- Work experience, future study and jobs, working abroad.

## 2.4 Grammar and Linguistic Structures

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

## 2.5 Vocabulary

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The vocabulary list will be an invaluable guide for teachers when planning their teaching and learning programmes and preparing candidates for the assessment. Lists are available for each language separately from the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

Assessment tasks for Listening and Reading will be based on these vocabulary lists. The assessments will contain some unfamiliar vocabulary and this will be tested.

In Speaking and Writing, candidates can use any range of vocabulary from their own experiences and learning.

### **Prior knowledge**

It is expected that candidates will be already familiar with the following:

- Numbers – (ordinal and cardinal)
- Days of the week, months of the year and seasons
- Towns, countries and nationalities
- Feminine and plural forms of the words listed
- Prefixes and suffixes of words already listed
- Straightforward and common cognates
- Target-language words used in English
- English words used in the target language
- Prepositions
- Items already listed in the Grammar list.

## 3 Content

### 3.1 Unit 1 *Listening* (Dutch A801/Gujarati A811/Persian A821/Portuguese A831/Turkish A841)

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#### Listening

Candidates should be able to:

- listen for, identify and note main points and extract some detail from spoken texts of increasing length, speed and complexity
  - demonstrate their understanding with a variety of non-verbal responses and some short answers in English.
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### 3.2 Unit 2 *Speaking* (Dutch A802/Gujarati A812/Persian A822/Portuguese A832/Turkish A842)

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#### Speaking

Using Dutch, Gujarati, Persian, Portuguese or Turkish candidates take part in two different speaking activities:

- Presentation and discussion of a topic (this could be either one of the OCR main topics OR one of the OCR sub-topics OR a topic of their own choice)
- General conversation of a topic chosen by the candidate from 1 of 3 offered by the teacher-examiner from a list prescribed each examination series by OCR

For both activities candidates will need to use:

- a variety of vocabulary
  - different clause types
  - different tenses and time frames
  - clear, confident and accurate pronunciation and intonation.
-

### 3.3 Unit 3 *Reading* (Dutch A803/Gujarati A813/Persian A823/Portuguese A833/Turkish A843)

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#### Reading

Candidates should be able to:

- read, identify and note main points and extract some detail from written texts of increasing length and complexity
  - demonstrate their understanding with a variety of non-verbal responses, short answers in English and short responses in the target language.
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### 3.4 Unit 4 *Writing* (Dutch A804/Gujarati A814/Persian A824/Portuguese A834/Turkish A844)

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#### Writing

Candidates complete two writing tasks in Dutch, Gujarati, Persian, Portuguese or Turkish. Each task should be:

- up to a maximum of 150 words in length
- on a different OCR main topic
- for a different purpose.

Candidates can:

- choose the format, eg email, magazine item, script of an imaginary interview or conversation or web item
  - use their own ideas to make the item interesting or use the suggestions included on the examination paper.
-

# 4 Schemes of Assessment

## 4.1 GCSE Scheme of Assessment

GCSE Dutch, Gujarati, Persian, Portuguese, Turkish J733/4/5/6/7

Unit 1 *Listening* (Dutch A801/Gujarati A811/Persian A821/Portuguese A831/Turkish A841)

25% of the total GCSE marks  
50 min written paper  
50 marks

**No dictionaries are allowed.**

Candidates are allowed 5 minutes to read the question paper before the recording is played. The listening material lasts up to 45 minutes. Candidates hear all the items twice.

- All rubrics are in English.
- 8 exercises: non-verbal responses or short answers in English.

The material may include instructions, messages, announcements, monologues, dialogues and discussions of varying length. The extracts relate to the Topic Areas listed in section 2.3.

Exercises 1 to 3 are targeted at grades g, f, and e. Candidates are required to identify main points and extract some details from short texts containing simple language spoken clearly and deliberately.

Exercises 4 and 5 contain factual material and points of view, and are targeted at grades d and c. Candidates are required to identify main points, details and opinions. The spoken language includes a variety of structures, may relate to past and future events and covers a range of contexts – some of which may be unfamiliar. Language will be spoken clearly and at near normal speed. There may be some re-phrasing and hesitation.

Exercises 6 to 8 are targeted at grades b, a and a\*. Candidates are required to identify main points, details and points of view, draw conclusions and summarise what they have heard. There will be a range of different types of authentic and simulated spoken language relating to a range of contexts, containing some complex language.

This unit is externally assessed.

Unit 2 *Speaking* (Dutch A802/Gujarati A812/Persian A822/Portuguese A832/Turkish A842)

25% of the total GCSE marks  
10 min oral examination  
50 marks

Dictionaries are allowed in the preparation time of the test.

**No dictionaries are allowed during the taking of the test.**

All candidates take part in two activities on two different topics:

**Part 1 Presentation and discussion**

**Part 2 General conversation**

**Part 1 Presentation and discussion**

**Presentation (maximum 1 minute)**

Candidates introduce their topic for no longer than 1 minute, explaining why it is of interest and importance to them.

**Discussion (maximum 4 minutes)**

The teacher examiner develops a discussion of the topic by asking a range of questions including unexpected ones.

Candidates are required to give information about the topic, about events related to the topic and explain ideas and points of view (their own and/or those of others).

**Support materials**

Candidates can use up to 5 visuals or objects and their notes on the Speaking Test Notes form (provided by OCR). No other notes are allowed.

**Part 2 General conversation**

Candidates choose 1 of 3 topics offered by the teacher-examiner from a list prescribed for each examination series by OCR. This topic must be different from the topic discussed in Part 1.

Note: Candidates must not be told what the 3 topics are in advance of this part of the test.

**Assessment**

This unit is externally assessed.

Candidates are required to:

- use a variety of vocabulary
- use different clause types
- use different tenses and time frames
- speak with clear, confident and accurate pronunciation and intonation.

Both parts of the speaking test are assessed on:

- content and communication
- quality and range of language used
- pronunciation and intonation.

Unit 3 *Reading* (Dutch A803/Gujarati A813/Persian A823/Portuguese A833/Turkish A843)

25% of the total GCSE marks  
1 hour written paper  
50 marks

**No dictionaries are allowed.**

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- All rubrics are in English.
- Eight exercises requiring: non-verbal responses, short answers in English or in target language.

The material may include signs, instructions, messages, e-mails, faxes, postcards, letters, internet sources, articles and brochures of varying length. The texts are taken from the Topic Areas in section 2.3.

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Exercises 1 to 3 are targeted at grades g, f, and e. Candidates are required to identify main points and some details from short, simple written texts that relate to familiar contexts but which may contain some unfamiliar language.

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Exercises 4 and 5 are targeted at grades d and c. Candidates are required to identify and extract details and points of view from authentic and simulated written texts, taken from a range of material which includes a variety of structures and which may relate to past and future events.

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Exercises 6 to 8 are targeted at grades b, a and a\*. Candidates are required to understand a variety of authentic written texts relating to a range of contexts. They can identify main points, recognise points of view, attitudes and emotions and can draw conclusions from what they read. They can understand unfamiliar language and extract meaning from more complex language and some longer texts.

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This unit is externally assessed.

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Unit 4 *Writing* (Dutch A804/Gujarati A814/Persian A824/Portuguese A834/Turkish A844)

25% of the total GCSE marks  
1 hour written paper  
50 marks

**Dictionaries are allowed.**

Candidates complete two questions on two different topics.

Each response must be:

- up to a maximum of 150 words in length
- on a different OCR main topic
- for a different purpose.

Candidates can:

- choose the format, eg email, magazine item, script of an imaginary interview or conversation or web item
- use their own ideas to make the item interesting or use the suggestions included on the examination paper.

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**Assessment**

This unit is externally assessed.

Candidates are required to use:

- a variety of vocabulary
- different clause types including complex structures
- different tenses and time frames
- accurate spelling and grammar.

Each question is assessed on:

- communication
  - quality of language.
-

## 4.2 GCSE (Spoken Language Short Course) Scheme of Assessment

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Candidates can take either the short course in Spoken Language or the short course in Written Language.

GCSE in Dutch, Gujarati, Persian, Portuguese, Turkish; spoken language (Short Course)  
J033/4/5/6/7

Unit 1 *Listening* (Dutch A801/Gujarati A811/Persian A821/Portuguese A831/Turkish A841)

50% of the total GCSE (Short Course) marks

50 min written paper

50 marks

The content is the same as Unit 1 GCSE course (see section 4.1).

Unit 2 *Speaking* (Dutch A802/Gujarati A812/Persian A822/Portuguese A832/Turkish A842)

50% of the total GCSE (Short Course) marks

10 min oral examination

50 marks

The content is the same as Unit 2 GCSE course (see section 4.1).

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## 4.3 GCSE (Written Language Short Course) Scheme of Assessment

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GCSE in Dutch, Gujarati, Persian, Portuguese, Turkish; written language (Short Course)  
J133/4/5/6/7

Unit 3 *Reading* (Dutch A803/Gujarati A813/Persian A823/Portuguese A833/Turkish A843)

50% of the total GCSE (Short Course) marks

1 h written paper

50 marks

The content is the same as Unit 3 GCSE course (see section 4.1).

Unit 4 *Writing* (Dutch A804/Gujarati A814/Persian A824/Portuguese A834/Turkish A844)

50% of the total GCSE (Short Course) marks

1 h written paper

50 marks

The content is the same as Unit 4 GCSE course (see section 4.1).

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## 4.4 Entry Options

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GCSE candidates must be entered for all four units.

Candidates must be entered for certification to claim their overall grade. Candidates should be entered under the following certification codes:

OCR GCSE in Dutch – J733

OCR GCSE in Gujarati – J734

OCR GCSE in Persian – J735

OCR GCSE in Portuguese – J736

OCR GCSE in Turkish – J737

OCR GCSE in Dutch; spoken language (Short Course) – J033

OCR GCSE in Gujarati; spoken language (Short Course) – J034

OCR GCSE in Persian; spoken language (Short Course) – J035

OCR GCSE in Portuguese; spoken language (Short Course) – J036

OCR GCSE in Turkish; spoken language (Short Course) – J037

OCR GCSE in Dutch; written language (Short Course) – J133

OCR GCSE in Gujarati; written language (Short Course) – J134

OCR GCSE in Persian; written language (Short Course) – J135

OCR GCSE in Portuguese; written language (Short Course) – J136

OCR GCSE in Turkish; written language (Short Course) – J137

GCSE (Spoken Language Short Course) candidates must be entered for Unit 1 and Unit 2

GCSE (Written Language Short Course) candidates must be entered for Unit 3 and Unit 4.

## 4.5 Tiers

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This Scheme of Assessment is untiered, covering all of the ability range grades from A\* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

## 4.6 Assessment Availability

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There is one examination series each year, in June.

From 2010 onwards, all GCSE units will be assessed.

## 4.7 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

**AO1** Understand Spoken Language

**AO2** Communicate in Speech

**AO3** Understand Written Language

**AO4** Communicate in Writing

### AO weightings – GCSE

The relationship between the units and the assessment objectives of the Scheme of Assessment is shown in the following grid.

Unit	% of GCSE				Total
	AO1	AO2	AO3	AO4	
Unit 1 <i>Listening</i> (Dutch A801/Gujarati A811/Persian A821/Portuguese A831/Turkish A841)	25%				25%
Unit 2 <i>Speaking</i> (Dutch A802/Gujarati A812/Persian A822/Portuguese A832/Turkish A842)		25%			25%
Unit 3 <i>Reading</i> (Dutch A803/Gujarati A813/Persian A823/Portuguese A833/Turkish A843)			25%		25%
Unit 4 <i>Writing</i> (Dutch A804/Gujarati A814/Persian A824/Portuguese A834/Turkish A844)				25%	25%
	25%	25%	25%	25%	100%

### AO weightings – GCSE (Short Course)

The relationship between the units and the assessment objectives of the Scheme of Assessment is shown in the following grids.

Unit	% of GCSE (Short Course Spoken Language)		Total
	AO1	AO2	
Unit 1 <i>Listening</i> (Dutch A801/Gujarati A811/Persian A821/Portuguese A831/Turkish A841)	50%	0	50%
Unit 2 <i>Speaking</i> (Dutch A802/Gujarati A812/Persian A822/Portuguese A832/Turkish A842)	0	50%	50%
	50%	50%	100%

Unit	% of GCSE (Short Course Written Language)		Total
	AO3	AO4	
Unit 3 <i>Reading</i> (Dutch A803/Gujarati A813/Persian A823/Portuguese A833/Turkish A843)	50%	0	50%
Unit 4 <i>Writing</i> (Dutch A804/Gujarati A814/Persian A824/Portuguese A834/Turkish A844)	0	50%	50%
	50%	50%	100%

## 4.8 Quality of Written Communication

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*Quality of Written Communication* in English is not assessed in these specifications.

# 5 Technical Information

## 5.1 Making Unit Entries

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Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries.

**It is essential** that unit entry codes are quoted in all correspondence with OCR. See Section 4.4 for entry codes.

## 5.2 Terminal Rules

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Candidates must take at least 40% of the assessment in the same series they enter for either the full course or short course qualification certification.

## 5.3 Unit and Qualification Re-sits

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Candidates may re-sit each unit only once before entering for qualification certification for a GCSE or GCSE (Short Course) and must also satisfy the terminal rules in section 5.2.

Candidates may enter for the qualifications an unlimited number of times.

## 5.4 Making Qualification Entries

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Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification in: Dutch J733/Gujarati J734/Persian J735/Portuguese J736/Turkish J737
- GCSE certification in: Dutch J033/Gujarati J034/Persian J035/Portuguese J036/Turkish J037 Spoken Language (Short Course).
- GCSE certification in Dutch J133/Gujarati J134/Persian J135/Portuguese J136/Turkish J137 Written Language (Short Course).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE short course certification is available from 2010. GCSE full course certification is available from 2011.

## 5.5 Grading

Both GCSE (Short Course) and GCSE results are awarded on the scale A\* to G. Units are indicated a\* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Both GCSE (Short Course) and GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit eg 41/50.

### GCSE

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
25%	100	90	80	70	60	50	40	30	20	0

### GCSE Short Course

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
50%	100	90	80	70	60	50	40	30	20	0

Candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale.

Qualification	Max UMS	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE	400	360	320	280	240	200	160	120	80	0
GCSE (Short Course)	200	180	160	140	120	100	80	60	40	0

## 5.6 Enquiries about Results

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Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results for GCSE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the JCQ Post-Results Services booklet and the OCR Admin Guide for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

## 5.7 Shelf-Life of Units

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Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 5.8 Guided Learning Hours

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GCSE Dutch/Gujarati/Persian/Portuguese/Turkish requires 120-140 guided learning hours in total.

GCSE (Short Course) Dutch/Gujarati/Persian/Portuguese/Turkish requires 60-70 guided learning hours in total.

## 5.9 Code of Practice/Subject Criteria/Common Criteria Requirements

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These specifications comply in all respects with the current *GCSE, GCE, GNVQ and AEA Code of Practice* as available from the QCA website, and *The Statutory Regulation of External Qualifications 2004*. This specification compares in substance and range to the GCSE subject criteria for Modern Foreign Languages.

## 5.10 Classification Code

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Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification codes for this specification are 5630 (Dutch), 5970 (Gujarati), 6150 (Persian), 5730 (Portuguese) and 6110 (Turkish).

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.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, for example from their centre or the institution to which they wish to progress.

## 5.11 Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher-level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. As this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council [www.jcq.org.uk](http://www.jcq.org.uk)

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in these specifications are in line with QCA's GCSE subject criteria equalities review and are as follows:

	AO1 (Listening)	AO2 (Speaking)	AO3 (Reading)	AO4 (Writing)
Readers	Yes for written Q	N/A	Only allowed for Q in English	Yes
Scribes	Yes for responses in English	N/A	Yes for responses in English	See JCQ Regulations*
Practical Assistants	Yes	Yes	Yes	Yes
Word Processors	Yes	N/A	Yes	Yes
Transcripts of recorded text	For use by lip speaker	N/A	N/A	N/A
Transcripts of candidates' script	Yes	Yes	Yes	Yes
BSL signers	Yes for written Q in English	No	Yes for Q in English only	Yes for Q in English only
MQ papers	Yes	Yes	Yes	Yes
Extra time	Yes	Yes	Yes	Yes

\* <http://www.jcq.org.uk>

## 5.12 Arrangements for Candidates with Particular Requirements

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Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

## 6 Other Specification Issues

### 6.1 Overlap with other Qualifications

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There is no overlap between the content of these specifications and those for other qualifications.

### 6.2 Progression from these Qualifications

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

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A\* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

### 6.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

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These specifications can contribute to an understanding of these issues during the study of relevant language topic areas. For example spiritual, moral, ethical, social and cultural issues may arise in the study of all the topic areas listed in section 2.2. Legislative and economic issues could appear in topic areas 2 and 5.

### 6.4 Sustainable Development, Health and Safety Considerations and European Developments

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Consistent with current EU regulations, these specifications necessarily address the issues of Health and Safety considerations, sustainable development and European development as part of the study of relevant Language topic areas.

### 6.5 Avoidance of Bias

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OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

## 6.6 Language

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Whilst the language being assessed is Dutch, Gujarati, Persian, Portuguese or Turkish, these specifications are designed for candidates whose first language is English and so English is the carrier language for all parts of the Scheme of Assessment.

## 6.7 Key Skills

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These specifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
1	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through these specifications are posted on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). A summary document for Key Skills Co-ordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

## 6.8 ICT

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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 Modern Foreign Languages.

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 ICT opportunities which may or may not contribute to the provision of evidence for IT Key Skills.

<b>ICT Application/Development</b>	<b>Opportunities for Using ICT during the Course</b>
Read ICT-based material in the target language.	Find and print out suitable material from CDs, the internet, intranet.
Listen to ICT-based materials in the target language.	Find and listen to suitable material from CDs, MP3s, the internet and intranet.
Word process in the target language.	Draft and write at various lengths in the target language.
Proofread own work.	Improve drafts.
Produce DTP versions of work for publication or display.	Use DTP to enhance work where linguistic quality has been checked.

## 6.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included 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.

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

<b>Citizenship Issue</b>	<b>Opportunities for teaching Citizenship during the Course</b>
The importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion.	Topic 3 – Leisure and entertainment Topic 4 – Social issues
The United Kingdom's relations in Europe, including the European Union.	Topic 3 – Leisure and entertainment Topic 4 – Travel and the wider world Topic 5 – Education and work
The wider issues and challenges of global interdependence and responsibility, including sustainable development.	Topic 4 – Travel and the wider world
Express, justify and defend orally and in writing a personal opinion about various issues, problems or events.	All Topics. The expression and justification of points of view are required throughout the specification.
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.
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 is required in Listening and Reading assessments.

# Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; 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 candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.</p> <p>They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.</p> <p>They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.</p>
C	<p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.</p> <p>They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.</p> <p>They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.</p> <p>They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.</p>

Grade	Description
F	<p>Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.</p> <p>They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.</p> <p>They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.</p> <p>They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.</p>

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# Appendix B: Grammar and Linguistic structures

## DUTCH

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### Contents

#### PART A – CANDIDATES AIMING TO ACHIEVE UP TO GRADE C

I – VERBS

II – NOUNS

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V – PRONOUNS

VI – NEGATIVES

VII – NUMBERS, QUANTITY AND TIME

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#### 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

## 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

1. voice  
active voice
2. person
  - A. infinitive replacing second person in polite imperative use, eg bij de portier melden
  - B. 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 stadsteden and all nouns ending in -heid
4. (R) differentiation of meaning according to the plural form, eg liden, 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
7. adverbs have the same form as adjectives, but some adverbs are formed with the diminutive of the adjective, eg netjes. Zachtjes
8. 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 milj oenen  
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 ofvijf
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 komje vandaan?, waar gaje naartoe?  
(R) waar ga je heen?

## **IX –CONJUNCTIONS**

1. co-ordinating conjunctions  
en, maar, want, dus, (R) daarom
2. word order after co-ordinating conjunctions (inversion)  
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, Oat, 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

# GUJARATI

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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.

## I – VERBS

**A ROOT** દા.ત. કર વાંચ રમ લખ

**B TENSE** ત્રણ સાદા કાળ

**1. Present, Future and Past – Inflections for number, person, gender and case**

	પુરુષ		વર્તમાન કાળ		ભવિષ્ય કાળ		ભૂત કાળ	
	એક વ.	બહુ વ.	એક વ.	બહુ વ.	એક વ.	બહુ વ.	એક વ.	બહુ વ.
(a) પહેલો	હું છું	અમે છીએ	હું હોઈશ	અમે હશું	હું હતો/હતી	અમે હતા		
(b) બીજો	તું છે	તમે છો	તું હોઈશ	તમે હશો	તું હતો/હતી	તમે હતા/તમે હતાં		
(c) ત્રીજો	તે છે	તેઓ છે	તે હશે	તેઓ હશે	તે હતો/હતી	તેઓ હતા/તેઓ હતાં		

**2. Auxilliary Verbs 'To be' of: ' છે ' and ' હો '**

(a) Present tense	છું/છે/છો/છીએ	દા.ત. હું શિક્ષક છું
(b) Past tense	હતું/હતો/હતી/હતા/હતાં	દા.ત. તેઓ ઘરમાં હતા
(c) Future tense	હોઈશ/હોઈશું/હશે/હશો/હશું	દા.ત. તેઓ કાલે સુરતમાં હશે
(d) Use of auxiliary verbs	દા.ત. નદીમાં પૂર આવ્યાં છે. ( ' છે ' establishes the verb 'આવ્યાં' )	

**3. Imperfect Tenses – Formation by addition of relevant Auxilliary Verbs**

- (a) Present Imperfect      હું કામ કરું છું.  
(b) Past Imperfect        હું કામ કરતો હતો.  
(c) Future Imperfect      હું કામ કરતો હોઈશ.

**4 Perfect Tenses – Formation of addition of relevant Auxiliary Verbs and agreement with number and gender**

- (a) Present perfect    મેં પુસ્તક વાંચી લીધું છે.    મેં પુસ્તક વાંચી લીધાં છે.  
(b) Past perfect      મેં પુસ્તક વાંચી લીધું હતું.    મેં પુસ્તક વાંચી લીધાં હતાં.  
(c) Future perfect    મેં પુસ્તક વાંચી લીધું હશે.    મેં પુસ્તક વાંચી લીધાં હશે.

**5. Continuous Tenses**

- (a) Present Continuous    હું ચાલું છું.                    અમે ચાલીએ છીએ.  
(b) Past Continuous      હું ચાલતો હતો.                અમે ચાલતા હતા.  
(c) Future Continuous    કાલે હું ચાલતો હોઈશ.        કાલે અમે ચાલતા હોઈશું

**6. Perfect participles – Formation by adding ‘છને’**

દા.ત. જોઈને                    કરીને                    આવીને                    રાજુએ આવીને કહ્યું.

Use of present, past and future participles and nouns derived from verbs functioning as participles.

દા.ત. તે રમીને ફરવા ગઈ.                    જા, દોડતો જઈને દૂધ લઈ આવ.

**7. Imperative**

દા.ત. ત્યાં જા.                    તમારું કામ જલદી કરો.

**8. Negatives**

દા.ત. ન, ના, નથી, નહીં                    તમે ન આવો.                    મારી પાસે ફૂતરો નથી.

**9. Compound Verbs**

દા.ત. લઈ આવો/લઈ જાઓ                    આ પુસ્તક ઘેર લઈ જાઓ.  
જોવા લાગ્યા                    તેઓ પંખીઓ જોવા લાગ્યા.  
કરવી જોઈએ                    દરરોજ કસરત કરવી જોઈએ.  
બોલવું પડશે.                    સભામાં તમારે બોલવું પડશે.

## II – NOUNS

Usage of Proper, Common, Collective, Material and Abstract Nouns

**A Gender**      નર જાતિ      નારી જાતિ      નાન્યતર જાતિ

**B Singular and Plural**      એક વચન      બહુ વચન

### C Plurals

1. Plurals formed by adding 'ઓ' to the Singular Nouns ending in 'અ,આ,ઇ, ઉ,ઊ '

દા.ત. ચોપડી - ચોપડીઓ      બાળક - બાળકો      પશુ - પશુઓ

2. Plurals formed by replacing 'ઓ' by 'આ' in the Singular Nouns ending in 'ઓ'

દા.ત. ઘોડો - ઘોડા      દડો - દડા      દરવાજો - દરવાજા

3. Plurals formed by replacing 'ઉ' by 'આં' in the Singular Nouns ending in 'ઉ'

દા.ત. છોકરું - છોકરાં      ઘેટું - ઘેટાં      સસલું - સસલાં

4. Certain Nouns with specific usage of number – Singular Nouns generally treated as plurals

દા.ત. ઘઉં      ચણા      સમાચાર      અછબડા

### D Cases – Inflectional endings

એ, નો, ની, નું, ના/નાં, થી, માંથી, માં, પર

દા.ત. આ માણસને જુઓ.      આ કલમથી લખો.      રામને પૈસા આપો.

### III – ADJECTIVES AND ADVERBS

#### A Adjectives

Usage of Adjectives – Quantity, Number, Demonstrative, Interrogative, Possessive and Quality.

- 1 Quantity દા.ત. મને અડધો રતલ બટેટાં જોઈએ છે.
- 2 Number દા.ત. મને ચાર કેળાં જોઈએ છે.
- 3 Demonstrative દા.ત. પેલી ટેકરી સુંદર દેખાય છે.
- 4 Interrogative દા.ત. તમને કયું મકાન પસંદ છે.
- 5 Possessive દા.ત. મારી ચોપડી નથી મળતી.
- 6 Quality દા.ત. આ મકાન સરસ છે.
- 7 Position of the adjective in a sentence changes the type of adjective.  
દા.ત. આ સારો માણસ છે. ( qualifying adjective )  
આ માણસ સારો છે. ( predicative adjective )

Agreement in gender, number and case.

#### 1. Changing Adjectives

દા.ત.	પુ.	સ્ત્રી	ના.
	એક વ. સારો છોકરો	સારી છોકરી	સારું છોકરું
	બહુ વ. સારા છોકરા	સારી છોકરીઓ	સારાં છોકરાં

#### 2. Unchanging Adjectives

દા.ત.	એક વ. લાલ ઘોડો	લાલ ગાય	લાલ ફૂલ
	બહુ વ. લાલ ઘોડા	લાલ ગાયો	લાલ ફૂલો

## 2. Adverbs

Usage of adverbs – different types denoting Time, Place Manner, Quantity, Affirmation, Negation, Reason, Interrogative, Certainty and Probability.

- 1 Time  
દા.ત. હમણાં ઠંડી છે. હું હમેશાં ચાલીને આવું છું અત્યારે મારી માતા દુકાને હશે.
- 2 Place  
દા.ત. દુકાનો નજીક છે. ત્યાંથી હું ખરીદી કરીશ. ઘરની આસપાસ દુકાનો છે.
- 3 Manner  
દા.ત. તમે ઝડપથી ચાલો. તે ધીમે ધીમે લખે છે. તેને એકદમ આંચકો આવ્યો.
- 4 Quantity  
દા.ત. તમે થોડુંક જ ખાધું તેને પરીક્ષામાં બહુ ગુણો મળ્યા છે.
- 5 Affirmation  
દા.ત. ભલે, હું તૈયાર રહીશ. સારું, હું આવી શકીશ.
- 6 Negation  
દા.ત. કમલ જમવા નહીં આવે.
- 7 Reason  
દા.ત. બસ નથી આવી એટલે હું મોડી થઈશ.
- 8 Interrogative  
દા.ત. તમે ક્યારે આવશો ? તમારે ક્યાં જવું છે ?
- 9 Certainty  
દા.ત. અમે જરૂર આવીશું. તમે ખરેખર સરસ ગાયું.
- 10 Probability  
દા.ત. હું કદાચ ખરીદી કરવા જઈશ.

**Formation of adverbs** – case forms of current Gujarati words, built up from other parts of speech.

દા.ત.. Nouns	ઉતાવળથી	રાતનો/ની/ના	રાતે	આજે
Adjectives	ધીરો/રી/રું	બહુ	સાફ	ધીમે
Pronouns	ત્યાંથી	શાથી	ક્યાંથી	
Verbs	કરીને	ફરી	ફરીથી	

**Position of the adverb** – immediately before the verb it modifies or is the object of the verb.

દા.ત. તેણે આ કામ ઉતાવળથી કરવું. તેણે ઉતાવળથી આ કામ કરવું

### Adverbial Phrases

Formation by reduplication

દા.ત. વારંવાર ઘરઘર જેવોતેવો એકાએક ચાલતાં ચાલતાં

### Correlated Adverbs

દા.ત. જેમજેમ - તેમતેમ જ્યાંજ્યાં - ત્યાંત્યાં જ્યારે - ત્યારે

## C Comparison of Adjectives and Adverbs

The Comparative degree

દા.ત. અજય રાજુ કરતાં વધારે ઊંચો છે. મારા ભાઈ કરતાં મારી બહેન હોશિયાર છે.  
આ ફૂલ પેલાં ફૂલ કરતાં વધુ સુંદર છે.

The Superlative Degree

Gujarati equivalents for 'than all' સૌ, સૌ કરતાં, સૌથી, સર્વથી, સર્વ કરતાં, બધાથી/બધાંથી  
દા.ત. મારી બહેન અમારામાં સૌથી ઊંચી છે.

Superlative Phrases મોટામાં મોટું, ઓછામાં ઓછું, વધારેમાં વધારે, નજીકમાં નજીક

દા.ત. મારા રસ્તા પર આ ઘર મોટામાં મોટું છે.

## IV – QUANTIFIERS

Need to be with agreement in number and gender.

થોડું	જરાક જ	ઘણું	ઘણા	પૂરતા	જોઈએ તેટલા
વધું પડતું	એટલું	એવું	આમ	બહુ નહીં તદ્દન	
એટલું બીજું	એટલા બીજા/એટલાં બીજાં		બની શકે તેટલા વધારે		
ઓછું	પૂરું	ખૂબ	બધું	કેટલુંક	

## V – INTERROGATIVES

કેટલા/લી/લું	કેટલાં	કેમ	શા માટે	કોનાથી	શું/શી/શા/શો
ક્યાં	ક્યારે	કોણ	કોણે	કોને	કોનું/કોની/કોનો/કોના
ક્યાંથી/શેમાંથી	ક્યાંના	ક્યામાં/શેમાં	ક્યારથી	કયા/કયો/કઈ/કયું	
કેવી રીતે	શાનાથી				

## VI – DEMONSTRATIVES

Agreement with number and gender.

આ	તે	તેઓ	પેલી/પેલો/પેલા/પેલું	આવા/આવી/આવો/આવું
			તેવું/તેવી/તેવો/તેવા	

## VII – INDEFINITES

કેટલાક	કઈ	કેટલીક	સર્વે	બધાં	કોઈક	કંઈક/કશુંક
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## VIII – PRONOUNS

Usage of Personal, Reflexive, Emphatic, Definite/Indefinite, Demonstrative, Interrogative and Relative Pronouns.

Subject Personal Pronouns.

Pronouns with case endings in agreement with number and gender.

First Personal Pronoun ‘હું’, Second Personal Pronoun ‘તું’, and Third Personal Pronoun ‘તે’, and declension of ‘હું, તું અને તે’

એક વચન	બહુ વચન
હું/તું/તે/એ	અમે/તમે/તેઓ
મને/તને/તેને/એને	અમને/તમને/તેઓને
મેં/મારે/તેં/તારે/તેણે/એણે	અમે/અમારે/તમે/તમારે/તેઓએ/એઓએ
મારાથી/તારાથી/તેનાથી/એનાથી	અમારાથી/તમારાથી/તેઓથી
મારો/મારી/મારું/મારા	અમારો/અમારી/અમારું/અમારા
તારો/તારી/તારું/તારા	તમારો/તમારી/તમારું/તમારા
તેનો/તેની/તેનું/તેના/એના	તેમનો/તેઓનો/તેમની/તેઓની/ તેમનું/તેઓનું/તેમના/તેઓના
મારામાં/તારામાં/તેમાં/તેનામાં/એનામાં	અમારામાં/તમારામાં/તેનામાં/તેઓમાં/તેઓનામાં

Sometimes ‘આપ’ is used to show respect for the person spoken to ( આપ, આપને, આપનં, આપનામાં, આપનાથી )

Use of plural forms ‘અમે’ (to express ‘we’ as distinct from ‘you’) and ‘આપણે’ to express ‘I and you’ and/or ‘we and you’.

Declension of ‘આપણે’

આપણે    આપણને    આપણાથી    આપણો/આપણી/આપણું/આપણા    આપણામાં

## Reflexive/Emphatic Pronouns

### Self - પોતે

એક વચન

હું પોતે, હું જાતે

તું પોતે, તું જાતે

તે પોતે, તે જાતે

બહુ વચન

અમે પોતે, અમે જાતે, અમારી જાતે

તમે પોતે, તમે જાતે, તમારી જાતે

તેઓ પોતે, તેઓ જાતે, તેમની/તેઓની જાતે

આપણી પોતે, આપણે જાતે, આપણી જાતે,

### Declension of 'હું પોતે, તું પોતે,' and 'તે પોતે'

મારા પોતાથી

તારા પોતાથી

તેના પોતાથી

મારો પોતાનો

તારો પોતાનો

તેનો પોતાનો

દા ત.

મેં મારો પોતાનો ઓરડો સાફ કર્યો

મેં પોતે જ ઓરડો સાફ કર્યો

તેં તારો પોતાનો ઓરડો સાફ કર્યો

તેં પોતે જ ઓરડો સાફ કર્યો

તેણે તેનો પોતાનો ઓરડો સાફ કર્યો

તેણે પોતે જ ઓરડો સાફ કર્યો

Definite pronouns

દા. ત.

આ

તે

Indefinite Pronouns

દા. ત.

કોઈક

દરેક

અમુક

Demonstrative Pronouns દા.ત.

આ

આ બધાં

તે

તે બધાં

Interrogative Pronouns

દા.ત.

કોણ (used for persons)

શું (used for things)

તે કોણ છે ?

તેને શું જોઈએ છે?

તમે શું કરો છો?

તમે કોણ છો ?

Relative Pronouns

દા.ત.

જે/તે

જેવું/તેવું

જેવડું/તેવડું

જેટલું/તેટલું

## IX – NUMBER, QUANTITY AND TIME

All cardinal numbers એક બે ત્રણ ચાર .....

Ordinal numbers

Agreement with gender પહેલો/લી/લું બીજો/જી/જું .....

Fractions

Agreement in number and gender with noun possessed

પા અડધો/ધી/ધું પોણો/ણી/ણું આખો/ખી/ખું સવા દોઢ અઢી  
સવાસો દોઢસો અઢીસો સાડાનવસો.....

## X – DATES AND TIME

Day, Month and Year ૨૦ ઓક્ટોબર ૨૦૧૦

Years દા.ત. બે હજાર ને દસ ૨૦૧૦ accepted in written Examination

Time of Day

O'clock, quarter past, half past, quarter to

દા.ત. એક ( વાગ્યો છે ) બે ( વાગ્યા છે ) સવા દોઢ  
પોણો સવાબે અઢી પોણા ત્રણ સાડા ત્રણ

At o'clock, Minutes Past, Minutes To

દા.ત. એક વાગે પાંચને દસે પાંચમાં દસે

A.M. and P.M.

દા.ત. સવારે દસ વાગે રાત્રે દસ વાગે બપોરે બે વાગે

Point in Time

દા.ત. આ મહિને ગઈ કાલે સવારે

## XI – PREPOSITIONS AND PREPOSITIONAL PHRASES

As listed in vocabulary દા.ત. માટે ( રામ માટે ) અંદર ( ઓરડાની અંદર )

બહાર ( ઘર બહાર ) પાછળ ( ઘરની પાછળ ) તરફ ( ગામ તરફ )

-ના પછી ( રવિવારના પછી ) -ના વગર ( તેના વગર ) -ના બદલે ( ચાના બદલે )

-ની સાથે ( દૂધની સાથે ) -ની નીચે ( ઝાડની નીચે )

## XII – CONJUNCTIONS

As listed in vocabulary ઢા.ત. નહિતર, કે, જો, તો કાં તો, તેથી.

ને, અને, કારણ કે, તેથી, કેમ કે, અથવા, પણ, પરંતુ, નહિ તો,

## XIII – INTERJECTIONS

ઢા.ત.	આહા	અહો	અરે	અરેરે	હાય રે
	ઓ મા	બાપ રે	સરસ	શાબાશ	વાહ
	હા	હાજી	વારુ	ભલે	ઠીક
	નારે	ના ના	નહીં	એય	અલ્પા
	જો તો				

# PERSIAN

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- I – VERBS
- II – NOUNS
- III – ADJECTIVES
- IV – ADVERBS
- V – COMPARISON OF ADJECTIVE & ADVERBS
- VI – SUPERLATIVE ADJECTIVES & ADVERBS
- VII – ARTICLES
- VIII – POSSESSIVES
- IX – INDEFINITE ADJECTIVES, NOUNS AND PRONOUNS
- X – PRONOUNS
- XI – NUMBERS, QUANTITY AND TIME
- XII – PREPOSITIONS & PREPOSITIONAL PHRASES
- XIII – CONJUNCTIONS
- XIV– INTERJECTIONS
- XV– COLLOCATIONS
- XVI–SENTENCE
- XVII–REPORTED SPEECH
- XVIII–PRONUNCIATION & INTONATION
- XIX–GRAMMAR OF COMMUNICATION

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.

This list is divided into two sections corresponding to the requirements for grades G to C (section 1) and for grades B to 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 خوش حالم.

- 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 Past perfect خورده بودم
- 7 Future simple خواهم خورد

e.g. نشسته‌ام. (I am sitting.)  
ایستاده است. (S/he is standing.)  
روی تخت دراز کشیده است. (S/he is lying on the bed.)  
... پوشیده‌ایم. (We are wearing ...)

## I - VERB A - INFINITIVE

## B - INDICATIVE

## C - VERBS OF STATE Expressed in different tenses in Persian and English

## SECTION 2

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

8 Past narrative زندگی می کرده است.

## 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 می‌دیدم / دیده بودم ...

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 آورده‌ای، آن‌ها را به ما نشان بده.

### G - IMPERATIVE

### H - NEGATIVES

With تا (unless, until):

تا شما نیایید، 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)

تا / که (so that; in order to)

قبل / پیش از این که / آن که (before)

بدون این که (without)

به جای این که (instead of)

Verbs:

رسیدن ← رساندن

خوابیدن ← خواباندن

گذشتن ← گذراندن

## I - INTERROGATIVE FORMS

## J - SUBJUNCTIVE FORMS

## K - CAUSATIVE

## L - EXPRESSING WISHES

## SECTION 2

With آیا (Question marker)

After conjunctions:

مگر این که (unless)

غیر از این که / جز این که (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:

هفته‌ی 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.)

ای کاش می‌توانستم. (I wish I could.)

## SECTION 1

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

## II - NOUNS

## III - ADJECTIVES

## 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؛ باغ / باغچه

Compound adjectives, e.g.

سنگدل؛ بداخلاق؛ سربلند؛ 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. تمام؛ بعضی از

General  
Emphatic (کتاب خودم)

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

## IV - ADVERBS

## V - COMPARISON OF ADJECTIVES & ADVERBS

## VI - SUPERLATIVE ADJECTIVES & ADVERBS

## VII - ARTICLES

## VIII - POSSESSIVES

## IX - INDEFINITE ADJECTIVES, NOUNS AND PRONOUNS

## SECTION 2

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

تا = than  
در بیمارستان، بیش تر دکتر بود تا بیمار!

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

## 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 هفته‌ای یک (once a week)  
بار هر دو ماه یک (once every two months)  
بار یک روز در میان (every other day)  
ساعت سه 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 مرغ (eight eggs)

## X - PRONOUNS

### XI - NUMBERS, QUANTITY AND TIME A - NUMBERS

## SECTION 2

Addition  
Division  
Multiplication  
Subtraction

Classifiers used with numbers:  
قلم چهار عدد (four pens)  
کتاب پنج جلد (five books)  
هواپیما ده فروند (ten aeroplanes)  
دویست دستگاه آپارتمان  
(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.: از ... راضی بودن (to be happy with ...)

## 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)

noun + adjective, e.g.

عواقبِ وخیم (grave/dire consequences)

## SECTION 2

## SECTION 1

Simple  
Compound

## XVI - SENTENCE

## XVII - REPORTED SPEECH

## XVIII - PRONUNCIATION & 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.  
از این که من را به مهمانی‌ات دعوت کردی ممنونم.

(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

## SECTION 2

#### 1 Polite forms:

Pronouns, e.g.

تو / شما

او / ایشان

Use of titles, e.g.

آقای (Mr); خانم (Ms); دکتر (Dr);

مهندس (Engineer)

#### 2 Polite formulas/rituals: ta`ārof (used by hosts & guests)

e.g. بفرمایید. میوه میل کنید.

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)

e.g. چرا این قدر تعارف می کنید؟

قابلی نداره. قابل شما نیست.

# PORTUGUESE

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## Contents

### PART A – CANDIDATES AIMING TO ACHIEVE UP TO GRADE C

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- VI – INTERROGATIVES
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### PART B – CANDIDATES AIMING TO ACHIEVE ABOVE GRADE C

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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.

## 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 voce gosta, voces gostam  
(R) second person singular, eg tu gostas  
(R) omission of subject denotator, eg gosta, gostas, gostam

## **C Infinitive Forms**

- infinitive  
(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 nao 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 paozinho, casarao
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, paezinhos, 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. tao ... como; tao ... quanto; mais ... do que; menos ... do que
2. muito ...; pouco ...  
(R) -issimo/a/os/as  
facilimo, dificilimo
3. o mais ...; o menos ...
4. irregular comparatives and superlatives including maior, menor, melhor, pior  
(R) superior, inferior, maximo, minimo

## **C Intensifiers and Emphatic Expressions**

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

## **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 frota esta 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 – nos  
second person: tu || você || o sr | a sra – voces || 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 II voce - os/as II 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 voce; 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 voce II do sr/da sra II 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 e que, eg Quando e que O bareo parte?
  - (c) with an interrogative pronoun or adjective, eg  
O que?  
(O) que é isto?  
Quais prefere?  
Que sapatos prefere?  
De quem é a mala?  
Com quem vai?  
Quanto custa?  
Qual e 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) penultimo/a  
agreements
3. proportional  
duplo  
dobro  
mew  
metade  
um terço  
um quarto
4. collective  
par  
dezena, decada  
duzia  
centena  
milhar
5. position of ordinals  
ordinal + noun, eg, terceiro andar

### B Expressions of Weight, Quantity and Capacity

duzia  
metade  
um quarto  
meia dose  
urn par  
duzentos gram as  
urn 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 a noite

amanhã de manhã

hoje, logo a tarde, logo a noite

dentro de, daqui a

há

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

(R)há (verb in the Preterite) ego cheguei há 15 dias

(R)anteontem, de hoje a

antes, depois

próximo, que vem, passado

anterior, seguinte

sempre, nunca

vez, as 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, porém

(R) por isso, porém, contudo, não só ... mas também

and other commonly used conjunctions

2. subordinating conjunctions:

que, porque, pois, se, quando, como

word order in subordinate clauses

## Part B – Candidates Aiming to Achieve above Grade C

### I – VERBS

#### A Voice and 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-a

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

compra-lo(s), vende-la(s), compram-na(s)

(R) intercalated, compra-lo-ei, vende-la-ia

#### B Demonstratives and Indefinites

algo, certo, cada, diverso

qualquer, quaisquer

tal, tais

(R) um tao, 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) nao 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

vespera

## **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 nao 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 possessive word order in more complex subordinate clauses

# TURKISH

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- I – NOUNS
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- IV – ADVERBS
- V – PARTICLES
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- VIII – VOICE

### PART B – CANDIDATES AIMING TO ACHIEVE ABOVE GRADE C

- I – VERBS
- II – GERUND
- III – ANACOLUTHON

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.

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## I – NOUNS

### A İSİM ÇEŞİTLERİ

1. Proper Noun – Özel ad: İstanbul, Kemal...
2. Common Noun – Tür adı: İnsan ,hayvan, bitki...
3. Concrete Noun – Soyut ad: Masa, kız....
4. Abstract Noun – Somut ad: Bağımsızlık, özgürlük...
5. Singular Noun – Tekil ad: Kalem, dolap...
6. Plural Noun – oğul ad: Kuzular, bebekler...

### B CASE – AD DURUMU

1. Nominative – Yalın Durum: ev
2. Accusative – Belirtme durumu: evi
3. Dative – Yönelme durumu: eve
4. Locative – Kalma durumu: evde
5. Ablative – Çıkma durumu: evden
6. Genitive – Tamlayan durumu: Kedi masanın altında

## C Yapılarına göre adlar

1. Simple noun – Yalın ad: Oda, kitap
2. Derived noun – Türemiş ad: Başlık, başkanlık
3. Compound noun – Bileşik ad: Balıkadam, devetabanı

## II – PRONOUNS- ADIL (ZAMİR)

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

### Adıl gibi kullanılan ekler:

1. Possessive suffix – İyelik eki: Benim, kitabınızı...
2. Personal ending – Kişi eki: Geldim, gelmişim, gideyim, gitsin...
3. Pronominal suffix – İlgı eki: Ondaki, seninki...

## III – ADJECTIVES – ÖNAD (SIFAT)

1. Qualificative adjective – Niteleme önadı: Uzun, kısa, zengin...
2. Determinative adjective – Belirtme önadları  
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...

1. Compound adjective – Bileşik önad: Yurtsever, zeytinyağlı...
2. Derived adjective – Türemiş önad: Kuvvetli, çalışkan...
3. Intensive adjective – Pekiştirmeli önad: Bembeyaz, kıpkırmızı, beyaz beyaz...

## IV – ADVERBS – BELİRTEÇ (ZARF)

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

## Yapılanlara göre belirteçler:

1. Simple adverb – Yalın belirteç: İyi, dün...
2. Bileşik belirteç: akşamüstü, ilkönce...
3. Öbekleşmiş belirteç: Sabah sabah, yarın akşam...
4. Derived adverb – Türemiş belirteç: İlkın, sabahleyin...

## V – PARTICLES – İLGEÇ :

Gibi, için, kadar, ile,- a ait, -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!

## VI – VERBS

### CONJUGATION – EYLEM ÇEKİMİ

#### INDICATIVE – BİLDİRME KİPLERİ

1. Past definite – Belirli geçmiş zaman: Aldım...
2. Past indefinite – Belirsiz geçmiş zaman: Almışım...
3. Present continuous – Şimdiki zaman: Alıyorum...
4. Aorist – Geniş zaman: Alırım...
5. Future – Gelecek zaman: Alacağım...

#### SUBJUNCTIVE – İSTEME KİPLERİ

1. Optative – İstek kipi: Alayım...
2. Desiderative – Dilek koşul kipi: Alsam...
3. Necessitative – Gereklilik kipi: Almalıyım...
4. Imperative – Emir kipi: Alsın.almalısın...

#### COMPOUND TENSE – BİLEŞİK ZAMAN

1. Imperfect – hikaye bileşik zaman:
2. Belirli geçmiş zaman kipiyle yapılan hikaye bileşik zaman: Geldiydim...
3. Belirsiz zaman kipiyle yapılan hikaye bileşik zaman: Gelmiştim...
4. Şimdiki zaman kipiyle yapılan hikaye bileşik zaman: Geliyordum...
5. Geniş zaman kipiyle yapılan hikaye bileşik zaman: Gelirdim...
6. Gelecek zaman kipiyle yapılan hikaye bileşik zaman: Gelecektim...
7. İstek kipiyle yapılan hikaye bileşik zaman: Geleydim...
8. Dilek koşul kipiyle yapılan hikaye bileşik zaman: Gelseydim...
9. Gereklilik kipiyle yapılan hikaye bileşik zaman: Gelmeliydim...

## VII – CONDITIONAL – KOŞUL BİLEŞİK ZAMANI

1. Belirli geçmiş zaman kipiyle yapılan koşul bileşik zamanı: Geldiysem...
2. Belirsiz geçmiş zaman kipiyle yapılan koşul bileşik zamanı: Gelmişsem...
3. Şimdiki zaman kipiyle yapılan koşul bileşik zamanı: Geliyorsam...
4. Geniş zaman kipiyle yapılan koşul bileşik zamanı: Gelirsem...
5. Gelecek zaman kipiyle yapılan koşul bileşik zamanı: Geleceksem...
6. Gereklilik kipiyle yapılan koşul bileşik zamanı: Gelmeliysem...

## VIII – VOICE – EYLEMDE ÇATI

1. Active verb – Etken eylem: Gelmek, gitmek...
2. Passive verb – Edilgen eylem: Sevilme, alınma...
3. Reciprocal verb – İşteş eylem: Koşuşmayın, dövüşmüşler...
4. Reflexive verb – Dönüşlü eylem: Yıkanma, sevinme...

## VERBALIA – EYLEMSİ

**Infinitive – Eylemlik:** Aldırma, görünüş... gitme zamanı, yerleşmeye, gidişine...

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

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

## PART B Candidates aiming to achieve above Grade C

### NARRATIVE – RİVAYET BİLEŞİK ZAMANI

1. Belirsiz geçmiş zaman kipiyle yapılan rivayet bileşik zamanı: Gitmiştim...
2. Şimdiki zaman kipiyle yapılan rivayet bileşik zamanı: Gidiyormuşum...
3. Geniş zaman kipiyle yapılan rivayet bileşik zamanı: Gidermişim...
4. Gelecek zaman kipiyle yapılan hikaye bileşik zamanı: Gidecekmişiz...
5. Gereklilik zaman kipiyle yapılan rivayet bileşik zamanı: Gitmeliymişim...
6. İstek kipiyle yapılan rivayet bileşik zamanı: Gideymişim...
7. 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 (Pehriz yapacağına ne bulsa yiyor.) Hasta olduğu halde okula gitti. Evlendi evleneli buraya gelmez oldu. Odanı istediğin biçimde düzeltebilirsin.

**Anacoluton – Devrik Tümce:** Ağır ağır çıkacaksın bu merdivenlerden...

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