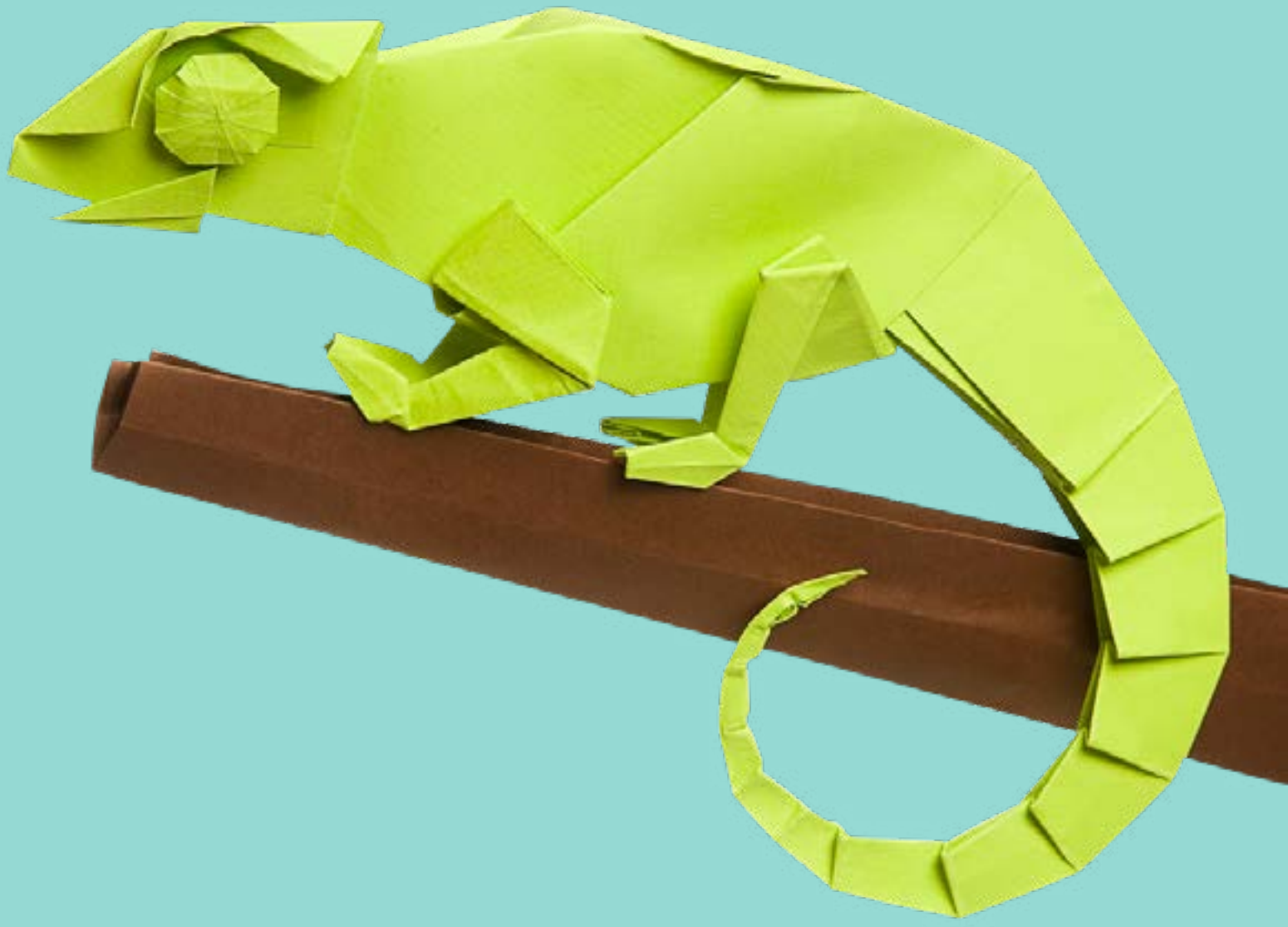
Pearson Edexcel

GCSE (9-1) Russian



Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Russian (1RU0)

First teaching from September 2017

First certification from June 2019

Issue 5

Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Russian Specification

Issue 5 changes

Summary of changes made between previous issue and this current issue	**Page number**
Removal of Subject Advisor name: *'Our subject advisor service and online community…'*	3
Update to Foundation tier paper timing: *'Foundation tier: 1 hour 20 minutes…'*	6 and 39
Clarification of question titles appearing in English added: *'The instructions to students are in Russian. The question titles appear in English.'*	38
Update to Foundation tier Assessment Information for Paper 4, bullet point 5: *'Question 2 has two options from which students have to select one. This question assesses students on their ability to note down key points and convey information. Students must use the formal register.'*	39
Reference to 'GCE AS' removed in the following sentence: *This qualification offers a suitable progression route to GCE A level in Russian.*	67

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

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1 Introduction

Why choose Edexcel GCSE Russian?

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

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

Engaging and popular topics

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

Manageable content

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

Content and assessments that provide an engaging real-world focus

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

Straightforward assessments that are accessible to all students

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

Carefully selected texts

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

Clear and precise assessment criteria

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

Continuous progression

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

Supporting you in planning and implementing this qualification

Planning

- To support you in delivering this specification, our **Getting Started Guide,** available on our website, gives you an overview of the new GCSE qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and 2009 qualification.

Teaching and learning

There are lots of free teaching and learning support to help you deliver the new qualification, including:

- a guide to questions in the target language
- student guide
- online and face-to-face training events.

Preparing for exams

We also provide a range of resources to help you prepare your students for the assessments, including:

- marked exemplars of student work with examiner commentaries.

ResultsPlus

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

Get help and support

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

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

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

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

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

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

Paper 1: Listening and understanding in Russian (*Paper code: 1RU0/1F and 1H)
Written examination ***Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks*** ***Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks*** ***25% of the total qualification***
Content overview This paper draws on vocabulary and structures across all the themes and topics.
Assessment overview Students are assessed on their understanding of standard spoken Russian by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Russian speakers. Students must answer all questions in both sections. There is no requirement for students to produce written responses in Russian. ***Foundation tier*** • Section A is set in English. The instructions to students are in English. • Section B is set in Russian. The instructions to students are in Russian. ***Higher tier*** • Section A is set in Russian. The instructions to students are in Russian. • Section B is set in English. The instructions to students are in English. The listening audio files are available on our website.

Paper 2: Speaking in Russian (*Paper code: 1RU0/2F and 2H)
Internally conducted and externally assessed ***Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks*** ***Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks*** ***25% of the total qualification***
Content overview This paper draws on vocabulary and structures across all the themes and topics.
Assessment overview Students are assessed on their ability to communicate and interact effectively through speaking in Russian for different purposes and in different settings. There are three tasks which must be conducted in the following order: Task 1 – a role play based on one topic that is allocated by Pearson Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson. The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

Paper 3: Reading and understanding in Russian (*Paper code: 1RU0/3F and 3H)
Written examination ***Foundation tier: 50 minutes; 50 marks. Higher tier: 1 hour 5 minutes; 50 marks*** ***25% of the total qualification***
Content overview This paper draws on vocabulary and structures across all the themes and topics.
Assessment overview Students are assessed on their understanding of written Russian across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. Students must answer all questions in each of the three sections: Section A is set in English. The instructions to students are in English Section B is set in Russian. The instructions to students are in Russian Section C includes a translation passage from Russian into English with instructions in English.

Paper 4: Writing in Russian (*Paper code: 1RU0/4F and 4H)
Written examination ***Foundation tier: 1 hour 20 minutes; 60 marks*** ***Higher tier: 1 hour 25 minutes; 60 marks*** ***25% of the total qualification***
Content overview This paper draws on vocabulary and structures across all the themes and topics.
Assessment overview Students are assessed on their ability to communicate effectively through writing in Russian for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Russian. The instructions to students are in Russian. Word counts are specified for each question. Students must answer all questions. ***Foundation tier –*** three open-response questions and one translation into Russian. ***Higher tier –*** two open-response questions and one translation into Russian.

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

2 Subject content

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

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

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

Qualification aims and objectives

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

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

Themes and topics

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

The five themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension.

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

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Russian-speaking countries throughout the course.

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

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

Theme 1: Identity and culture

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

Theme 2: Local area, holiday and travel

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

Theme 3: School

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

Theme 4: Future aspirations, study and work

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

Theme 5: International and global dimension

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

Paper 1: Listening and understanding in Russian

Content

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

Students will need to:

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

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

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

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

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

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

Assessment information

- First assessment: May/June 2019.
- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Russian-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.
- *Foundation tier*
  - 35 minutes is given for the assessment, including 5 minutes' reading time.
  - Section A contains 12 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
  - Section B contains two questions set in Russian. The question type is multiple-response. The instructions to students are in Russian.
- *Higher tier*
  - 45 minutes is given for the assessment, including 5 minutes' reading time.
  - Section A contains two questions set in Russian. The question type is multiple-response. The instructions to students are in Russian.
  - Section B contains eight questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Russian.

The use of dictionaries is not permitted.

Sample assessment materials

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

Paper 2: Speaking in Russian

Content

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

Students will need to:

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

These are assessed through a series of three consecutive tasks.

Task 1 – Role play

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

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

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

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

Task 2 – Picture-based task

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

This assessment allows students to:

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

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

Task 3 – Conversation

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

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

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

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

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

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

Assessment information

General information

- First assessment: April/May 2019.
- The entire assessment must be conducted in Russian.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Task 1 is set in the register that the student is required to use.

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

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

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

Foundation tier assessment time and marks

- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

Higher tier assessment time and marks

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

Preparation time

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

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

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

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

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

Task 1 – Role play

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

Teacher cards

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

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

Candidate cards

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

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

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

At Foundation tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense for four of the prompts.

At Higher tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. Students are required to speak in the present tense for four of the prompts and respond to one question set in a past tense.

Task 2 – Picture-based task

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

Teacher cards

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

Each task opens with the teacher asking the first question, which is based on the picture.

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

Candidate cards

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

Students have access to this during their preparation time.

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

Students have access to this during their preparation time.

Task 3 – Conversation

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

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

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

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

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

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

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

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.

Administration and general information about the conduct of the speaking assessment

Preparation time and notes for Tasks 1 and 2 only

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

Sample assessment materials

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

Marking guidance and assessment criteria are also provided in this document.

Marking guidance for Paper 2: Speaking in Russian

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

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

Step 2 Decide on a mark

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

Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

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

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

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

Additional guidance

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

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

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

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

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

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	• Limited response to set questions, likely to consist of single-word answers • Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond • A straightforward opinion may be expressed but without justification • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	• Responds briefly to set questions, there is much hesitation and continuous prompting needed • Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond • Straightforward, brief opinions are given but without justification • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
9–12	• Responds to set questions with some development, some hesitation and some prompting necessary • Some effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions with occasional, brief justification • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
13–16	• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions and gives justification with some development • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

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

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

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

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

Additional guidance

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

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

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

Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

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

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

Conversation: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates limited information relevant to the topics and questions • Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification • Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
4–6	• Communicates brief information relevant to the topics and questions • Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification • Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
7–9	• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
10–12	• Communicates information relevant to the topics and questions, with some extended sequences of speech • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Uses language creatively – examples of creative language use are:

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

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

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

Conversation: interaction and spontaneity – Foundation tier

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

Additional guidance

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

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

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

Conversation: linguistic knowledge and accuracy – Foundation tier

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

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

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

Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

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

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

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

Additional guidance

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

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

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

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

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

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

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

Additional guidance

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

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

Mark	Descriptor
0	No rewardable material
1–2	• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
3–4	• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity • Responses are generally coherent although errors occur that occasionally hinder clarity of communication
5–6	• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions • Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication
7–8	• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions • Responses are coherent, any errors do not hinder the clarity of the communication

Additional guidance

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

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

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

Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

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

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

Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
4–6	• Communicates information relevant to the topics and questions, with some extended sequences of speech • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
7–9	• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech • Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions • Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes • Pronunciation and intonation are intelligible and predominantly accurate
10–12	• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech • Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions • Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes • Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Uses language creatively: examples of creative language use are:

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

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

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

Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted • Occasionally able to initiate and develop responses independently but regular prompting needed • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
4–6	• Responds spontaneously to some questions, interacting naturally for parts of the conversation • Sometimes able to initiate and develop the conversation independently, some prompting needed • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation
7–9	• Responds to most questions spontaneously, resulting in mostly natural interaction • Mostly able to initiate and develop the conversation independently • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation
10–12	• Responds spontaneously and with ease to questions, resulting in natural interaction • Consistently able to initiate and develop the conversation independently • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow

Additional guidance

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

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

Conversation: linguistic knowledge and accuracy – Higher tier

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

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

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

Paper 3: Reading and understanding in Russian

Content

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

Students need to:

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

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

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

The range of text types include:

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

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

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

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

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

Assessment information

- First assessment: May/June 2019.
- The assessment time is:
  - Foundation tier – 50 minutes in length
  - Higher tier – 1 hour 5 minutes in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains three questions set in Russian. The instructions to students are in Russian:
  - for the Foundation tier there are three multiple-response questions
  - for the Higher tier, there are two multiple-response questions and one short-answer open-response question.
- Section C contains one translation passage from Russian into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

Sample assessment materials

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

Paper 4: Writing in Russian

Content

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

Students need to:

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

Assessment information

- First assessment: May/June 2019.
- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Russian.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Russian.
- All assessments are marked against assessment criteria, please see *Marking guidance for Paper 4: Writing in Russian*.
- The instructions to students are in Russian. The question titles appear in English.
- The use of dictionaries is not permitted.

- *Foundation tier*
  - The assessment time is 1 hour and 20 minutes in length.
  - The paper consists of three open questions and one translation from English into Russian.
  - Students must answer all questions.
  - Question 1 assesses students on their ability to write to describe and to express opinions.
  - Question 2 has two options from which students have to select one. This question assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Russian*.
  - Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Russian*. This question is common to the Higher tier.
  - Question 4 is the translation question. Students are required to translate five sentences from English to Russian. The sentences are ordered by increasing level of difficulty.
- *Higher tier*
  - The assessment time is 1 hour and 25 minutes in length.
  - The paper consists of two questions and one translation from English into Russian.
  - Students must answer all questions.
  - Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Russian*. This question is common to the Foundation tier.
  - Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Russian*.
  - Question 3 is the translation question. Students are required to translate a short paragraph from English into Russian. The individual sentences are ordered by increasing level of difficulty.

Sample assessment materials

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

Marking guidance and assessment criteria are also provided in this document.

Marking guidance for Paper 4: Writing in Russian

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

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

Step 2 Decide on a mark

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

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

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

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 15–20 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Some relevant, basic information without development • Uses language to inform, give short descriptions and express opinions with limited success • Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	• Mostly relevant information, minimal extra detail • Uses language to give short descriptions, simple information and opinions with variable success • Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	• Relevant information with occasional extra detail • Uses language to give short descriptions, simple information and opinions with some success • Uses small selection of common, familiar vocabulary and expression with little repetition

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

Mark	Descriptor
0	No rewardable material
1–2	• Produces simple, short sentences in isolation • Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	• Produces simple, short sentences with little linking • Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	• Produces simple sentences with some linking • Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed**:

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

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

Question 2 – Foundation tier (16 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

The student is expected to produce 30–35 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

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

Additional guidance

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

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

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

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

Additional guidance

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Question 3 – Foundation tier (20 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

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

The student is expected to produce 60–65 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

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

Additional guidance

Creative language use – examples of creative language use are:

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

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

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

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

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

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

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures is considered to be:

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

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

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Question 4 – Foundation tier (12 marks)

Translation mark grids

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

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

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

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

Additional guidance

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

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

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

The student is expected to produce 60–65 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

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

Additional guidance

Creative language use: examples of creative language use are:

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

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

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

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

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

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

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Question 2 – Higher tier (28 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

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

The student is expected to produce 90–110 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas • Some effective adaptation of language to narrate, inform, interest/convince • Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language • Appropriate use of register and style with the occasional inconsistency
5–8	• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas • Frequently effective adaptation of language to narrate, inform, interest/convince • Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language • Appropriate use of register and style with few inconsistencies
9–12	• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas • Mostly effective adaptation of language, to narrate, inform, interest/convince • Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language • Predominantly appropriate use of register and style
13–16	• Communicates detailed information relevant to the task, with consistently effective development of key points and ideas • Consistently effective adaptation of language to narrate, inform, interest/convince • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language • Consistent use of appropriate register and style throughout

Additional guidance

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

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

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

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

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

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

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

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Question 3 – Higher tier (12 marks)

Translation mark grid

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

Mark	Descriptor
0	No rewardable material
1–3	• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference • Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated • Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated • Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	• The meaning of the passage is fully communicated • Consistently accurate language and structures, any errors do not hinder clarity

Additional guidance

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

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Assessment Objectives

Students must:		% in GCSE
AO1	Listening – understand and respond to different types of spoken language	25
AO2	Speaking – communicate and interact effectively in speech	25
AO3	Reading – understand and respond to different types of written language	25
AO4	Writing – communicate in writing	25
	Total	**100%**

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening and understanding in Russian	25	0	0	0	25%
Paper 2: Speaking in Russian	0	25	0	0	25%
Paper 3: Reading and understanding in Russian	0	0	25	0	25%
Paper 4: Writing in Russian	0	0	0	25	25%
Total for GCSE	**25%**	**25%**	**25%**	**25%**	**100%**

3 Administration and general information

Entries

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

Discount code and performance tables

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

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

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

Access arrangements, reasonable adjustments, special consideration and malpractice

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

We are committed to making sure that:

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

Language of assessment

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

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

Access arrangements

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

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

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

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

Reasonable adjustments

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

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

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

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

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

Special consideration

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

Further information

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

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

Malpractice

Candidate malpractice

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

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

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

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

Failure to report malpractice itself constitutes malpractice.

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

Awarding and reporting

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

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

Foundation and Higher tier

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

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2019.

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

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

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

Progression

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

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

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

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

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

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Appendix 1: Candidate speaking examination record form (CS2)

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

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Russian	**1RU0: 2F/2H* (*Please delete as appropriate)**
Centre name:	Centre number:

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

Teacher name		**Declaration and permissions signature and date***	

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

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

Appendix 2: Grammar list

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

Russian (Foundation tier)

Nouns

- Nouns
- Gender, number, case
- Common irregular forms, for example *друзья*, *дома́*
- Adjectives used as nouns, for example *столовая*, *русский*, *мороженое*

Adjectives

- Long forms in all cases, singular and plural
- Prefixed with не-
- Simple use of short forms, for example *тепло*, *отлично*
- Comparatives ending in –ее (R), for example *быстрее*
- Common special short form comparatives, for example *больше*, *меньше*
- Expressing 'than' after a comparative using *чем*
- Comparatives formed with *более* (R)
- Superlatives formed with *самый* (R)

Adverbs

- Forms in –о, for example *быстро*
- Forms such as *по-русски, по-английски*
- Comparative forms (R)

Quantifiers/intensifiers

- *очень, довольно, слишком*

Pronouns

- Personal pronouns for *I/me*, etc., in all cases
- Other personal pronouns in nominative, accusative, dative cases (R)

Pronouns (continued): demonstratives, interrogatives, relatives, etc.

- *Этот, кто, что, какой, каждый* in all cases, singular (and, where relevant, plural (R))
- *Тот, такой* in all cases, singular and plural (R)
- *Который, весь* (etc) in all cases, singular and plural (R)

Possessives

- Possessives in nominative, singular and plural
- *Его, её, их*

Verbs

- Tenses: present, imperfective (and perfective (R)) past, and imperfective future
- Infinitives
- Reflexive verbs
- Common imperatives: *дай/те* and classroom commands only
- Common use of *ходить, идти, пойти* and *ездить, ехать, поехать*
- Commonly used prefixed verbs of motion, for example *приходить/прийти, уезжать/уехать* (R)
- Other verbs of motion: only as listed in Foundation vocabulary
- Past passive participles *открыт* and *закрыт* only

Impersonal constructions

- *Нравиться* (present tense)
- Common impersonal constructions for 'feeling' for example *(мне) холодно, мне тепло* (present tense)
- *Надо* (= *нужно*) (present tense)
- *Можно* (present tense)

Numbers and quantity

- Cardinal numbers in nominative (other cases for common uses = R)
- Ordinal numbers for dates, including years (R)
- Ordinal numbers for floor numbers, for example *на первом этаже*
- Expressions of quantity with genitive, for example *много, мало* (R)

NB Candidates will never be required to write out numerals – figures can always be used in writing.

Prepositions

As listed in Foundation-tier vocabulary

Conjunctions

As listed in Foundation-tier vocabulary

Times and dates

- Times using 24-hour clock format, for example 8.30, 19.25 (R)
- Days, months (R)
- Personal date and year of birth
- Other dates, years (R)
- Time structures with and without prepositions, for example *утром*, *по субботам, в среду* (R)
- Duration, for example *пять дней, на неделю*
- Frequency, for example *два раза в неделю* (R)

NB Candidates will never be required to write out numerals – figures can always be used in writing.

Negation

- Simple negation using *не*
- *Нет* + genitive (present tense) (other tenses = R)
- Negative prefix *ни-* (including case forms without prepositions (R)), for example *никто*, *никогда*

Russian (Higher tier)

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

Adjectives

- Common short form adjectives, singular and plural (R)
- *должен, нужен* (R)
- Comparatives in *–ее* and with *более*
- Comparatives with *менее* (R)
- Use of prefix *по-* with short form comparatives, for example *побольше* (R)
- Common special long form comparatives, for example *лучший, старший* in nominative, singular and plural
- Expressing 'than' after a comparative using the genitive (R), for example *моложе брата*
- Superlatives formed with *самый* in nominative, singular and plural; other cases = (R)

Adverbs

- Comparative forms
- Forms in *–ски*, for example *практически* (R)
- Use of prefix *по-* (R)

Personal pronouns

- Personal pronouns *I, he, she, they* in all cases
- Other personal pronouns in all cases (R)

Pronouns (continued): demonstratives, interrogatives, relatives, etc.

- *Этот, кто, что, какой, каждый* in all cases, singular and plural
- *Тот, такой* in all cases
- *Который,* in simple usage (for example *друг, которого зовут Андрей*)
- Common use of *–нибудь*, *-то* (R)
- *Друг друга* (etc.) (R)
- Use of *всё, что* and *то, что* (R)

Possessives

- Possessives in all cases, singular
- Possessives in all cases plural (R)
- *Свой* in all cases, singular and plural (R)

Verbs

- Tenses: perfective past; perfective future in first person singular; perfective future in other persons (R)
- Imperatives – second person singular and plural; first person plural (R)
- Use of third person plural without *они* (R)
- Use of *бы* with *хотеть* in first person singular (*хотел/а бы*)

Impersonal constructions

- *Нравиться* (all tenses)
- *Хотеться* present tense (other tenses = R)
- Common impersonal constructions for 'feeling' for example *(мне) холодно, мне тепло* (all tenses)
- *Надо* (= *нужно*) (all tenses)
- *Можно* (all tenses)

Numbers and quantity

- Cardinal numbers (all cases)
- Inversion for approximation (R), for example *минут десять*
- Ordinal numbers for dates, including years
- Expressions of quantity with genitive, for example *много*, *мало*

NB Candidates will never be required to write out numerals – figures can always be used in writing.

Prepositions

A wider range of prepositions (R), as listed in Higher-tier vocabulary

Conjunctions

As listed in Higher-tier vocabulary

Times and dates

- Times using 24-hour clock format, for example 8.30, 19.25
- Times using 12-hour clock format, for example *полшестого*, *без четверти,* etc. (R)
- Other dates, years
- Time structures with and without prepositions, for example *утром*, *по субботам, в среду*
- Duration, for example *пять дней, на неделю*
- Frequency, for example *два раза в неделю*

NB Candidates will never be required to write out numerals – figures can always be used in writing.

Negation

- *Нет* + genitive (all tenses)
- Negative prefix *ни-* with prepositions (R), for example *ни с кем*
- *ни.... ни.....* (R)

Appendix 3: Vocabulary list

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

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

Word lists

Section 1: High-frequency language

Common verbs

Common adjectives

Common adverbs

Prepositions

Colours

Numbers

Ordinal numbers

Quantities and measures

Some useful connecting words

Time expressions

Times of day

Days of the week

Months and seasons of the year

Question words

Other useful expressions

Other high-frequency words

Countries

Continents

Nationalities

Areas/mountains/seas

Useful acronyms

Social conventions

Language used in dialogue and messages

Section 2: Topic-specific language

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

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

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

Theme 1: Identity and culture

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

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

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

Theme 2: Local area, holiday and travel

Holidays: preferences, experiences and destinations

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

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

Theme 3: School

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

School activities: school trips; events and exchanges

Theme 4: Future aspirations, study and work

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

Ambitions: further study; volunteering; training

Work: jobs; careers and professions

Theme 5: International and global dimension

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

Environmental issues: being 'green'; access to natural resources

Section 1: High-frequency language

Common verbs

to accept	принимать/принять
to argue	спорить/поспорить
to ask	спрашивать/спросить
to ask (for something)	просить/попросить (что-нибудь)
to ask a question	задавать/задать вопрос
to bathe	купаться/ис-
to be born	рождаться/родиться
to begin, start	начинать(ся)/начать(ся)
to be ill; to hurt	болеть/за-
to be interested in	интересоваться/за-
to be missing	отсутствовать
to be situated	находиться
to become	становиться/стать
to believe	верить/по-
to buy	покупать/купить
to carry	носить/нести//понести
to chat	разговаривать
to check	проверять/проверить
to change	меняться *impfv only*
to choose	выбирать/выбрать
to clean	чистить/по-
to clear away	убирать/убрать
to click (ICT)	нажимать/нажать
to close	закрывать/закрыть
to collect	собирать/собрать
to come	приходить/прийти
to consider	считать
to contact	связываться/связаться
to continue	продолжаться
to continue/carry on	продолжать/продолжить
to convince	убеждать/убедить
to cook	готовить/при-
to cope/manage/get by	справляться/справиться
to copy	копировать/с-
to cost	стоить
to cross, go across	переходить/перейти
to cry	плакать/за-
to decide	решать/решить
to depart/leave	уезжать/уехать
to depart/leave	уходить/уйти
to describe	описывать/описать
to die	умирать/умереть
to discuss	обсуждать/обсудить
to do	делать/с-
to draw	рисовать/на-
to drink	пить/вы-
to drive	водить/вести//повести машину
to earn	зарабатывать/заработать
to eat	есть/съ-
to eat	кушать/по-

Common verbs (cont)

to end, finish	кончать(ся)/кончить(ся);заканчивать(ся)/закончить(ся)
to enjoy	увлекаться
to enjoy oneself	хорошо проводить/провести время
to enter/go in	входить/войти
to exist	существовать
to explain	объяснять/объяснить
to fail (exam)	проваливать/провалить экзамен
to fall	падать/упасть
to fall asleep	засыпать/заснуть
to feed, nourish	кормить/по-
to fill/fill in	заполнять/заполнить
to find	находить/найти
to find out	узнавать/узнать
to finish	заканчивать(ся)/закончить(ся)
to fly	летать/лететь//полететь
to follow	следовать/по-
to forget	забывать/забыть
to forgive	прощать/простить
to get angry	сердиться/рассердиться
to get dressed	одеваться/одеться
to get into (bus, car, train)	садиться/сесть в (автобус, машину, поезд)
to get out of (bus, car, train)	выходить/выйти из (автобуса, машины, поезда)
to get undressed	раздеваться/раздеться
to get up	вставать/встать
to give	давать/дать
to give (a gift/present)	дарить/по-
to give back	отдавать/отдать
to go	ходить/идти//пойти
to go (and come back); make a round trip	сходить *pfv*
to go (in a car)	ездить/ехать//поехать (в машине)
to go down	спускаться/спуститься
to go for a walk	гулять/по-
to go out	выходить/выйти
to go to bed	ложиться/лечь спать
to go up	подниматься/подняться
to grow	расти/вы-
to happen	случаться/случиться
to harm/damage	вредить/по-
to hate	ненавидеть/воз-
to have breakfast	завтракать/по-
to have lunch	обедать/по-
to have dinner/supper	ужинать/по-
to hear	слышать/у-
to help	помогать/помочь
to hire	брать/взять напрокат
to hit	ударять/ударить
to hold	держать/по-
to hope	надеяться
to hurry	спешить/по-
to improve	улучшать/улучшить
to inform	сообщать/сообщить

Common verbs (cont)

to intend	намереваться
to intend	собираться
to interest	интересовать/за-
to introduce (a person)	представлять/представить
to invite	приглашать/пригласить
to iron	гладить/по-
to jump	прыгать/прыгнуть
to justify	оправдывать/оправдать
to knock	стучать/стукнуть
to knock over	сбивать/сбить (с ног)
to know	знать
to know how to	уметь
to land	приземляться/приземлиться
to last	длиться
to laugh	смеяться/за-
to lead	водить/вести//повести
to learn	учиться
to leave (behind)	оставлять/оставить
to leave; to depart	уезжать/уехать
to leave; to depart	уходить/уйти
to lie	лежать/по-
to lie down	ложиться/лечь
to light, turn/switch on	включать/включить
to like	нравиться/по-
to listen	слушать/по-
to live	жить
to look after/mind (child, dog)	присматривать/присмотреть
to look for	искать/по-
to lose	терять/по-
to lose	проигрывать/проиграть
to love	любить/по-
to manage (business)	руководить
to manage, to cope	справляться/справиться
to mean to (do)	собираться/собраться
to mean/to signify	значить
to meet	встречать(ся)/встретить(ся)
to miss (appointment, etc)	пропускать/пропустить
to miss (train, bus etc)	опаздывать/опоздать (на поезд, автобус)
to notice	замечать/заметить
to offer	предлагать/предложить
to open	открывать/открыть
to order	заказывать/заказать
to organise	организовать
to park	парковаться/при-
to park	ставить/по- (машину)
to pay	платить/за-
to phone	звонить/по-
to play	играть/по-
to pop in/go in	заходить/зайти
to possess	иметь
to prefer	предпочитать/препочесть
to prepare	готовить(ся)/подготовить(ся)
to present	представлять/представить
to prevent	предотвращать/предотвратить

Common verbs (cont)

to produce	производить/произвести
to put	класть/положить
to put back	класть/положить на место
to put on	надевать/надеть
to read	читать/про-
to receive	получать/получить
to recommend	рекомендовать
to refund	возмещать/возместить
to regret, be sorry	жалеть/сожалеть
to remain	оставаться/остаться
to remember	помнить/вс-
to reminisce, recall	вспоминать
to repair	чинить/по-
to repeat	повторять/повторить
to replace	заменять/заменить
to reply	отвечать/ответить
to research	исследовать/от-
to reserve	заказывать/заказать
to rest	отдыхать/отдохнуть
to return	возвращать/вернуть
to return; to go back	возвращаться/вернуться
to ride a horse	кататься на лошади
to ring (a bell)	звонить/по-
to run	бегать/бежать//побежать
to save	спасать/спасти
to say	говорить/сказать
to see	видеть/у-
to seem	казаться/по-
to sell	продавать/продать
to send	посылать/послать
to serve	служить
to show	показывать/показать
to sign	подписывать/подписать
to sing	петь/с-
to sit	сидеть/по-
to sit down	садиться/сесть
to sit (someone); to plant	садить/по-
to skate	кататься на коньах
to ski	кататься на лыжах
to sleep	спать/по-
to smile	улыбаться/улыбнуться
to smoke	курить/вы-
to solve (a problem)	решать/решить (проблему)
to speak	говорить/сказать
to spend (money)	тратить/по- (деньги)
to spend (time)	проводить/провести (время)
to stand	стоять/по-
to stand up	вставать/встать
to steal	красть/у-
to stop	останавливать(ся)/остановить(ся)
to stroll, go for a walk	гулять/по-
to study (a subject)	изучать

Common verbs (cont)

to study (be a student)	учиться
to sunbathe	загорать
to swim	плавать/плыть//поплыть
to switch off	выключать/выключить
to take	брать/взять
to take off (clothes etc)	снимать/снять
to take off (plane)	взлетать/взлететь
to take one's coat off	раздеваться/раздеться
to taste	пробовать/по-
to tell/recount	рассказывать/рассказать
to tell/to say	говорить/сказать
to thank	благодарить/по-
to think (about)	думать/по- (о чём-либо)
to throw	бросать/бросить
to touch	трогать/тронуть
to travel	путешествовать
to try	пробовать/по-
to understand	понимать/понять
to use	использовать
to use	пользоваться/ис-
to vacuum	пылесосить/про-
to visit (person)	навещать/навестить
to visit (place)	посещать/посетить
to wait for; to expect	ждать/подождать
to wake up	просыпаться/проснуться
to walk	ходить/идти//пойти
to want	хотеть/за-
to warn	предупреждать/предупредить
to wash	мыть/вы-
to wash (oneself)	умываться/умыться
to wash, launder	стирать/по-
to watch	смотреть/по-
to wear	носить/нести//понести
to weigh (have weight)	весить
to weigh (sth.)	взвешивать/взвесить
to win	выигрывать/выиграть
to wish	желать/по-
to work	работать/по-
to write	писать/на-

Common adjectives

active	активный
alike; the same	похож/-а/-е/и
any sort of	любой
bad	плохой
better, best	лучший
big, large	большой
boring	скучный
cheap	дешёвый
children's	детский
clean	чистый
complex, complicated	сложный

Common adjectives (cont)

cosy	уютный
dangerous	опасный
dirty	грязный
easy	лёгкий
every	каждый
excellent	отличный
exciting, entertaining	увлекательный
expensive	дорогой
fair	справедливый
famous	знаменитый
fashionable	модный
fast	быстрый
fat	толстый
favourite	любимый
foreign	иностранный
former	бывший
free (at no cost)	бесплатный
free (unoccupied, available)	свободный
friendly	дружелюбный
frightening	страшный
full	полный
fun; amusing	забавный
funny (comical)	смешной
generous	щедрый
genuine	настоящий
glad	рад/-а/-о/-ы
good	хороший/-ая/-ее
good (well behaved)	послушный
grateful	благодарный
great	великий
happy, fortunate	счастливый
hard (not soft)	твёрдый
hard, difficult	трудный
hardworking	трудолюбивый
harmful	вредный
healthy (food/way of life)	здоровый
heavy	тяжёлый
high; tall (building)	высокий
honest	честный
hot (of liquid)	горячий
huge	огромный
ideal	идеальный
ill (chronic)	больной
important	важный
in a good mood	в хорошем настроении
independent	независимый
intelligent; clever	умный
interesting	интересный
jolly, happy	весёлый
kind	добрый
last	последний
lazy	ленивый
light	светлый

Common adjective (cont)

long	длинный
lost	потерянный
loud	громкий
magnificent	великолепный
main	главный
marvellous	замечательный
modern	современный
narrow	узкий
naughty	непослушный
necessary, needed	нужный
necessary, unavoidable	необходимый
negative	негативный
negative	отрицательный
new	новый
next	следующий
nice; likeable	приятный
noisy	шумный
normal	обычный
OK	нормальный
old	старый
old (former)	бывший
old fashioned	старомодный
open	открытый
optimistic	оптимистичный
original	оригинальный
other	другой
patient (im-)	(не)терпеливый
peaceful	спокойный
pessimistic	пессимистичный
pleasant, nice	приятный
pleased	довольный
polite (im-)	(не)вежливый
poor	бедный
popular	популярный
possible	возможный
positive	позитивный
positive	положительный
practical	практичный
pretty	симпатичный
quiet	тихий
ready, prepared	готовый
real	реальный
reasonable	разумный
recent	недавний
reliable	надёжный
responsible	ответственный
rich	богатый
sad	грустный
safe	безопасный
same	одинаковый
selfish	эгоистичный
sensational	сенсационный
serious	серьёзный

Common adjectives (cont)

short	короткий
short (person)	невысокий
silent	молчаливый
silly	глупый
situated	расположенный
slender	стройный
slow	медленный
small	маленький
soft	мягкий
splendid	прекрасный
strange	странный
strict	строгий
strong	сильный
suitable	подходящий
super	классный
surprised	удивлённый
talkative	разговорчивый
terrible	ужасный
thin, slim	тонкий
tired	устал/-а/-о/и
typical	типичный
ugly	некрасивый
unfair	несправедливый
unhappy	несчастный
unhealthy	нездоровый
unique	уникальный
unpleasant	неприятный
useful	полезный
useless	бесполезный
valuable	ценный
various	разный
weak	слабый
well-known	известный
wet	мокрый
wise	мудрый
wonderful	чудесный
worse	худший
young	молодой
younger	младший

Common adverbs

(for) a long time	долго
again	опять
almost	почти
already	уже
also	также
always	всегда
approximately	примерно
badly	плохо
better	лучше
cheap(ly)	дёшево
completely	совсем
down (there)	внизу
earlier	раньше

Common adverbs (cont)

early	рано
especially	особенно
everywhere	везде
fairly; quite	довольно
fortunately (un-)	к счастью / к сожалению
hardly	вряд ли
here	тут
here	здесь
inexpensive(ly)	недорого
later	позже
long ago	давно
loud(ly)	громко
never	никогда
not yet	ещё не(т)
nowhere	нигде
often	часто
only	только
over there	вон там
perhaps	может быть
possibly	возможно
practically	практически
quickly	быстро
rarely	редко
rather	скорее
recently	недавно
regularly	регулярно
similarly	также
simply	просто
slowly	медленно
sometimes	иногда
somewhere	где-то
soon	скоро
still	(всё) ещё
straight away	сразу
there	там
to here	сюда
to there	туда
together	вместе
too	тоже
up (there)	наверху
usually	обычно
very	очень
very	очень
well	хорошо
worse	хуже

Prepositions

about	о
after	после
among	среди, между
around	вокруг
at	в, на
at (someone's house)	у
at the back	сзади

Prepositions (cont)

because of	из-за
before	до
behind	за
between	между
far from	далеко от
from	от
in	в
in front of	перед
in the background	на заднем плане
in the foreground	на переднем плане
in the middle (of)	среди
near (to)	около
near (to)	близко от
next to	рядом с
on	на
onto	на
opposite	напротив
outside	снаружи
through	через
to	в, на
towards	к
under	под
until	до
with	с

Colours

black	чёрный
blue (dark)	синий
bronze	бронзовый
brown	коричневый
brown (eyes)	карий
chestnut brown	каштановый
dark	тёмный
gold	золотой
green	зелёный
grey	серый
grey (hair)	седой
light	светлый
light blue	голубой
orange	оранжевый
pink	розовый
purple	лиловый/пурпурный
red	красный
red (of hair)	рыжий
silver	серебряный
violet	фиолетовый
white	белый
yellow	жёлтый

Numbers

1	один
2	два
3	три
4	четыре
5	пять
6	шесть
7	семь
8	восемь
9	девять
10	десять
11	одиннадцать
12	двенадцать
13	тринадцать
14	четырнадцать
15	пятнадцать
16	шестнадцать
17	семнадцать
18	восемнадцать
19	девятнадцать
20	двадцать
21	двадцать один
22	двадцать два
23	двадцать три
24	двадцать четыре
25	двадцать пять
26	двадцать шесть
27	двадцать семь
28	двадцать восемь
29	двадцать девять
30	тридцать
31	тридцать один
32 etc	тридцать два и т. д.
40	сорок
50	пятьдесят
60	шестьдесят
70	семьдесят
80	восемьдесят
90	девяносто
100	сто
101	сто один
120	сто двадцать
200	двести
1000	тысяча
1100	тысяча сто
2000	две тысячи
1.000.000	один миллион
2.000.000	два миллиона

Ordinal numbers

first	первый
second	второй
third	третий
fourth	четвёртый
fifth	пятый
sixth	шестой
seventh	седьмой
eight	восьмой
ninth	девятый
tenth	десятый
eleventh	одиннадцатый
twelfth	двенадцатый
twenty first	двадцать первый

Quantities and measures

a bottle	бутылка
a box	коробка
a jar	банка
a kilo	килограмм
a litre	литр
a little	немного
a lot	много
a packet	пачка
a piece	кусок
a slice	кусочек
about a hundred	сотня
centimetre	сантиметр
enough	достаточно
gramme	грамм
half	половина
kilometre	километр
less	меньше
majority	большинство
many	много
metre	метр
more	больше
not much/not many	мало
percent(age)	процент
quantity	количество
quarter	четверть
several	несколько
some	некоторые
third	треть
too	слишком
weight	вес

Some useful connecting words

also	также
although	хотя
and	и
as, since	так, как
because	потому что

Some useful connecting words (cont)

because of	из-за
but	но
even	даже
finally	наконец
first of all	прежде всего
however	однако
if	если
in order to	чтобы
in short	короче говоря
it is obvious	очевидно
moreover	к тому же
neither… nor…	ни…. ни ….
or	или
perhaps	возможно
so	итак, так
then	тогда
then, next	потом
therefore	поэтому
this is, here is	это
whether	ли

Time expressions

after	после
ago	назад
already	уже
always	всегда
as soon as	как только
at night	ночью
at the same time	в одно и то же время
at the start	в начале
before	до
day	день
day (24 hours)	сутки
day off	выходной
during	во время, в течение
early	рано
evening	вечер
every day	каждый день
fortnight	две недели
from	от
from time to time	время от времени
hour	час
immediately	сразу
in the afternoon	днём
in the evening	вечером
in the morning	утром
in the night	ночью
last night (during the night)	прошлой ночью
last night (yesterday evening)	вчера вечером
late	поздно
later	позже
midday	полдень
midnight	полночь

Time expressions (cont)

minute	минута
morning	утро
night	ночь
now	теперь
on time	вовремя
once	один раз
once, one day	однажды
right now	сейчас
since	с
soon	скоро
the day after tomorrow	послезавтра
the day before yesterday	позавчера
the day/evening before	накануне
the next day; following day	на следующий день
time	время
today	сегодня
tomorrow	завтра
twice	два раза
week	неделя
weekend	выходные; уик-энд
what is the time?	который час?
year/s	год/лет
yesterday	вчера

Times of day

1 a.m.	1 час ночи
1 p.m.	1 час дня
nine o'clock in the evening	девять часов вечера
13.00	13.00
at exactly 2 o'clock	ровно в 2 часа
at about……. o'clock	примерно в .... часа/часов
it is five past three	пять минут четвёртого
five to three	без пяти три
half past nine	половина десятого, полдесятого
ten past four	десять минут пятого
ten to four	без десяти четыре
quarter to six	без четверти шесть
quarter past seven	четверть восьмого

Days of the week

Monday	понедельник
Tuesday	вторник
Wednesday	среда
Thursday	четверг
Friday	пятница
Saturday	суббота
Sunday	воскресенье
(on) Monday	в понедельник
(on) Monday morning	в понедельник утром
(on) Monday evening	в понедельник вечером
on Mondays	по понедельникам
every Monday	каждый понедельник

Months and seasons of the year

month	месяц
January	январь
February	февраль
March	март
April	апрель
May	май
June	июнь
July	июль
August	август
September	сентябрь
October	октябрь
November	ноябрь
December	декабрь
season	сезон, время года
autumn (in)	осень (осенью)
spring (in)	весна (весной)
summer (in)	лето (летом)
winter (in)	зима (зимой)

Question words

(at) what time?	во сколько?, в котором часу?
from where?	откуда?
how much, how many?	сколько?
how?	как?
to there?	туда?
to where?	куда?
what colour?	какого цвета?
what like?	какой?
what/which?	какой/который?
what?	что?
when?	когда?
where?	где?
who?	кто?
why?	почему?

Other useful expressions

agree	согласен/согласна/согласно/согласны
all the better	тем лучше
false (this is)	(это) неправда
finally, ultimately	в конце концов
good luck	удачи, счастливо
great!	супер!
here is/are	вот
how do I get (to)?	как мне пройти (в)?
how do you spell that?	как это пишется?
I don’t know	я не знаю
I don’t mind	я не против / мне всё равно
I don’t understand	я не понимаю
I like it	это нравится мне
I’m fine; it’s OK	у меня всё в порядке; всё нормально
I’ve had enough	достаточно, хватит
in general	вообще
in my opinion	по-моему
in my view	на мой взгляд

Other useful expressions (cont)

it annoys me	это раздражает меня
it depends	это зависит
it doesn't matter	это неважно
it makes me laugh	это смешно
it's all the same to me	мне всё равно
let's	давай/те
most of all	больше всего
must	должен/должна/должно/должный
of course	конечно
okay (in agreement)	ладно
once again	ещё раз
one of the following	один/одна/одно из следующих
personally	лично
so much the better	тем лучше
so, so	ничего
suddenly	вдруг
that doesn't interest me	это меня не интересует
that's enough	хватит, достаточно
the thing is that …	дело в том, что ….
there is/are	есть
too bad, what a shame	очень жаль, как жалко
true (this is)	(это) правда
well done!	молодец!
what does that mean?	что это значит?
what is it like?	как это?
with pleasure	с удовольствием
you are not allowed to	нельзя
you can (one can)	можно
you must (one must)	надо

Other high-frequency words

apart from	кроме
as, like	как
end	конец
everybody	все
everything	всё
except	кроме
figure (number)	цифра
for example	например
Miss	госпожа
Mr (also Sir)	господин
Mrs (also Madam)	госпожа
number	число
number (e.g. phone number)	номер
opinion	мнение
reason	причина
someone	кто-то, кто-нибудь
something	что-то, что-нибудь
that	то
thing	что-то
time (occasion)	раз, случай
type (kind of)	вид, тип
with	с
without	без

Countries

Australia	Австралия
Austria	Австрия
Belarus	Беларусь
Belgium	Бельгия
Canada	Канада
China	Китай
Cyprus	Кипр
Denmark	Дания
England	Англия
Estonia	Эстония
Finland	Финляндия
France	Франция
Germany	Германия
Great Britain	Великобритания
Greece	Греция
Holland	Голландия
India	Индия
Ireland	Ирландия
Italy	Италия
Japan	Япония
Latvia	Латвия
Lithuania	Литва
Netherlands	Нидерланды
Northern Ireland	Северная Ирландия
Norway	Норвегия
Poland	Польша
Portugal	Португалия
Russia	Россия
Scotland	Шотландия
Spain	Испания
Sweden	Швеция
Switzerland	Швейцария
Turkey	Турция
Ukraine	Украина
United Kingdom	Соединённое Королевство
United States	Соединённые Штаты
USA	США
USSR	СССР
Wales	Уэльс

Continents

Africa	Африка
Asia	Азия
Australia	Австралия
Europe	Европа
North America	Северная Америка
South America	Южная Америка

Nationalities

American	американец/американка
Austrian	австриец/австрийка
Belorussian	беларус/беларуска
Belgian	бельгиец/бельгийка
British	британец/британка
Canadian	канадец/канадка
Chinese	китаец/китаянка
Danish	датчанин/датчанка
Dutch	голландец/голландка
English	англичанин/англичанка
Estonian	эстонец/эстонка
European	европеец/европейка
French	француз/француженка
German	немец/немка
Greek	грек/гречанка
Indian	индиец/индианка
Irish	ирландец/ирландка
Italian	итальянец/итальянка
Latvian	латыш/латышка
Lithuanian	литовец/литовка
Pole (Polish)	поляк/полька
Russian	русский/русская
Scottish	шотландец/шотландка
Spanish	испанец/испанка
Swiss	швейцарец/швейцарка
Turkish	турок/турчанка
Ukranian	украинец/украинка
Welsh	валлиец/валлийка

Areas/mountains/seas/places

area	область *f*
Baltic Sea	Балтийское море
Black Sea	Чёрное море
east	восток
Kremlin	Кремль
north	север
Pacific Ocean	Тихий океан
polar circle	полярный круг
region	регион
Siberia	Сибирь
south	юг
steppe	степь
taiga	тайга
the Arctic	Арктика
the Channel Tunnel	тоннель под Ла-Маншем
the English Channel	Ла-Манш
the Far East	Дальний восток
the Mediterranean sea	Средиземное море
the Urals	Урал
tundra	тундра
west	запад
Bronze Horseman	Медный всадник
Catherine Palace	Екатеринский дворец

Areas/mountains/seas/places (cont)

Hermitage	Эрмитаж
Lenin Mausoleum	мавзолей Ленина
Peterhof	Петергоф
Red Square	Красная площадь
Saint Isaac's Cathedral	Исаакиевский собор
Winter Palace	Зимний дворец

Useful abbreviations and acronyms

Commonwealth of Independent States (CIS)	Содружество Независимых Государств (СНГ)
comprehensive school	общеобразовательная школа
European Union	Европейский Союз
express train	экспресс
high-speed train	скоростной поезд
homeless	бездомный
Russian national railway company	Российские железнодорожные дороги (РЖД)
school leaving exam	Единый государственный экзамен (ЕГЭ)
service	обслуживание, сервис
suburban electric train	электричка
youth club	молодёжный клуб

Social conventions

best wishes	с наилучшими пожеланиями
(I'm) sorry (informal/formal)	извини(те) / прошу прощения
bye!	пока!
Could you say that again, please?	повторите, пожалуйста.
Dear (to begin formal letter)	Уважаемый/-ая
don't mention it	не за что
good afternoon	добрый день
good evening	добрый вечер
good morning	доброе утро
goodbye	до свидания
goodnight	спокойной ночи
have a good journey	счастливого пути
hello	здравствуй(те)
hello (on the telephone)	алло
help!	помогите! на помощь!
hi!	привет!
how are you?	как дела?
it is time to	пора
I beg your pardon? Pardon?	извините!
It's a pleasure	с удовольствием
meet you at 6 o'clock	встретимся в 6 часов
meeting; meeting place	встреча; место встречи
nightmare!	кошмар!
no thank you	нет спасибо
of course	конечно
please	пожалуйста
see you later	пока!
see you soon	до скорого
see you tomorrow/on Friday	до завтра / до пятницы
sorry	извини(те)
thank you (very much)	(большое) спасибо

Social conventions (cont)

that doesn't matter/that's ok	ничего
what is (your) name?	как (вас) зовут?

Language used in dialogues and messages

address	адрес
area code	код региона
call me (informal/formal)	позвони(те) мне
dial the number	набирать/набрать номер
email	электронная почта
I'll be right back	я сейчас вернусь
I'm listening	я вас слушаю
message	сообщение
mobile phone	мобильный телефон, мобильник
moment	момент
on line	онлайн
on the line/speaking	на линии / слушаю
please repeat that	пожалуйста, повторите
postcode	индекс
receiver (telephone)	телефонная трубка
sender	отправитель
stay on the line	не кладите трубку
telephone	телефон
text message	СМС
tone	тон
voice mail	голосовая почта
wait	подождите
wrong number	не тот номер / вы ошиблись номером

Topic-specific vocabulary

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

Foundation tier

appetite	аппетит
apple	яблоко
banana	банан
beans	фасоль
beef	говядина
Beef Stroganov	Бефстроганов
beer	пиво
beetroot	свёкла
beetroot soup, borscht	борщ
bill	счёт
biscuit	печенье
bottle	бутылка
bread	хлеб
breakfast	завтрак
business lunch	бизнес-ланч
butter	масло
cabbage	капуста
cabbage soup	щи
café	кафе
cake	торт
carrot	морковь
caviar	икра
champagne	шампанское
cheese	сыр
chicken	курица
chips	картофель фри
chocolate	шоколад
closed (on Mondays)	закрыто (по понедельникам)
cocoa	какао
coffee	кофе
crisps	чипсы
cucumber	огурец
cup	чашка
custom	обычай
customer	покупатель, клиент
daily	повседневный
delicious	вкусно
dessert	десерт
dining room	столовая
dish	блюдо
drink	напиток
egg	яйцо
enjoy your meal!	приятного аппетита
euro	евро
evening meal, dinner	ужин
everyday	повседневный
fast food	фаст-фуд
first course	первое (блюдо)

Foundation tier (cont)

fish	рыба
fizzy water	газированная вода
fresh	свежий
food	еда
foodstuffs	продукты
fruit	фрукты
fruit juice	сок
grapefruit	грейпфрут
grapes	виноград
ham	ветчина
hamburger	гамбургер
hot chocolate	горячий шоколад
ice cream	мороженое
ice cream parlour	кафе-мороженое
I'll take it!	Я возьму!
jam	варенье, джем
juice	сок
kebab	шашлык
lemon	лимон
lemonade	лимонад
lettuce, salad	салат
life	жизнь
lunch	обед
main course	второе (блюдо)
margarine	маргарин
meal	обед
meat	мясо
menu	меню
milk	молоко
milkshake	молочный коктейль
mineral water	минеральная вода
money	деньги
mushroom	гриб
napkin	салфетка
oil	масло
omelette	омлет
onion	лук
orange	апельсин
packet	пачка
pancakes	блины
pasta	макароны
peach	персик
pelmeni (meat parcels)	пельмени
pepper	перец
pizza	пицца
pizzeria, pizza restaurant	пиццерия
porridge	каша
portion	порция
potato	картофель, картошка
price	цена
restaurant	ресторан
rice	рис
rouble	рубль

Foundation tier (cont)

salami, cooked sausage	колбаса
salt	соль
sandwich	бутерброд, сандвич
sausages	сосиски
service	сервис
sideboard, dresser	буфет
snack	закуска
snack bar	буфет
soup	суп
soured cream	сметана
speciality	специальность
starters	закуски
steak	бифштекс
still water	негазированная вода
sugar	сахар
supermarket	супермаркет
supper	ужин
sweet	конфета
sweet (tasting)	сладкий
sweet course, dessert	сладкое (блюдо)
table	стол
tasty	вкусный
tea	чай
to have breakfast	завтракать/по-
to have lunch	обедать/по-
to have supper	ужинать/по-
to pay	платить/за-
tomato	помидор
vegetables	овощи
vegetarian	вегетарианец, вегетарианка
vitamins	витамины
vodka	водка
waiter/waitress	официант/официантка
water	вода
watermelon	арбуз
wine	вино
yoghurt	йогурт

Higher tier

choice	выбор
chop (e.g. pork/lamb)	котлета
cooked	приготовленный
cream	сливки
duck	утка
fork	вилка
fried egg	яичница
garlic	чеснок
glass	стакан
homemade	домашний
honey	мёд
jar	банка
knife	нож

Higher tier (cont)

lamb	баранина
mayonnaise	майонез
medium	средний
mince	фарш
mixed	смешанный
mustard	горчица
natural, organic food	натуральная еда
noodles	лапша
nuts	орехи
organic food	экологически чистая еда
pastries	пирожные
pear	груша
peas	горох
pineapple	ананас
plate	тарелка
pork	свинина
raspberry	малина
roll (bread)	булочка
salmon	лосось
sauce	соус
sea food	морепродукты
self-service	самообслуживание
service	обслуживание
slice	кусочек
spoon	ложка
strawberry	клубника
table cloth	скатерть
taste, preference	вкус
tip (money)	на чай
to get to know	знакомиться/по-
to serve	обслуживать/обслужить
to taste	пробовать/по
towel	полотенце
turkey	индейка
vinegar	уксус

Identity and culture: what my friends and family are like

Words relating to dress and style

Foundation tier

belt	пояс
blouse	блузка
boots	сапоги
bracelet	браслет
brand, lable	бренд
cap	кепка
clothes	одежда
clothes shop	магазин одежды
coat/overcoat	пальто
dress	платье
dressed in	одет в
fashion	мода
fashionable	модный

Foundation tier (cont)

flowers	цветы
footwear	обувь
fur coat	шуба
fur hat	шапка
handbag	сумка
hat	шляпа
jacket	пиджак
jeans	джинсы
jumper	джемпер
leather	кожа
made of leather	кожаный
make	марка
makeup	косметика
pants, briefs	трусы
pyjamas	пижама
rucksack	рюкзак
scarf	шарф
shirt	рубашка
shoes	туфли
shorts	шорты
size	размер
skirt	юбка
small	маленький
smart	элегантный
socks	носки
sportsman	спортсмен
sportswoman	спортсменка
style	стиль
suit	костюм
sweater	свитер
swimming costume	купальник, купальный костюм
tee shirt	футболка
tie	галстук
tracksuit	спортивный костюм
trainers	кроссовки
trousers	брюки
umbrella	зонтик
uniform	форма
vest	майка
watch	часы

Higher tier

cardigan	кофта
cotton (made of cotton)	хлопок (сделано из хлопка)
glove	перчатка
hairdresser's	парикмахерская
heel	каблук
lipstick	помада
loose (i.e. too big)	велик/а/о/и
neat	аккуратный
perfume	духи
raincoat	плащ
ring	кольцо
slippers	тапочки

Higher tier (cont)

tattoo	татуировка
tights	колготки
to put on makeup	краситься

Words on relations, relationships, personal and physical characteristics

Foundation tier

age	возраст
alcohol	алкоголь
arm, hand	рука
armchair	кресло
at home	дома
at my/our house	у меня /у нас дома
aunt	тётя
back	спина
bald	лысый
bath	ванна
bathroom	ванная
beard	борода
bearded	с бородой
beautiful	красивый
bed (linen)	постель
bed(stead)	кровать
bedroom	спальня
bedside cabinet	тумбочка
bird	птица
birthday	день рождения
birthplace	место рождения
block (of flats)	дом
blond/e	блондин/ка
boy	мальчик
brother	брат
brunette	брюнет/ка
brothers and sisters, siblings	братья и сёстры
cat	кошка
cat (m)	кот
chair	стул
character, personality	характер
charming, nice	милый
child	ребёнок
children	дети
comfortable (house, furniture)	удобный
curly	кудрявый
curtains	занавески
dacha, country cottage	дача
daily routine	режим дня
dad	папа
date of birth	дата рождения
daughter	дочь
diet	диета
dining room	столовая
dog	собака
door	дверь
ear/s	ухо/уши

Foundation tier (cont)

energetic	энергичный
enthusiasm	энтузиазм
eyes	глаза
face	лицо
family	семья
father	отец
first name	имя
flat; apartment	квартира
friend (f)	подруга
friend (m)	друг
friends	друзья
furniture	мебель
garage	гараж
garden	сад
girl (older)	девушка
girl (young)	девочка
glasses	очки
goldfish	золотая рыбка
grandchild (f)	внучка
grandchild (m)	внук
grandfather, grandad	дедушка
grandmother, grandma, granny	бабушка
grandparents	бабушка и дедушка
guest	гость
guinea pig	морская свинка
hair	волосы
hamster	хомяк
head	голова
health	здоровье
horse	лошадь
house	дом
house (small)	домик
ideal	идеальный
identity	личность
intelligent, clever	умный
kind	добрый
kitchen	кухня
lamp, light	лампа
lazy	ленивый
leg, foot	нога
life	жизнь
live, lively, alive	живой
living room, front room	гостиная
man	мужчина
member of the family	член семьи
mother	мать
mouse	мышь
moustache	усы
mouth	рот
mum	мама
neck	шея
nice, pleasant	приятный
normal	обычный
nose	нос
old	старый

Foundation tier (cont)

optimist	оптимист
organiser	организатор
parents	родители
party	вечеринка
penfriend (f)	подруга по переписке
penfriend (m)	друг по переписке
people	люди
person	человек
personal	персональный
pessimist	пессимист
pet	домашнее животное
picture	картина
plant	растение
present; gift	подарок
public holiday	праздник
rabbit	кролик
refrigerator	холодильник
relationship	отношения (pl.)
religion	религия
sauna	сауна
serious	серьёзный
Shrove Tuesday	масленица
sister	сестра
slim	тонкий
snake	змея
sofa; settee	диван
son	сын
staying as a guest	в гостях
stomach	живот
straight (hair)	прямые (волосы)
study (room); office	кабинет
surname	фамилия
table	стол
talent	талант
talented	талантливый
teenager	тинейджер
terrace	терраса
thin	худой
throat	горло
to be called (person)	звать
to be called (place)	называться
to be healthy, fit	быть в форме
to look (e.g. angry/happy etc)	выглядеть
to seem	казаться/по-
to stay as a guest	гостить
tooth	зуб
tropical fish	тропические рыбки
ugly	некрасивый
uncle	дядя
visit	визит
wife	жена
woman	женщина
younger	моложе
youth	молодость

Higher tier

acquaintance	знакомый
adult, grown-up	взрослый
alone	один/одна/одно
argument	спор
body	тело
brave, adventurous	смелый
career	карьера
carpet	ковёр
celebrity	знаменитость
character (in film, etc)	персонаж
character trait	черта характера
character, nature	характер
confident, sure	уверенный
cousin	двоюродный брат/двоюродная сестра
discrimination	дискриминация
eating, diet	питание
elbow	локоть
elder	старший
elderly	пожилой
example	пример
faith (religious)	вера
family (adjective)	семейный
famous	знаменитый
farewell	прощальный
feeling	чувство
furnished	меблированный
gender, sex	пол
guy, dude, bloke	парень
habit	привычка
hall (in house)	коридор
hungry	голодный
husband	муж
initiative	инициатива
invitation	приглашение
knee	колено
loft	чердак, мансарда
loyal, faithful	лояльный
married	замужем (f) / женат (m)
meeting	встреча
mirror	зеркало
mood	настроение
neighbour	сосед/соседка
old age	старость
old people’s home	дом престарелых
older	старше
oldest (brother/sister)	самый старший
only child	единственный ребёнок
participant	участник
pensioner	пенсионер/ка
place of residence	место жительства
project	проект
racist	расистский
reasonable	разумный
relative, relation	родственник

Higher tier (cont)

reliable	надёжный
sauna (Russian-style)	баня
self (myself, yourself etc)	сам/сама/само/сами
selfish	эгоистичный
sense of humour	чувство юмора
sensitive	чувствительный
similar	похож/-а/-е/-и
study, office	кабинет
survey	опрос
stereotype	стереотип
thin/slender	стройный
tired	уставший
to argue	спорить
to babysit	смотреть за ребёнком
to be in a good/bad mood	быть в хорошем/плохом настроении
to do the washing up	мыть/по- посуду
to feel	чувствовать (себя)
to get on (well) with	быть в (хороших) отношениях с кем-то
to move house	переезжать/переехать
to participate	участвовать
to respect	уважать
to support	поддерживать/поддержать
understanding	понимание
unemployed	безработный
wages	зарплата
wanted	разыскивается
way of life, lifestyle	образ жизни
younger	младший

Identity and culture: cultural life

Foundation tier

accordion	аккордеон
aerobics	аэробика
art gallery	галерея
a sport	вид спорта
athletics	атлетика
badminton	бадминтон
balalaika	балалайка
ball	мяч
ballet	балет
band/group	группа
basketball	баскетбол
book	книга
boxing	бокс
camera	фотоаппарат
cartoon	мультфильм
cat	кошка
CD (compact disc)	компакт-диск
celebration	праздник
chess	шахматы
choir	хор
Christmas	Рождество
cinema (medium)	кино

Foundation tier (cont)

clarinet	кларнет
classical, classic	классический
club	клуб
collection	коллекция
computer game	компьютерная игра
concert	концерт
cultural	культурный
culture	культура
cycle	велосипед
dance	танец
detective/police (story)	детектив
documentary	документальный фильм
drum	барабан
Easter	Пасха
event	событие
festival	праздник
film	фильм
flute	флейта
football	футбол
free time	свободное время
game	игра
guitar	гитара
gymnastics	гимнастика
Happy birthday!	С днём рождения!
Happy New Year!	С Новым Годом!
hobby; leisure activity	хобби
hockey	хоккей
ice skating	катание на коньках
idea	идея
information	информация
instrument	инструмент
interest	интерес
lottery	лотерея
magazine	журнал
method	метод
mobile phone	мобильный телефон
MP3 player	MP3 плеер
music	музыка
musical (show)	мюзикл
New Year	Новый год
news	новости
nightclub	ночной клуб
opera	опера
orchestra	оркестр
photo(graph)	фото(графия)
piano	пианино
ping pong	пинг-понг
player	игрок
pop music	поп-музыка
programme, broadcast	передача
rap	рэп
reading	чтение
rock music	рок-музыка
role model	пример
romantic	романтический

Foundation tier (cont)

rugby	регби
saxophone	саксофон
science fiction film	научно-фантастический фильм
sculpture	скульптура
series	сериал
show (theatre etc)	шоу
show, performance	спектакль
skate boarding	скейтбординг
skiing	катание на лыжах
socialising	общение
sport	спорт
sports ground	спортивная площадка
sports hall	спортзал; спортивный комплекс
sporty	спортивный
spy film	шпионский фильм
squash	сквош
surfing	серфинг
swimming	плавание
team	команда
television (medium)	телевидение
tennis	теннис
theme	тема
thriller	триллер
tradition	традиция
traditional	традиционный
to adore	обожать
to celebrate	отмечать/отметить
to collect	собирать/собрать
to dance	танцевать
to do sport	заниматься спортом
to get married	выходить/выйти замуж (f) / жениться/ по- (m)
to socialise with	общаться с
to take a dog out for a walk	гулять с собакой
toy	игрушка
(TV) channel	(телевизионный) канал
video camera	камера
video/computer game	видеоигра
violin	скрипка
volleyball	волейбол
windsurfing	виндсерфинг

Higher tier

adventure film	приключенческий фильм
amusement	развлечение
any (sort of)	любой
audience	аудитория
author	автор
boat	лодка
bowling (tenpin)	боулинг
budget	бюджет
ceremony	церемония
Christmas tree	ёлка
comedy	комедия
competition	соревнование; конкурс

Higher tier (cont)

drama (TV etc)	драма
earphones	наушники
entertainment	развлечение
extreme sports	экстремальные виды спорта
fantasy (literature, film)	фантастика
fencing	фехтование
figure skating	фигурное катание
genre	жанр
goal	гол
horror film	фильм ужасов
knowledge	знание
league	лига
leisure	досуг
melody	мелодия
mountain bike	горный велосипед
mountaineering	альпинизм
play (theatre)	пьеса
pleasure	удовольствие
plot	сюжет
pocket money	карманные деньги
poet	поэт
poetry	поэзия
prize	приз
prize winner	призёр
referee	судья
review	отзыв
riding	верховая езда
roller blading	катание на роликах
sailing	парусный спорт
short story	рассказ; повесть *f*
singer	певец/певица
soap (opera)	мыльная опера
song	песня
speakers	колонки
special effects	спецэффекты
stage	сцена
subtitles	субтитры
table tennis	настольный теннис
to (be) relax(ed)	расслаблять(ся)/расслабить(ся)
to bathe	купаться/ис-
to celebrate (a public holiday/festival)	праздновать/от-
to congratulate	поздравлять/поздравить
to create	создавать/создать
to do gymnastics	заниматься гимнастикой
to exercise	делать/с- зарядку
to fish/go fishing	ловить рыбу
to go for a walk/stroll	гулять/по-
to hike, ramble	ходить/идти//пойти в походку
to manage, control	управлять
to occupy oneself, do	заниматься/заняться
to participate	участвовать
to roller-skate	кататься на роликах
to sail	заниматься парусным спортом
to score a goal	забивать/забить гол

Higher tier (cont)

to sew	шить/с-
to skateboard	кататься на скейтборде
to swim	плавать/плыть//поплыть
to take part (in)	принимать/принять участие
to train	тренировать(ся)
tournament	турнир
training	тренировка
trumpet	труба
unforgettable	незабываемый
viewer	зритель
writer	писатель
Xbox	игровая приставка Xbox
youth club	молодёжный клуб

Identity and culture: using social media

Foundation tier

advantage	преимущество
blog	блог
chatroom	чат
computer	компьютер
disadvantage	недостаток
disk	диск
electronic	электронный
email	электронная почта
internet	интернет
laptop	лэптоп
new technology	новая технология
programme	программа
risk	риск
screen	экран
social media	социальные медиа
technology	технология
to chat online	разговаривать онлайн
to download	скачивать/скачать
to use	пользоваться/ис-
use of technology	использование технологии
virtual	виртуальный
virus	вирус
web	веб-
web page	веб-страница
webcam	веб-камера
website	вебсайт

Higher tier

connection	связь
gadget	гаджет
homepage	главная страница
page	страница
password	пароль
social network	социальная сеть; соцсеть *f*
technical	технический
to be concerned, worried	беспокоиться/по-

Higher tier (cont)

to erase, delete	удалять/удалить
to load	загружать/загрузить
to save, to store	сохранять/сохранить
to surf (the net)	бродить/по- по интернету
to type	печатать/на-
to worry, concern	беспокоить/по-
to upload	загружать/загрузить

Local area, holiday and travel

Foundation tier

accommodation	жильё
air	воздух
airport	аэропорт
aquarium	аквариум
area (in town)	(городской) район
art gallery	галерея
atlas	атлас
back	обратно
balcony	балкон
bank	банк
bar	бар
barbecue	барбекю
bath	ванна
bathroom	ванная
beach	пляж
bed	кровать
bicycle/bike	велосипед
boat	лодка
bowling alley	боулинг
brand/make	марка
bridge	мост
brochure	брошюра
building	здание
bus (by bus)	автобус (автобусом)
bus stop	автобусная остановка
bus/coach station	автовокзал
business	бизнес
café	кафе
camp	лагерь *m*
campsite	кемпинг
capital city	столица
car	машина
car, automobile	автомобиль
cathedral	собор
centre	центр
chemist's	аптека
cheque; receipt	чек
church	церковь
cinema (building)	кинотеатр
circus	цирк
closed	закрыт

Foundation tier (cont)

coach	автобус
coast	берег моря
concert	концерт
country (i.e. nation)	страна
countryside	деревня
credit card	кредитная карточка
department (in a shop)	отдел
department store	универмаг
destination	место назначения
direct	прямой
disco	дискотека
door	дверь
entrance	вход
exit	выход
experience	опыт
fact	факт
factory	завод
factory	фабрика
farm	ферма
festival	фестиваль
flight tickets	авиабилеты
floor (1st, 2nd)	этаж
form	бланк
fountain	фонтан
ground floor	первый этаж
guest	гость
guide	гид, экскурсовод
guided tour	экскурсия
help	помощь
hire	прокат
historic	исторический
holidays (school)	каникулы
hospital	больница
hotel	гостиница
hotel (5*)	отель
ice rink	каток
information office	справочное бюро
journey (short), trip	поездка
key	ключ
lake	озеро
library	библиотека
lift	лифт
local area	местность
luggage	багаж
map	карта
map (of town)	план (города)
market	рынок
means of transport	вид транспорта
microwave	микроволновка
monument	памятник
motorbike	мотоцикл
mountain	гора
museum	музей

Foundation tier (cont)

newspaper stall	газетный киоск
night club	ночной клуб
occupied/taken	занято
office	офис
on foot	пешком
on the left	слева
on the right	справа
open	открыто
palace	дворец
paper	бумага
park	парк
passenger	пассажир
passport	паспорт
passport control	паспортный контроль
petrol	бензин
place	место
plane	самолёт
platform	платформа
policeman	полицейский; милиционер
port	порт
post office	почта
postcard	открытка
poster	плакат
priority	приоритет
problem	проблема
public	общественный
public transport	городской транспорт
radio	радио
railway	железная дорога
railway carriage	вагон
recommendation	рекомендация
region, area	регион
region, district	район
resort	курорт
return ticket	обратный билет
river	река
road	дорога
room	комната
room (in hotel)	номер
Russian doll	матрёшка
sea	море
season	сезон, время года
shop	магазин
shopping	покупки
shopping centre	торговый центр
show	шоу
shower	душ
sight, tourist attraction, place to see	достопримечательность *f*
single ticket	билет в одну сторону
snack bar	буфет
snack bar, buffet (on a train)	вагон-ресторан
souvenir	сувенир

Foundation tier (cont)

sports centre	спортивный центр
square (in town)	площадь
stadium	стадион
station (mainline railway)	вокзал
station (metro)	станция
stop (bus, tram etc)	остановка
street	улица
suburb; outskirts of town	пригород
suitcase	чемодан
supermarket	супермаркет
supermarket	универсам
swimming pool	бассейн
taxi	такси
teenager	тинейджер
television set	телевизор
tennis court	теннисный корт
tent	палатка
theatre	театр
ticket	билет
ticket office	билетная касса
ticket; tram, bus or metro ticket	билет; билет на трамвай, автобус, метро
till; cash desk	касса
to photograph	фотографировать/с-
toilets	туалеты
token (metro)	жетон
tour	тур
tourism	туризм
tourist	турист
tourist (adjective)	туристический
tourist information office	туристическое бюро
town	город
town centre	центр города
train	поезд
tram	трамвай
travel agency	турагентство
trolleybus	троллейбус
underground railway	метро
underground station	станция метро
vacation	отпуск
view (over)	вид (на)
village	деревня
way out/exit	выход
welcome	добро пожаловать
window	окно
winter holidays	зимние каникулы
yard, courtyard	двор
youth hostel	молодёжная гостиница
zoo	зоопарк

Higher tier

accident	авария
(to) overtake	обгонять/обогнать
(to) validate a ticket (e.g. train, tram)	компостировать/за- билет
abroad	за границей; за ребежом
accommodation	жильё
adolescent	подросток
adult	взрослый
agricultural	сельскохозяйственный
air conditioning/air-con	кондиционер
airline	авиакомпания
ancient	древний
area	площадь *f*
arrival	прибытие
ATM	банкомат
baker's shop	булочная
bank card	банковская карточка
basement	подвал
border	граница
calm/peaceful	спокойный
canal	канал
car park	стоянка, парковка
castle	за́мок
change	сдача
church (Orthodox)	храм
comfortable	удобный
commercial	коммерческий
compartment (train)	купе
concrete	бетон(ный)
conditions	условия
cooker	плита
corner	угол
crossroads	перекрёсток
deathly	мёртвый
departure	отправление
diesel (fuel)	дизельное топливо
direction	направление
double room	номер на двоих
driver	водитель
driver (professional)	шофёр
driving licence	водительские права
entertainment	развлечение
event	событие
exhibition	выставка
ferry	паром
fireworks	фейерверк
flight	полёт
forbidden to	запрещается
foreigner	иностранец
fortress	крепость
free (available, vacant)	свободный
full (hotel etc)	нет мест
games room	игровая комната

Higher tier (cont)

garage, service station, petrol station	заправочная станция
heating	отопление
helicopter	вертолёт
hill	холм
hire of/hiring	прокат
hospitality	гостеприимство
in advance	заранее
included	включено
industrial	промышленный
industry	промышленность
inhabitant	житель *m*
inside	внутри
landscape	пейзаж
launderette	прачечная
left luggage office	камера хранения
line (underground)	линия
list	список
litter	мусор
local	местный
lorry	грузовик
lost property office	бюро находок
luxurious	роскошный
mosque	мечеть
nature	природа
no parking	парковка запрещена
noise	шум
Open-air pool	бассейн на открытом воздухе
outside	на улице
outside/in the open air	на свежем воздухе
package holiday	путёвка
park	парк
pavement	тротуар
pedestrian	пешеход
pedestrian area	пешеходная зона
pedestrian crossing	переход
picturesque	живописный
pillow	подушка
playground	детская площадка
police station	полицейский участок
police officer	полицейский; милиционер
procession	процессия
population	население
receipt	квитанция
reception	регистрация
receptionist	администратор гостиницы
reduction	скидка
registration/booking in	регистрация
route	маршрут
rush hour	час пик
savings bank	сберегательный банк
seat belt	ремень безопасности
ship	корабль

Higher tier (cont)

sign	знак
silence	тишина
single room	номер на одного
situated	расположенный
ski resort	лыжный курорт
skiing	катание на лыжах
sleeping bag	спальный мешок
sleeping car (in a train)	спальный вагон
soap	мыло
speed	скорость
speed limit	ограничение скорости
star	звезда
summer camp	летний лагерь
ticket inspector	контролёр
timetable	расписание
to add	добавлять/добавить
to enjoy	наслаждаться/насладиться
to have time to	успевать/успеть
to pack (cases)	упаковывать/упаковать
to represent	представлять/представить
to send (set off)	отправлять(ся)/отправить(ся)
to spend the night	ночевать/пере-
to unpack (cases)	распаковывать/распаковать
toilet paper	туалетная бумага
toothbrush	зубная щётка
toothpaste	зубная паста
tower	башня
trade	торговля
traffic	движение
traffic jam	пробка
traffic lights	светофор
travel	путешествие
traveller	путешественник
twin-bedded room	номер с двумя кроватями
waiting room	зал ожидания
walk, stroll	прогулка
wash basin	умывальник
winter holiday	зимний отдых

Phrases associated with weather

Foundation tier

bad	плохой
climate	климат
cloudy	облачный
cold	холодный
degree (temperature)	градус
fog	туман
highest temperature	максимальная температура
hot	жаркий
in the east	на востоке
in the north	на севере

Foundation tier (cont)

in the south	на юге
in the west	на западе
it is chilly	прохладно
it is freezing	морозно
it is raining	идёт дождь
it is snowing	идёт снег
it is windy	дует ветер
lowest temperature	минимальная температура
mist	(лёгкий) туман, дымка
overcast	пасмурно
rain	дождь
snow	снег
storm	гроза
sun	солнце
sunny	солнечно
the sun is shining	светит солнце
to be expected	ожидаться
warm	тепло
weather	погода
weather forecast	прогноз погоды
wind	ветер

Higher tier

average temperature	средняя температура
bright	яркий
changeable	переменчивый
cloud	облако
downpours	ливни, ливневые дожди
dry	сухой
hail	град
heat	жара
high temperature	высокая температура
it is frosty	стоит мороз
it is lightning	сверкает молния
lightning	молния
low temperature	низкая температура
misty	туманно
sky	небо
thunder	гром

Asking for directions

Foundation tier

as far as	до
far	далеко
from here	отсюда
go	идите
go left	идите налево
go right	идите направо
high street/main street	главная улица
how do I get to?	как мне пройти?
in a car	на машине

Foundation tier (cont)

it is very close	это очень близко
not far	недалеко
on foot	пешком
on the left	слева
on the right	справа
straight on	прямо

Higher tier

are you going in a car?	вы поедете на машине?
are you going on foot?	вы пойдёте пешком?
cross (over)	переходить/перейти
it is 100 metres away	это в ста метрах отсюда
take the first road on the left	вам нужен первый поворот налево
turn left	поверните налево
turn right	поверните направо

Dealing with problems

Foundation tier

address	адрес
bill	счёт
colour	цвет
correct	правильный
customer	клиент
customer service	сервис
email address	электронный адрес
form	бланк
guarantee	гарантия
part	часть
purse	кошелёк
receipt	чек
size	размер
telephone number	номер телефона
to pay	платить/за-
to work, function	работать
wrong	неправильный

Higher tier

a fine	штраф
broken	сломанный
complaint	жалоба
crime	преступление
crime, criminality	преступность
customer	покупатель,
customer service	обслуживание
fault	вина
improvement	улучшение
instructions	инструкция
insurance	страхование
mistake	ошибка
progress	прогресс
quantity	количество

Higher tier (cont)

reduction	скидка
repair	ремонт
theft	кража
thief	вор
to bring back, take back	возвращать/вернуть
to complain	жаловаться/по-
to exchange	обменивать/обменять
to fine	штрафовать/о-
to guarantee	гарантировать
to insure	страховать/за-
to pay	платить/за-
to repair	чинить/по-
to return/give back	отдавать/отдать обратно
wallet	бумажник

School

Foundation tier

answer	ответ
article	статья
art, drawing	рисование
beginning, start	начало
biology	биология
board (blackboard, whiteboard etc)	доска
book	книга
break	перерыв
business studies	бизнес
calculator	калькулятор
calendar	календарь
canteen	столовая
chemistry	химия
choir	хор
circle, club	клуб
class	класс
class test	тест
classroom	классная комната
copy	копия
corridor	коридор
cupboard	шкаф
desk	парта
dining room	столовая
drama (school subject)	театр
DT (design technology)	труд
English	английский язык
event (at school)	мероприятие (в школе)
examination	экзамен
exchange	обмен
exercise	упражнение
exercise book	тетрадь
experiment	эксперимент
expert	эксперт
French	французский язык
future plans	планы на будущее

Foundation tier (cont)

geography	география
German	немецкий язык
gym	спортзал
gymnastics	гимнастика
headteacher	директор
history	история
homework	домашнее задание
ICT	информатика
Italian	итальянский язык
laboratory	лаборатория
languages	языки
latin	латынь
lesson	урок
lessons; studies; activities	занятия
letter	письмо
library	библиотека
literature	литература
lunch (adjective)	обеденный
lunch break	перерыв на обед
maths	математика
music	музыка
PE	физкультура
pen	ручка
pencil	карандаш
pencil case	пенал
physics	физика
plan	план
pupil (f)	ученица
pupil (m)	ученик
practice	практика
pressure	давление
progress	прогресс
projector	проектор
question	вопрос
religion, religious studies	религия
result	результат
rubber	резинка
rule	правило
ruler	линейка
Russian (language)	русский язык
school	школа
school activities	школьные мероприятия
school bag	школьная сумка
school bus	школьный автобус
school day	школьный день
school group/party	школьная группа
school trip	школьная поездка
schoolchild (f)	школьница
schoolchild (m)	школьник
sociology	социология
Spanish	испанский язык
specialist	специалист

Foundation tier (cont)

sports hall, gym	спортзал
stress	стресс
student	студент(ка)
study	учёба
subject	предмет
success	успех
summer holidays	летние каникулы
team	команда
technology	технология
the future	будущее
the past	прошлое
tie	галстук
timetable	расписание
type	тип
uniform	(школьная) форма
year	год

Higher tier

able	способный
art	искусство
assessment	контрольная работа
attention	внимание
ballpoint pen	шариковая ручка
boarding school	школа-интернат
briefcase	портфель
circle, club	кружок
compulsory subject	обязательный предмет
core subjects	основные предметы
degree (university)	диплом
dictionary	словарь
discipline	дисциплина
discussion	обсуждение
do badly; fail an exam	не сдать экзамен
drama group, acting group	драматический кружок
economics, economy	экономика
education	образование
essay	сочинение
exchange	обмен
felt tip	фломастер
finishing/completing school	окончание школы
foreign languages	иностранные языки
fountain pen	авторучка
glue	клей
hardworking	трудолюбивый
headteacher	директор
kindergarten	детский сад
locker	шкафчик
mark, grade	оценка
means, way	способ, образ
meeting	встреча
mixed	смешанный
optional (subject)	(предмет) по выбору

Higher tier (cont)

oral	устный
pad of paper	блокнот
page	страница
parents' evening	родительское собрание
permission	разрешение
pressure	давление
primary school	начальная школа
private school	частная школа
project	проект
pronunciation	произношение
punishment	наказание
qualification	квалификация
report	отчёт
rule	правило
school leaving certificate	аттестат об окончании школы
school report	отчёт
school textbook	учебник
science	наука
scissors	ножницы
secondary school	средняя школа
seminar	семинар
sharpener	точилка
shelf	полка
sixth form	старшие классы
sociology	социология
sports ground	спортивная площадка
staff room	учительская
state	государственный
strict	строгий
strong, good at (subject)	сильный
studies	учёба
successful	успешный
term	триместр
textbook	учебник
to agree (with) something	соглашаться/согласиться с чем-то
to calculate	считать/под-
to cancel (lessons)	отменять/отменить
to correct	исправлять/исправить
to drop a subject	бросать/бросить предмет
to improve	улучшать/улучшить
to pass (exam)	сдать (экзамен)
to pay attention	обращать/обратить внимание
to practise	практиковаться
to pronounce	произносить/произнести
to repeat	повторять/повторить
to revise	готовиться/под-
to sit an exam	сдавать экзамен
to skive/to skip/bunk lessons	прогуливать/прогулять уроки
to teach	учить, преподавать
to translate	переводить/перевести
to work hard	усердно работать
translation	перевод

Higher tier (cont)

unfair	несправедливый
village	село
vocational school; technical college	техникум
waste of time	трата времени
weak, bad at (subject)	слабый

Future aspirations, study and work

Foundation tier

actor	актёр
actress	актриса
advertisement	реклама
air hostess	стюардесса
ambition	амбиция
architect	архитектор
army	армия
aspiration	желание
assistant	помощник
banker	банкир
beyond (the classroom)	вне (класса)
builder	строитель
business	бизнес
career	карьера
cashier	кассир
coffee (tea/lunch) break	перерыв на кофе (чай/обед)
colleague	коллега
company	компания
computer	компьютер
computer science	информатика
cook	повар
degree	диплом
dentist	зубной врач
designer	дизайнер
doctor	врач
dream (aspiration)	мечта
driver	шофёр
electrician	электрик
employment	работа
engineer	инженер
farmer	фермер
farmer worker	работник на ферме
fashion	мода
file	файл
fireman	пожарник
folder	папка
form	бланк
future	будущее
interview	интервью
job	работа
journalist	журналист/ка
language	язык
lawyer	адвокат

Foundation tier (cont)

lecture	лекция
male nurse	медбрат
manager	менеджер
marketing	маркетинг
mechanic	механик
medal	медаль *f*
medicine (study of the subject)	медицина
member	член
model	фотомодель *f*
musical	музыкальный
musician	музыкант
nurse	медсестра
officer	офицер
per hour	в час
poet	поэт
printer	принтер
profession	профессия
programmer	программист
project	проект
reporter	репортёр
sales assistant	продавец/продавщица
soldier	солдат
sponsor	спонсор
student	студент(ка)
study	изучение
teacher	учитель, преподаватель
teacher (f)	учительница
technician	техник
telephone	телефон
to build	строить/по-
to organise	организовать
to study	изучать; учиться
training (sport)	тренинг
training (study)	обучение
travel agency	турагентство
university	университет
vet	ветеринар
volunteer	волонтёр
waiter/waitress	официант/официантка
work	работа
work experience	трудовая практика

Higher tier

aim; goal	цель
ambition	амбиция
answerphone	автоответчик
artist	художник
badly paid	плохо оплачиваемый
charity	благотворительная организация
civil servant	госслужащий
conference	конференция
database	база данных
dream	мечта

Higher tier (cont)

driver	водитель
educational	образовательный
employer	работодатель
enclosed	прилагаемый
experienced	опытный
hard disk	жёсткий диск
higher education	высшее образование
impression	впечатление
in aid of	в помощь
internship	стажировка
interview	собеседование
job	работа
job advert	объявление о работе
keyboard	клавиатура
law (study of the subject)	юриспруденция
link	связь
model	манекенщица
mouse	мышка
part time	на полставки
photo model	фото модель
plumber	сантехник
programmer	программист
prospects	перспектива
qualification	квалификация
qualified	квалифицированный
representative	представитель *m*
salary, wages	зарплата
signature	подпись
situation wanted	ищу работу
skills	навыки
society	общество
surgeon	хирург
to apply for a job	подавать/подать заявление на работу
to apply to / get in to university	поступать/поступить в университет
to attach	прилагать/приложить
to do a course	проходить/пройти курс
to enclose	вкладывать/вложить
to fill in a form	заполнять/заполнить бланк
to introduce oneself	представляться/представиться
to print out	распечатывать/распечатать
to telephone	звонить/по- по телефону
to type	печатать/на-
to volunteer	выступать/выступить волонтёром
unemployment	безработица
vacancy	вакансия
voluntarily	добровольно
voluntary work	волонтёрская работа
webmail	веб-почта
well paid	хорошо оплачиваемый
without pay	без зарплаты

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

Foundation tier

access to	доступ к
against	против
animals	животные
atmosphere	атмосфера
campaign	кампания
championship	чемпионат
charity	благотворительная организация
country	страна
earth	земля
ecological	экологический
ecology	экология
effect	эффект
electricity	электричество; электроэнергия
energy	энергия
environment	окружающая среда
environmental issues	экологические проблемы
festival	фестиваль
for	за
forest	лес
gas	газ
good cause	благое дело
global	глобальный
green	зелёный
hurricane	ураган
illegal	нелегальный
international	международный
international dimension	международный аспект
legal	легальный
music festival	музыкальный фестиваль
musical event	музыкальное мероприятие
natural resources	природные ресурсы
ocean	океан
oil	нефть
Olympic games	Олимпийские игры
organisation	организация
people	люди
planet	планета
political	политический
politician	политик
politics; policy	политика
recycling	переработка
sporting event	спортивное мероприятие
tiger	тигр
to die	умирать/умереть
to live	жить
to recycle	перерабатывать
world	мир
World Cup (football)	чемпионат мира (по футболу)

Higher tier

advantages	преимущества
bear	медведь
cannabis	гашиш
charity	благотворительная организация
climate (adjective)	климатический
coal	уголь
disadvantages	недостатки
disaster	катастрофа
drinking water	питьевая вода
drought	засуха
drugs	наркотики
earthquake	землетрясение
economising	экономия
ecotourism	экотуризм
elephant	слон
environment	окружающая среда
fair trade	этичная торговля
field	поле
flood; flooding	наводнение
general, common	общий
global warming	глобальное потепление
hunger; famine	голод
international	международный
island	остров
lack (of)	недостаток
natural resources	природные ресурсы
pesticide	пестицид
peace	мир
plastic	пластмасса
plastic	пластмассовый
pollution	загрязнение
poverty	нищета
protection	охрана
rights of man; human rights	права человека
rubbish	мусор
security	безопасность
solar power	солнечная энергия
species	порода
sports event	спортивное мероприятие
spying	шпионаж
starving	голодающий
threat	угроза
to contaminate, pollute	загрязнять/загрязнить
to preserve	сохранять/сохранить
to protect, defend	защищать/защитить
to recycle	перерабатывать/переработать
to save, economise	экономить/с-
to save, rescue	спасать/спасти
to sort/separate (e.g. rubbish)	сортировать/рас-
to stay in contact	поддерживать/поддержать связь
to survive	выживать/выжить

Higher tier (cont)

to threaten	угрожать
volcano	вулкан
war	война
waste products	отходы
world(-wide)	мировой

Appendix 4: The context for the development of this qualification

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

We have developed and designed this qualification by:

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

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

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

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

From Pearson's Expert Panel for World Class Qualifications

May 2014

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

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

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

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

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

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

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

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

Bahram Bekhradnia
President, Higher Education Policy Institute

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Dr Peter Hill
Former Chief Executive ACARA

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

Professor Jonathan Osborne
Stanford University

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Bob Schwartz
Harvard Graduate School of Education

All titles correct as at May 2014

Appendix 5: Transferable skills

The need for transferable skills

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

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

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

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

Cognitive skills

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

Interpersonal skills

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

Intrapersonal skills

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

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

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

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

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

Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. Discount codes are published by the DfE.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is: 603/1200/2
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE – 1RU0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 1RU0/01 Paper 2: 1RU0/02 Paper 3: 1RU0/03 Paper 4: 1RU0/04

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

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About Pearson

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

This specification is Issue 5. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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